



BOSSLEY BIZ

NEWSLETTER

NSW Department of Education

Learning together

Celebrate our schools this EdWeek
3-7 August 2020

AUGUST 2020

Education Week is an annual celebration of NSW public education and the achievements of local schools and students. This year, Education Week will run from Monday 3 August to Friday 7 August 2020 and the theme is 'Learning together'.



Upcoming Dates for Yr 12

Monday 21st September

Normal lessons

Tuesday 22nd September

Normal lessons

Wednesday 23rd September

Normal lessons + Graduation Rehearsal from period 4 in MPC

Thursday 24th September

Yr12 Picnic day on school grounds 8.30am to 12.30pm.

Thursday 24th September

Yr12 Graduation @4pm in MPC livestreamed and recorded.

Week 1 Term 4

Online learning platform lessons. Students have option of accessing these at School or home.

Tuesday 20th October

HSC examinations begin.

Monday 2nd November

Clearance period begins. Students to return all texts to Library.

Wednesday 11th November

HSC examinations conclude. Assessment ranks released to students.

Wednesday 18th November

Yr12 Formal @ Le Montage 38 Frazer St Lilyfield OR School MPC with DoE

COVID-19 guidelines in place

Friday 18th December HSC results. ATAR released from 1pm.



Ed. week
3-7 August
2020



Bossley Park HS students, teachers and community members were nominated by their peers to receive certificates of recognition for their contribution to public education.



Bossley Park High School



Focussing on Excellence & Success



Vera Chevell
Principal - Bossley Park HS

While most of all recent news has been about updates regarding COVID -19 and changes to learning from home and now back to face-to-face teaching it is lovely to get back to some more normal news items.

Year 10 into Year 11 2021

Year 10 are currently going through the process of subject selection for Year 11-12. Due to ongoing physical distancing requirements and guidelines restricting adults in the school, Year 10, Deputy Principal, Mr Hooke has developed a website for students to access information regarding HSC requirements, career information and course information. This means that students and parents can access the website as many times as they need or revisit subject videos as many times as required to support their decision making process. As part of this new process, students will also be interviewed to discuss their subject choices.

Enrolment policy – Enrolment CAP and the Talented Football Program

Every school with a designated intake area has an enrolment cap. The enrolment cap is set centrally and replaces the locally determined enrolment 'ceilings'. The cap is the number of students that can be enrolled based on the school's permanent accommodation and typical class sizes for the school type, taking into consideration the ability of schools to offer a range of curriculum choices for secondary students. Schools that have exceeded their enrolment cap will not enrol non-local students. – Please see attached parent information sheet on enrolment changes.

At Bossley Park High School, our enrolment cap is set at 1200 students. As we are over our cap by 200 students, we are unable to take any new out of area students for any school gifted and talented program unless they already have siblings in the school, with the exception of siblings in the Talented Football Program. We were recently granted approval by the Department of Education to continue to offer the Talented Football Program with a selection process that makes clear that siblings that are not selected in the program are not granted enrolment in the school. The talented football program can enrol up to twenty girls and twenty boys for a total of 40 students each year. This exception the Department has made for Bossley Park High is the result we all wanted to achieve due to the longevity and quality of the program and staff and its outcomes for students. The other school gifted and talented programs such as academic, visual arts, robotics and performing arts – dance, music and drama – will continue to be offered in the school, but only for our own students and we will not have future selection dates for out of area students.

Educational continuity plan

All Year 12 students are encouraged to access the Department of Education new website for Year 12 students called - [HSC Student Hub](#) (click on the link). The HSC hub contains high-quality, on-demand resources that teachers can provide to their students to help them prepare for their exams. I understand that the year has been particularly disruptive for Year 12, but students and teachers are working hard to make up for lost time. Many HSC teachers and students also attended additional lessons at school during the recent holidays to ensure they are well prepared for the coming HSC trial examinations starting in Week 4 from Monday 9th August.

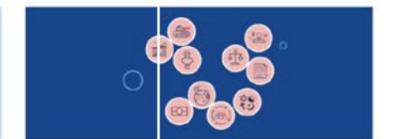
Welcome to the HSC hub



Creative arts



English



HSIE



Languages



Mathematics



PDHPE



Science



TAS



VET

Congratulations to Ms Frasca

Ms Frasca has been appointed as a permanent staff member at Bossley Park High School. Ms Frasca is an active and integral member of the English faculty and a successful leader of the HSC minimum standards for literacy as well as being part of the wellbeing team as Year Adviser for Year 8. I am extremely pleased to secure her position as a quality teacher in the school.



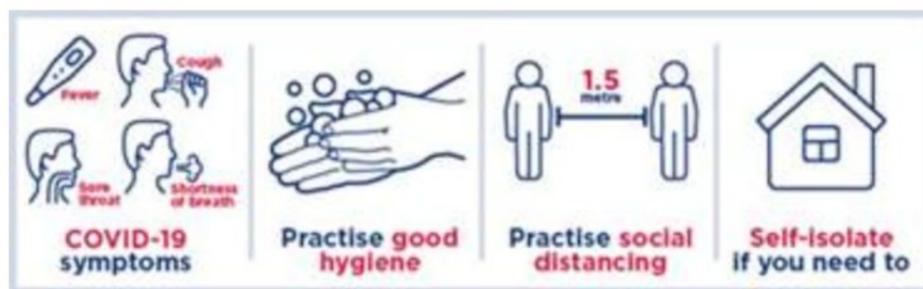
Library refurbishment almost complete

While students were away during the four-week period of learning from home, in Term 2, we took the opportunity to accelerate the refurbishment of the library and I must say it has been transformed to a fantastic new learning space for students and staff. Many thanks to our librarian Ms Frances Weir and her team that have worked on the new design, learning spaces and furniture and shelving for all the books. It will be great when we can once again invite parents back to school to see the new library.

COVID-19

As updates are required I will generally email all parents to provide the latest information as issued by the Department of Education and NSW Health. Parents can bookmark the [Latest COVID-19 case locations in NSW](#) to check the latest hotspot areas and who should get tested or who should monitor for COVID symptoms.

The following fact sheet will also help parents and carers to understand procedures for self-isolation. <https://www.health.nsw.gov.au/Infectious/factsheets/Factsheets/parents-carers.pdf>.



Student Attendance

I have attached in the following pages the cumulative effect of student absence on the numbers of months and possibly years that can be missed when students are regularly absent from school. While the COVID-19 pandemic has been disruptive, it has also changed the way we live and this will be the new normal. Student learning is significantly affected by regular absence. I encourage all parents to be the advocate for your child's positive school attendance and reinforce the importance of the continuity of learning. If students are well, they should be at school.

Additional items to the school uniform – shorts for the boys are on their way!

We have just approved a style of shorts to be included as part of the boys summer uniform. These will be first available from the School Locker on a date to be advised. They are dark grey shorts and can be worn by both junior and senior boys from 2021. I know that this will be a welcomed summer addition to the boys uniform. Boys are reminded that they are worn with black leather lace-up shoes as shown in the picture to the left. In addition, we have also added a plain black sloppy-jo with the school logo for 2021.



NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



NSW Department of Education

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COVID-19: Isolation advice for parents and carers

These frequently asked questions (FAQs) provide guidance for parents and carers on isolation requirements relating to COVID-19 in schools and childcare centres.

Further information is available at:

- [Home isolation guidance for people confirmed to have COVID-19 \(coronavirus\) infection](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-confirmed.aspx)
- [Home isolation guidance for close contacts](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-contacts.aspx)
- [Information about COVID-19 \(coronavirus\) and NSW schools, universities and childcare centres](http://www.nsw.gov.au/covid-19/education)
- [Coronavirus \(COVID-19\) and children in Australia](https://raisingchildren.net.au/guides/coronavirus-covid-19-guide/coronavirus-and-children-in-australia)

My child has received a confirmed diagnosis of COVID-19

Does my child need to self-isolate?

Yes, your child must self-isolate at home and must not go to school or childcare. As much as possible, separate your child from others in the home by following NSW Health's [home isolation guidance](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-confirmed.aspx)

Do others in my household need to self-isolate?

Yes, anyone in the household who spent significant time either face-to-face (15 mins) or in an enclosed space (two hours or more) with your child while they were infectious is considered a close contact and must self-isolate for 14 days since the date of last contact.

What if my child cannot self-isolate from everyone in the household?

It is important to separate your child from household members where possible, even if they are close contacts, due to the ongoing risk of viral transmission. However, we acknowledge that it may not be possible to separate your child from the primary care giver or others in the household, due to their age or other factors. In this case, anyone who is having ongoing contact with your child must extend their own isolation period to 14 days after your child is considered to be cleared of the virus as per NSW Health Criteria (please see below).

When can my child go back to school or childcare?

As a confirmed COVID-19 case, your child must meet [certain criteria relating to their recovery](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-confirmed.aspx) before being released from isolation. Once released from isolation, your child can go back to school/childcare.

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just... they miss weeks per year and years over their school life

1 day per fortnight = 4 weeks = Over 1 year missed

1 day per week = 8 weeks = Over 2.5 years missed

education.nsw.gov.au

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education.nsw.gov.au



There is a confirmed case of COVID-19 at my child's school/childcare and my child has been identified as a close contact

Are you sure my child is a close contact?

Once a case of COVID-19 is identified, a public health unit interviews the case or their parent/carer (depending on their age) and the school/childcare. In conjunction with timetables and attendance records, close contacts are identified as per the standard definitions of:

- had face to face contact for greater than 15 minutes cumulative over the course of a week, starting from 48 hours before onset of symptoms in the person who was infectious, or
- been in the same closed space for at least 1 hour, starting from 48 hours before the onset of symptoms in the person who was infectious.

Does my child need to self-isolate?

Yes, your child must remain in home isolation for 14 days from the date of last contact with the confirmed COVID-19 case, and not return to school until all clearance criteria are met (see above: When can my child go back to school or childcare?). As much as possible, separate your child from others in the home by following NSW Health's [home isolation guidance](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-confirmed.aspx) (www.health.nsw.gov.au/Infectious/factsheets/Pages/advice-for-confirmed.aspx).

Monitor your child for symptoms

While your child is in self-isolation, monitor for any new symptoms, particularly fever (37.5°C or higher), cough or shortness of breath (difficulty breathing). Other symptoms of COVID-19 include tiredness; aches and pains; diarrhoea; headache; loss of taste or smell. If symptoms develop, seek help as soon as possible by seeing a doctor (call ahead to alert your doctor about the possibility of COVID-19 before visiting) or attending a COVID-19 testing clinic. If your child tests negative, they must still isolate for the full 14-day period as COVID-19 may take up to 14 days before symptoms develop.

When can my child go back to school or childcare?

If your child remains well after 14 days, they do not require any tests before leaving isolation and returning to school or childcare.

Do others in my household need to self-isolate?

No, generally other people in the household of a close contact do not need to self-isolate. However, in some families it may be very difficult to isolate children from other family members, either due to the age/behaviour of this child or their siblings, or the physical constraints of the home. Siblings who cannot be effectively isolated from the child who is a close contact should not attend school or childcare during your child's isolation period. Similarly a parent who cannot isolate from a child who is a close contact should not attend work.

Additional precautions may also be necessary if you and/or a household member work(s) in a high risk setting (aged care facility, hospital, correctional facility, disability services) and are unable to effectively isolate from the child.

Scenario 1 – family not able to effectively isolate within the household

I have three children: a daughter aged 2 years who goes to childcare and two sons aged 6 and 8 years who go to primary school. Due to a confirmed case of COVID-19 at my daughter's childcare centre, she is considered as close contact and must isolate for 14 days.

We have decided that it will not be possible for our household to effectively isolate from each other within the home, due to our children being so young. My sons will therefore not attend school for the duration of my daughter's 14-day isolation period. Once the 14 day period has passed and all have remained well, they will go back to childcare and school.

Scenario 2 – family able to effectively isolate within the household

I have two children: a son who is 14 years old and a daughter who is 17 years old. Both attend the same high school. A friend of my daughter at school was diagnosed with COVID-19 and my daughter is considered a

close contact and must isolate for 14 days. My son is not required to isolate as he did not have contact with my daughter's friend who is the case.

As my children are older and our house is large enough, we have decided to isolate my daughter from the rest of the family for the isolation period. My son will therefore be able to continue going to school.

As a parent or carer of a close contact, will I require clearance from NSW Health to return to work?

Following 14 days isolation, if you remain well then you do not require any tests before being released from isolation.

There is a confirmed case of COVID-19 at my child's school/childcare and my child has not been identified as a close contact

Does my child need to self-isolate?

If your child did not have any significant close contact with a person who was infectious with COVID-19 and is feeling well, they do not need to self-isolate and can go to school or childcare as normal.

However, please look out for any new symptoms, particularly fever (37.5°C or higher), cough or shortness of breath (difficulty breathing). If symptoms develop, seek help as soon as possible by seeing a doctor (call ahead to alert your doctor about the possibility of COVID-19 before visiting) OR attending a COVID-19 testing clinic. If your child is tested for COVID-19, they should isolate at home and not attend school or childcare until you receive the test result.

Do others in my household need to self-isolate?

No, they are not required to self-isolate.



Deputy's Desk

Mr Foti

Deputy Principal - Years 7 & 11

Year 11 are now in their last term of their Year 11 studies. With HSC courses commencing in Term 4, they are now fine tuning their skills and knowledge in preparation for their final Year 11 examinations later this term. We wish Year 11 all the best in their studies and transition towards their HSC courses. They are currently finalising their Year 12 jacket design which is very exciting!

The Pop Up Cafe, run by Ms Moiler and Year 11 Hospitality students, was a success with many staff and students ordering delicious cuisines prepared by our Year 11 students.

Our process of selection for next year's school captains has also commenced. Covid-19 restrictions will see us refine our process slightly, however, this will continue to be a multifaceted process that highlights each candidate's abilities and strengths.

Thank you to all parents/caregivers that have participated in our first online parent/teacher interviews. We are eager to have your feedback on how these have progressed, please complete the online survey when it is emailed to you. We value your feedback and use it to inform our future practices and processes.

Year 7 have this week embarked on the process of selecting their elective courses for 2021. The online course selection platform is live from Wednesday, 5 August, closing the following Wednesday, 12 August, at 4pm.



Year 11 Hospitality students ran the Pop Up Cafe as part of their assessment

Deputy's Desk

Mr Stanley

Deputy Principal - Years 8 & 12



Semester 1 reports and Parent/Teacher Evenings for Year 7-12 2020 have now all taken place. After reflecting on their reports students should now be settled into consistent work habits so to continue on a positive path of improvement. Parent/Teacher Evenings are an important part of the teaching and learning process. We hope all parents found communicating with your child's teacher informative and beneficial via this new 'Zoom' online platform.

Bossley Park High School has a great reputation of being a safe and respectful learning environment. This message is consistently communicated to all students. Recently we have had some issues where students have not been safe or respectful to themselves, staff and other students. We must all conduct ourselves in a safe and respectful manner. Dangerous, aggressive, insolent and bullying (including cyberbullying) behaviours will not be tolerated and the appropriated consequences will be issued to offending students. Could I ask parents to reinforce this message at home of what it means to be a Safe, Respectful Learner. It was very pleasing to acknowledge over 450 students with a PBL reward at the end of last term for being a consistent SRL.

Year 8 and 12 Update

Year 8 are working through the process of selecting electives for Year 9 2021 and Year 10 2022. At a recent year meeting, they were provided with access to the selection booklet and an information sheet outlining the selection process. Both of which were explained to the students by myself. All information provided was to ensure students were empowered to make the best possible decisions. Elective courses studied in Stage 5 together with the Key Learning Area (KLA) courses will be assessed under the award of the Year 10 RoSA (Record of School Achievement). Over the coming months timetable line structures will be developed for Year 8/9/11 2021. Year 8 will then be informed as to the electives they will be studying in 2021/22. It is expected that the vast majority of students will be given the courses they have selected (priority 1-4). A small minority will meet with myself to resolve any issues.

Year 12 move into the final term of teaching and learning for the HSC course. HSC Trials examinations will be conducted in Weeks 4-5 term 3. Mr Sheridan will be the Presiding Officer as per Year 11 exams last year. He will be assisted by a group of external supervisors that the school employs. This process is designed to mirror the HSC examination process. Students only need to attend school for their examinations during these two weeks. All other time should be used for exam preparation.

HSC important dates. This has been a very challenging year with many changes been thrown upon us in relation to covid-19 restrictions. Currently no parents will be able to attend Graduation and we cannot use an external venue for Picnic day. If restrictions are lifted regarding parents attending this will be communicated. The school is also exploring the option of conducting the Formal at school should the indoor venues restrictions for LeMontage not be lifted in time. Again, information will be communicated as known. A detailed information letter will be distributed to students and parents shortly covering all key aspects on Graduation/Examinations/Formal/Clearance Procedures.

Can I please encourage Year 12 to read the upcoming dates on the front page of the newsletter.

Thank you for your support of the school's leading and management of the COVID-19 issue. At all times our priority has been the safety and health of our school community, provide continuity in education and follow DoE and government directions at all times.



Year 12 Construction and Timber (above)

In closing, what makes Bossley Park a great school?

Wonderful staff, fantastic students, supportive parents and community.



Deputy's Desk

Ms Ager

Deputy Principal - Year 9

Welcome back to another busy term, unfortunately we are not busy in the way we would have liked to be at this time of year. We have had to postpone a lot of the programs and events we had scheduled to run this term, however we are committed to them and will get them back on the agenda as soon as is safe to do so.

Code4Fun, is an externally run extra-curricular activity which has been able to proceed online. Gaining the skills to understand Java coding is a very useful skill and is delivered in such a fun way as well. If you think your child would like to learn more about coding and creating games instead of just playing them you can find more info at www.code4fun.com.au/ or speak with Grigory on 0452 525 453 who will be able to answer all your questions. Our Bossley groups are currently running on Thursday after school.

I'd like to congratulate two wonderfully talented Year 9 students; Natasha Wood who is a Finalist in the Capture Fairfield Photography Competition and George Alkhoury who is a finalist in the Capture Fairfield Art Competition. There were many great entries this year including artworks by Emilya Balyos (Yr 10) and Imogen Stierli (Yr 7), along with some great photography students. The works are currently all on display at the Council Administration Centre, 86 Avoca Road, Wakeley, for public view. Thank you to the Visual Arts staff for promoting this great local event.



Capture Fairfield finalists George Alkhoury & Natasha Wood (Year 9)



Natasha Wood, *Donkey At Play 2*, 3rd Place in Photography



George Alkhoury, *Welcome*, 3rd Place in Visual Arts

Deputy's Desk



Mr Hooke

Deputy Principal - Year 10

Our first news letter since lockdown and I would like to take this opportunity to thank all parents for their support throughout the lockdown and online learning period. The lockdown period was a substantial challenge for staff, students and parents. Despite this the majority of students have continued to thrive and achieve success throughout this period and this has been largely due to the support that you as parents have provided in facilitating the learning of your own children.

This term marks the beginning of the subject selection process for Year 10 at Bossley Park High School. This term Year 10 students will select subjects for a Preliminary pattern of study in 2021 (Year 11) and a HSC pattern of study in 2022. (Year 12) At Bossley Park High School, students are required to study 12 Units in both Year 11 and Year 12.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.
- No more than 6 units of Science

Due to the restrictions that have been put in place as a result of the COVID-19 pandemic, the subject selection process has been modified and consequently, the school has constructed a website to provide students with the necessary information to make informed and appropriate selections. The website contains essential advice regarding the eligibility requirements for the award of the Higher School Certificate and it also contains information relating to the courses available for selection in Year 11, 2021 at BPHS. The link to the BPHS Subject Selection Website can be found on the Parent and Student Sentral Portals and can also be located within the Year 10 Google Classroom.



The Subject Selection Process involves three phases: Phase one: Students engage with the subject selection website and seek advice from teachers, the Careers Advisor and the Head Teacher Senior Students

Phase two: Students will be issued with an email that will provide them with access to the Edval Subject Selection Portal, where they will make their selections. After phase two selections have been completed, line structures will be determined.

Phase three: Students are then allocated subjects based on their survey results and the formulated lines. Phase two of the subject selection process commenced on Friday 31st of July and concluded at 8am on Friday 7th of August.

At the end of last term, Year 10 received their Semester 1 reports. (Reports are accessible through the Parent and Student Sentral Portals) It was pleasing to see so many students achieve quality reports despite the challenges they faced adapting to online learning mid-way through the semester. It is the school's aim to have every student demonstrate improvement every semester. Consequently, I encourage all students to read the suggested strategies for improvement for each of their courses within their report and for them to utilise these strategies to assist their attainment of improved outcomes.

Year 10 Parent Teacher Evening took place on Wednesday 5th August utilising the online Video Conferencing Platform – 'Zoom', due to the restrictions imposed by the Covid – 19 Pandemic. These interviews were quite successful in providing parents with valuable feedback regarding their children's progress towards the attainment of a RoSA. Data collected from parent surveys indicate that many parents preferred this format of parent teacher interviews. We welcome your feedback regarding this format for parent teacher interviews and I encourage all parents to complete the survey that was emailed to parents so that you can express your opinion on this initiative.

Thank you for your continued support of the school and your children during this unique and unusual period. (Parents who are unable to access the parent portal are encouraged to contact the school for login details).



NSW Police Force

With your help, a safer community.

DRIVING OFFENCES IN SCHOOL ZONES

Disobey 'No Parking' Sign



- ONLY stop to drop off or pick up
- Stay within 3 meters of your car
- Stay less than 2 minutes

Fine = **\$191** & Lose 2 Points

'KISS & DROP' ZONE

Section 168 Road Rules 2014



Fine = **\$344** & Lose 2 Points

DO NOT STOP for ANY reason

Section 167 Road Rules 2014

Fine = **\$457** & Lose 5 Points

Driver Uses Mobile Phone When Not Allowed by Law
DO NOT talk, text or view your phone while

Section 300 Road Rules 2014

For more information see: **Road Rules 2014**

<http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>

Fine = **\$344** & Lose 3 Points
Child or Passenger Not Restrained
(Not wearing a seat belt or not in a child seat)

May 2020 Learning Technology



NSW Police Force

With your help, a safer community.

DRIVING OFFENCES IN SCHOOL ZONES

Disobey 'No Parking' Sign



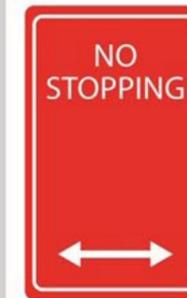
Fine = **\$191** & Lose 2 Points

'KISS & DROP' ZONE
ONLY stop to drop off or pick up
Stay within 3 meters of your car
Stay less than 2 minutes



Section 168 Road Rules 2014

Disobey 'No Stopping' Sign



Fine = **\$344** & Lose 2 Points

DO NOT STOP for ANY reason



Section 167 Road Rules 2014

Child or Passenger Not Restrained

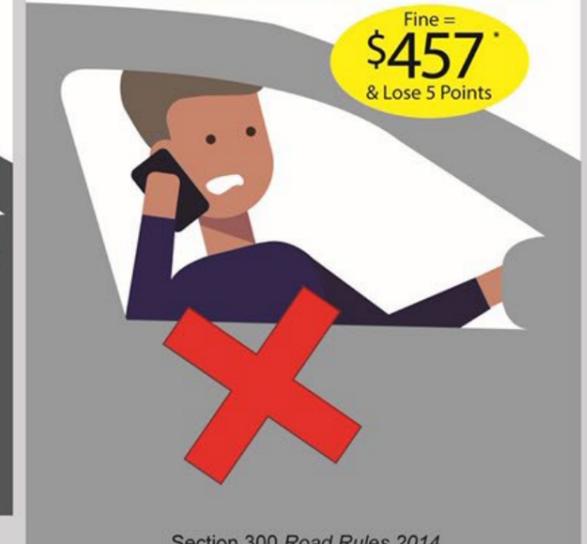
Fine = **\$344** & Lose 3 Points



Sections 265, 266, 267 Road Rules 2014

Driver Uses Mobile Phone When Not Allowed by Law

Fine = **\$457** & Lose 5 Points



Section 300 Road Rules 2014

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For more information see: **Road Rules 2014** <http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>



Ms Sari-Daher
HT Wellbeing

It has been a strange 2020 and hopefully our community is staying safe and looking after their physical wellbeing and, more importantly, their mental wellbeing.

A lot of the great wellbeing initiatives we run at Bossley are currently on hold, but we are endeavouring that our students receive all the support they can at school. Remember parents and students can access their year advisers for help and support.



This term we have a new addition to our Student Support Officers (SSOs), Orhai Barkho (pictured). Orhai joins the team this term in addition to Jay Reddy who has been an SSO at Bossley since 2018. Student Support Officers (SSOs) work with school counselling services and the department's wellbeing team to enhance the wellbeing and learning outcomes of students.

This Term, our school will be participating in the Partners in Learning parent survey, another part of the Tell Them From Me suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted over Term 3 and early Term 4. Although participating in the survey is entirely voluntary, your responses are very much appreciated.

We will provide further information about how to access the survey to your nominated email address. In the meantime, more information about the survey is available at: <http://surveys.cese.nsw.gov.au> or alternatively see the frequently asked questions resource attached.

At Bossley we take great pride in our uniform. If your child is out of uniform for any reason (such as broken shoes, lost jumper, etc) he/she needs to report to their Deputy before school or at recess with a note from a parent or guardian to explain why they are out of uniform, and how long it will be until the item of uniform can be replaced. Your assistance in providing a note to explain any uniform problems is much appreciated to maintain the high standards of uniform that Bossley is known for. Please note that we have made some modifications to our Uniform Policy in relation to acceptable shoes. Fully enclosed all black firm and sturdy leather lace-up shoes must be worn. Not accepted: buckle-up shoes, ballet-style slip on shoes, suede or soft canvas style sport shoes, no coloured trim or coloured brand logo, ankle high basketball-style boots, shoes with a heel greater than 3cms or platforms and boots of the Doc Martens or military style. Refer to information sheet on the next page for more information.

Finally remember to check our Wellbeing Hub for some excellent resources to support your child's wellbeing as well as gain access to some excellent study tips and resources. <https://sites.google.com/education.nsw.gov.au/bphs-wellbeing-hub>.



Uniform Policy - School Shoes





Tell Them From Me parent survey Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

1. What is the Partners in Learning parent survey?

The Partners in Learning parent survey is part of the *Tell Them From Me* suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school.

The survey is designed to measure, assess and report insights from the parent point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

2. What kind of questions will the survey ask?

The survey questions aim to understand parents' perspectives on their child's experience at school, including teaching, communication and the school's support of learning and behaviour. The survey also aims to understand parents' perspectives on activities and practices at home related to their child's learning.

The survey will ask parents questions about:

Parents feel welcome	Parents are informed	Parents support learning at home
School supports positive behaviour	Safety	Inclusion
Communication preferences	Parents' participation at school	School supports learning

3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your school has decided to participate.

4. How will taking part in this survey benefit my child's school?

The parent survey provides school principals and school leaders with parents' perspectives on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that schools can use for practical improvements.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

5. How does the parent survey relate to the student survey?

The parent survey is complementary to the *Tell Them From Me* student survey that your child may have been asked to complete. These surveys are offered (along with a teacher survey) to ensure schools can capture the views of students, teachers and parents.

For more detail on each of the surveys, see the survey website: <http://surveys.cese.nsw.gov.au/>

6. What do I need to do to participate in the survey?

The survey typically takes 15 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. You can complete the surveys on desktop computers, laptops, ipads, tablets and smartphones. You will be provided with a link to complete the survey at home or your school may make computers available so that you can complete the survey during school hours. This link will be distributed to you by your school during Term 3.

7. Do I need to participate?

No, participation in the survey is optional. Whilst your responses are very much appreciated, if during the survey, you feel uncomfortable, you can stop the survey at any time. The majority of questions in the survey can be skipped.

8. Will the school be able to identify me or my child from my responses?

Survey responses are anonymous so staff in schools will not be able to identify individual parents or students from parent responses. Data suppression rules are applied to the school reporting tools where there are fewer than five responses. In other words, schools only see responses to questions which have been answered by five or more parents.

9. What sort of analysis will be done of the survey data?

Once the surveys are completed, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of parents at their school.

CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data. The results will help all schools better understand the relationship between

parents and students' engagement, students' wellbeing, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

10. When will the Partners in Learning survey happen?

The surveys will be conducted in all participating schools between Monday 27th August (Week 6, Term 3) and Friday 26th October 2018 (Week 2, Term 4).

What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales. CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: www.cese.nsw.gov.au

What is *The Learning Bar*?

The Learning Bar is a Canadian education company that specialises in school surveys for both primary and secondary students. Its survey, *Tell Them From Me*, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 6,300 schools and 5.4 million students have participated in the survey. Australian schools have been participating in the *Tell Them From Me* surveys since 2012.

The Learning Bar is led by Dr J Douglas Willms. Dr Willms is the President of the International Academy of Education, a Member of the US National Academy of Education and a Fellow of the Royal Society of Canada. He recently held the Tier 1 Canada Research Chair in Literacy and Human Development for 14 years. Dr Willms has played a lead role in the development of questions for the OECD's Programme for International Student Assessment (PISA).

More information about *The Learning Bar* is available at: www.thelearningbar.com

If you have any questions about the parent survey, please contact CESE via email: TTFM@det.nsw.edu.au or by telephone: **1300 131 499**.



Novel Coronavirus (COVID-19)

how to cope with stress related to COVID-19



It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. It can be hard to know what information to trust especially in a situation where things are changing so quickly. It can be helpful to keep up-to-date but it's also okay to switch off from the 24 hour media cycle if this is getting too much.

During this time some things in your life may be affected by attempts to contain the spread of the virus. You may have been looking forward to a gig or a trip that's been cancelled. You may be affected by school, uni or your workplace temporarily closing. Or you may have a loved one who is directly affected by the virus.

It's important to find the right level or type of support for you. And keep in mind that the type of support you may need can change as time passes. For many people staying connected to family and friends/loved ones is important.

Tips to maintain a healthy headspace during this time

- 1 Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle
- 2 Do things that make you feel safe and connected, and be with those who are helpful to your wellbeing
- 3 Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this)
- 4 Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not
- 5 It can help to talk with a trusted adult if it all feels a bit much.

Please note

The latest medical information is changing on a daily basis. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

Common reactions

Fear and anxiety

At this time you might experience feelings of fear or anxiety. You might be worried about the virus and how it might affect you, your loved ones or your life.

Anger, frustration and confusion

It can be difficult to understand what to do in these situations because of the volume of different information available. This might feel confusing and frustrating, this is normal. Events like these can reduce the things we normally do in our days and that can seem unfair. This might make you feel frustrated or angry.

Sadness

If you've been asked to stay at home or stop your normal activities you might feel disconnected from important people or things in your life. This might make you feel sad or bored.

Denial

When bad things are happening, some people might prefer not to think about them at all. This might be helpful to start with, but our feelings can catch us by surprise later on. It's OK to distract yourself, but also find some time to think about what is happening and how you're going.

If you start to notice that you are experiencing these things, it is important to remember that these are normal reactions to a not normal time. During this time it is important as best as possible to keep engaged with the activities that support your wellbeing. You might need to get creative in how you continue to do them.

When should I get help?

If you ever feel unable to cope because of overwhelming or intense emotions, or if you have any thoughts of harming yourself, then ask for help immediately.

National 24/7 crisis services

- Lifeline: 13 11 14 or lifeline.org.au
- Suicide Call Back Service: 1300 659 467 or suicidecallbackservice.org.au
- beyondblue: 1300 224 636 or beyondblue.org.au

Additional youth support services

- headspace: visit headspace.org.au for eheadspace or more information
- Kids Helpline: 1800 55 1800 or kidshelpline.com.au
- ReachOut: reachout.com
- SANE Australia: 1800 187 263 or sane.org

Talk with a trusted adult, such as a parent, teacher, school counsellor or find out if there is a headspace centre near you.

Speak to your local doctor or General Practitioner (GP) and help make a plan for your recovery. Or you can search for a health service and GP on healthdirect.

by Ms Dundovic & Ms Melville (PBL Co-ordinators)

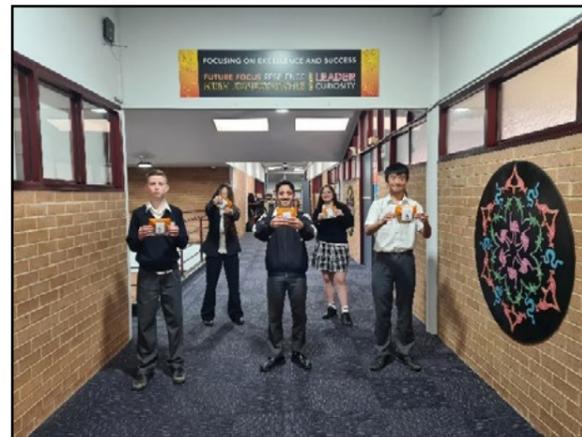


Are you being safe?
Are you being respectful?
Are you being a learner?

Term 2 rewards

On Thursday 2nd June, students who demonstrated Safe, Respectful Learner behaviours during Term 2 were rewarded with the infamous 'Bossley cookie'.

- Junior students needed to achieve 15 PBL points while Senior students needed to achieve 10 PBL points to be eligible for the Term 2 reward. These points are awarded by classroom teachers for one of the following reasons:
- Actively engaged in activities/discussions
- Completed all classwork to the best of their ability
- Demonstrated positive relationships through collaboration with their peers
- With the assistance of the PBL student committee, all students received their cookie in roll call to celebrate their achievement during the term. Despite the difficult circumstances, all students are to be congratulated for their positive application and attitude to learning in Term 2.
- Students should be constantly thinking- Am I being safe? Am I being respectful? Am I being a learner?



	SAFE	RESPECTFUL	LEARNERS
 Library	<ul style="list-style-type: none"> • Sensibly enter • Stay in allocated areas • Move around sensibly 	<ul style="list-style-type: none"> • Speak quietly • Treat school resources with care and responsibility • Print only if necessary • Food and drink to stay in bags outside the library 	<ul style="list-style-type: none"> • Use your time productively • Use the resources appropriately to develop your learning • Make space for classes using the library • Be prepared with equipment before entering the library

Term 3 Focus: Library

This term, due to the new library refurbishment, the PBL focus is the Library. Students are reminded to be safe, respectful learners when using the new and improved spaces.

BPHS Library has recently undergone a complete refurbishment in order to provide our school community with a future-focussed learning environment. This has included new carpet and paint, furniture, shelving, electronic doors and a variety of new technologies including 3 large interactive panels, class sets of laptops, Bluetooth headsets and flexible whiteboards. It has allowed us to create a variety of learning, recreational, reading, and social spaces to cater for a 21st century environment.

Our new furniture is flexible and allows teachers and students to arrange it into a variety of configurations to suit different learning styles and teaching activities.

Mrs Hammond and Mrs Weir Teacher-Librarians
 Here is how students can be safe, respectful learners in each of the new spaces:

1. Students working in Area 1 are

- Using time productively
- Being prepared with equipment
- Using respectful language and manners with peers and teachers



2. Students working in Senior Study area

- Speaking quietly
- Using time productively
- Staying in allocated area



3. Students working in Area 2 are

- Using time productively
- Using resources appropriately to develop your learning
- Being prepared with equipment
- Using respectful language and manners with peers and teachers



4. Entering the library

- Place your bags on the bag racks outside
- Food and drink stay outside
- Enter sensibly and slowly through the automatic doors
- Sanitise your hands



5. Senior Study Area

- Using time productively
- Being prepared with equipment
- Staying in allocated area



6. Book shelves

- Using resources appropriately to develop your learning
- Treating school resources with care and respect



7. Groupwork Area 1

- Using resources appropriately to develop your learning
- Being prepared with equipment
- Using time productively



8. ICT Area 2

- Using resources appropriately to develop your learning
- Being prepared with equipment
- Using time productively



9. Flexible Learning Area 3

- Using resources appropriately to develop your learning
- Speaking quietly
- Treating school resources with care and respect



Student Voice



Ms Ager surveyed some junior students to get some feedback about the changes that have happened because of COVID19. Below are their responses:

Junior Students

To Continue:

- Online lessons were easier for a lot of students in some ways.
- I would like for teachers to continue spraying our hands before and after class.
- The teachers were more generous with the workload done during COVID.
- Maintenance of classrooms, bathrooms and all other areas of the school that are available to students.
- Sanitizing school laptops and tables.
- Face to face learning continue.
- Work due at the end of the week with online learning.
- The Teachers have been more generous with time to complete work and have been helping us more.
- I would like face to face learning continue with an enthusiastic approach.
- Face to face learning.

To Be Improved:

- The way the sanitizer smells.
- I think that the structure of the online learning could be improved.
- We can be partners with friends on Zoom - we would like to seek more help on Zoom personally by teachers.
- To explain the work in more detail if needed.
- Cleaning the desks after class and social distance.
- The smell of hand sanitizer.
- To not learn from home.
- Everything was good so far and even during COVID I have learnt a lot.
- Cleaning the chairs after each class and cleaning the tables as well.
- Some students have bad wifi and online lessons such as Zoom are harder to access. Also during online lessons students are not writing as much which in my opinion should be encouraged.

Student Voice



Senior Students

To Continue:

- The use of online platforms such as Google Classroom for class management and Atomi and Edrolo for further teaching supplies/ resources.
- Less work load.
- Some Aspects of online learning to continue: such as due work.
- No Roll Call and also coming late to school on Monday at 10.25 and some online lessons.
- I would like to see the concept of online learning continue, particularly with the aspects of classwork being easily accessible on Google Classroom.
- Going straight to first period instead of Roll Call.
- Everything online as backup and also having it online instead of physical sheets. No tests and just having assignment was better.
- The use of laptops made everything easier, everything online as backup.
- Having the ability to perform tasks whenever I wanted during the day.
- Teachers posting everything online.
- Less work, (too much work and I'm finding it stressful and am falling behind.)
- The process of school and not being online.

To Be Improved:

- Potentially a way for teachers to see what other teachers have assigned amongst students they share to decrease the overload of work at times.
- Using better services for talking to teachers, eg: discord.
- Use discord instead of zoom.
- Not much it was easy to keep track of, it was me that affected the work.
- Keeping track of work and not scheduling everything at once.
- The school has done an exceptional job at ensuring our best interests- there are no internal improvements that could be made.
- Everything online for backup in case you lose sheets.
- Less work please.
- Teacher's posting everything online in case we miss days.

Where young carers can reach out for support



Summar, carer to her brother.

Do you look after a family member or friend with disability, a medical condition, mental illness or who is frail due to age?

Do your caring responsibilities affect your wellbeing or your ability to work, study or socialise?

If you answered yes to any of these questions, Carer Gateway can help you.

What is Carer Gateway?

Carer Gateway provides in-person, phone and online services and support to Australia's 2.65 million unpaid carers.

By calling **1800 422 737** Monday to Friday between 8am and 5pm, you can talk to a Carer Gateway service provider who will help you access services and support.

The dedicated Carer Gateway website (carergateway.gov.au) connects you with online support and information.

Carer Gateway has in-person, phone and online services to support young carers.

Services available through Carer Gateway include:

-  **Coaching**
Reflect on how your caring role impacts your life and learn new ways to manage stress and improve your wellbeing.
 - **Self-guided coaching** – undertake online interactive courses.
-  **Counselling**
If you're feeling stressed, anxious, sad or frustrated, a professional counsellor can talk with you about your worries and offer help.
 - **In-person** – speak one-on-one with a professional counsellor in your local area.
 - **Phone counselling** – speak with a counsellor over the phone in the comfort of your own home.
-  **Respite care**
 - **Emergency respite** – get assistance in looking after the person you care for if an unplanned event stops you from being able to provide care. For example if you are ill or injured.
 - **Planned respite** – plan for regular breaks to rest and recharge while respite services look after the person you care for.
-  **Connect with other carers**
Meet with people in similar caring situations and share your stories, knowledge and experience.
 - **In-person** – meet local carers, share advice and learn from each other in a safe space.
 - **Online forum** – join the online forum and be part of a supportive community with other carers.
-  **Online skills courses**
Learn new skills in caring for someone and your own wellbeing, including dealing with stress and legal issues.

Let Carer Gateway help you.



-  **Financial support**
Get financial support to assist you in your caring role.
Financial support packages:
 - one-off practical support in the form of equipment or an item to assist you in your caring role.
 - a range of ongoing practical supports, such as planned respite or transport, provided over a twelve-month period.

How do I contact Carer Gateway?

Carer Gateway offers a national website at www.carergateway.gov.au or you can phone **1800 422 737** Monday to Friday between 8am and 5pm.



carergateway.gov.au
Connecting carers to support services

Parent Voice

Ms Ager asked some parents: *What strategies has your child used during remote learning that could benefit others if it happens again?*

Below are some responses.

Although my household had a mixture of good and bad days throughout our online learning experience, overall we had a good experience. It was important for my children to stick to a routine, follow the timetable and take breaks away from their screens.

Some strategies we found helpful during COVID was maintaining connections with peers and physical activities. They could FaceTime, call or message their peers to keep in touch and to work with each other for certain tasks/subjects. We made the time to go on daily walks either during sport periods or at the end of the school day. They also made use of the back yard to kick a soccer ball around, ride bikes/scooters and some gym equipment for fitness during breaks or at the end of the day.

- Chantelle

2020 has definitely been a year to remember. The world has found itself in uncharted waters with COVID-19. I have a child in Year 11 and another child in Year 6. At first I thought "it can't be that hard to be my kids' "academic" teacher". WOW was I wrong. In the beginning I found that everyone involved were all "finding their feet" on how best to do online learning. A few weeks in, it did settle down. While it wasn't easier, it was structured better. From the onset I made sure both kids continued with their usual school morning processes. That is, get up the same time, have breakfast etc and especially, get out of their PJs. We kept the same school hours, making sure they started online learning at the same time as if they were attending school. It was very important to have the same normal school day structure, so that the kids understood this was like any other school day, just the location was different. We made sure that we also had the same recess and lunch breaks. I was grateful that both kids were able to communicate with their teachers for feedback and any questions they may have had. I was extremely grateful that I as a parent would get weekly calls from my daughter's teacher, checking in on all of us, including parents.

- Josephine

Working and studying during Covid was not ideal, having to work and teach at the same time is not something that I would want to do again. The resources available were not ideal, considering the subjects that my children were doing, in areas I could assist and explain where a teacher may have filled that role, but with other subjects I was not able to assist

or explain, and this is where not having a teacher to ask made things difficult and may well have affected learning. If the school is considering locking down again for whatever reason, then it may need to provide some form of teacher student interaction for times when zoom, or parents cannot provide the required assistance.

As for learning strategies, I used the emails from google classroom that were coming in and asked my children if the tasks had been completed this allowed both myself and my children to keep a track of the tasks that had to be completed/submitted.

- John

COVID has no doubt been difficult on all parents. Everybody has had to adapt in different ways based on their family dynamic. The first few weeks were very disjointed as the school and students adapted to online learning. Luckily, I think most of the kids today have an inherent understanding of working online so this part was easy.

The challenge we saw was that the novelty soon wore off. Our daughter preferred to see her friends face to face. One strategy that worked really well was that her group of friends set up chats online and supported each other through this.

The other challenge was remaining disciplined through this. It is very easy to be distracted when at home so setting up a quiet room for her was important.

Lastly, encouragement goes a long way. We constantly reminded our daughter when she felt things were tough that all students were facing the same challenges.

- Kia

Parent Voice

With the sudden transition to remote learning, it was important that our child was prepared to adapt to the change with minimum interruption to their schooling. The strategies used during remote learning were successful because of the support and guidance given by the school community, which includes:

- communicating with teachers to ensure online lesson access to platform, user login and resource availability, ensure student is able to correspond to teacher via Google classroom or email
- designating a space at home (workstation) for online learning that is comfortable and quiet with suitable internet access
- Setting reminder alarms to coincide with school bell times, ensuring regular breaks and timetable is followed. (large copy of timetable should be visible at workstation.)
- Keeping up to date with homework and study, so as not to fall behind when face-to-face lessons recommence.
- Taking regular breaks away from study area and electronic equipment. This can be easily overlooked due to losing track of time sitting in front of a computer for a long time. Get up go for a walk outside, eat a snack and have a drink, talk to someone, exercise, listen to music, change of scenery from workspace.
- Students logging in on time to avoid disruption to live lessons.

While it is understood that remote learning was a new experience for all and everyone did their best coping through Covid-19, however it is fair to say that some improvements need to be considered to benefit the students in the future:

- Homework – Too much was assigned each lesson, by every subject, which meant that students were spending more time on the computer than before, on top of the daily online lessons.
- The use of a standardised software platform to simplify access for students and optimise the useability and teaching potential for effective and productive learning. (e.g. sharing documents, displaying textbook pages, and using smartboard screen). Different subjects use different platforms, Microsoft Teams, Zoom, Adobe Connect, which each have different connection methods and procedures, making it confusing and overwhelming for some students.
- Posting instructions on Google Classroom by teachers must be at a suitable time before lessons, at least 15 minutes prior to lesson time, especially if they are not intending to have a live lesson that day.
- Visual interaction with the teachers is important for the student to feel connected and supported in their studies.

- Helen Cavanaugh

Coping Through COVID

The COVID lockdown period was one of the strangest experiences for our family. It took well-defined work, rest and play intervals and blended them together into a 'groundhog'-style day within our house! In order to maintain as much normality (and sanity) as possible, we adopted a number of strategies to maintain good mental and physical health during this stressful period.

Routine: Although everyone wanted to lounge around all day, we tried to maintain normal 'working week' hours as well as sleeping hours. The kids kept a study routine by doing their work on the designated school days and times for each subject, and they used before and after school hours to complete any work required of them by their teachers.

Study: With work, rest and play activities all taking place at home, to help delineate the day, we allocated different rooms for various activities. The kids had their own personal study spaces in separate parts of the house so they could leave their work on their desks and could have quiet times without being disturbed. It was hard for them to manage remote learning on some days, but they kept to their deadlines and submitted their work as expected. As parents, we also made time throughout the day to help with any questions they had to ensure they didn't fall behind.

Exercise: Being extremely active kids, regular exercise was probably one of the hardest things for the kids to manage. In the COVID lockdown world with team sports being cancelled, it was difficult for them to disconnect from school. To help with this, we created a defined area in the garage with a home gym where they could do online workouts or use exercise equipment. They also did outdoors activities like walking and riding their bikes, but time and weather often impacted this.

Family and Leisure Time: To help everyone disconnect from school or work, we made a point of ensuring we did something on the weekend that we didn't do on a school day. These were activities like watching a Saturday night movie or a new Netflix show, making pancakes for breakfast, playing board games, using the Xbox, or challenging each other to table tennis. We also had Zoom calls with relatives to celebrate the kids' birthdays, which was a strange, yet fun, experience! The kids also kept in touch with their friends via messaging, as well as through games on the Xbox.

Undoubtedly, the COVID lockdown was an unexpected event in everybody's lives. Even though we enjoyed and treasured the time together as a family, it was good to get back to some form of normality at both school and work. However, if schools have to close and online learning has to happen again, I think we will be a little better prepared next time because we know having some structure helps enormously.

- Monique Wood

What has been happening in History since our last update?

Earlier this year, Bossley Park High School students commemorated Anzac Day from home as part of their online learning. Students in Ms Rasic's Year 9 History G class collaborated in groups to produce an engaging and informative Anzac Day Magazine on various topics of interest such as the Kokoda campaign and the meaning of the poppy. Students researched their interest topics, before writing and illustrating their articles and reading each other's work. Meanwhile, students in Ms Curic's Year 9 History Elective class produced a series of infographic posters featuring ideas on how Anzac Day can be commemorated from home. Some of the creative ideas suggested include listening to an Anzac Day podcast, listening to Anzac-Day themed songs (I Was Only 19) and baking Anzac cookies.

During Reconciliation Week, students across Years 7-10 completed a range of activities focused on this year's theme of 'In this together;' after engaging in Reconciliation-themed lessons, students composed their own project-based works revealing what the process of reconciliation means to them. The completed projects included reconciliation-themed poetry, short stories, infographics and slideshow presentations.

On the last day of Term 2, Year 7 History students completed their study of Ancient China and its legacies for the modern world. Ms Rasic's Year 7 History class undertook a practical exercise in some of these legacies, with 7H making fortune cookies, which were shared with Year 12 Modern History students at the end of the day. The fortune cookies and anecdotal messages were delivered to the Year 12 students, wishing them good fortune and success for the upcoming Trial HSC Examinations.

What has been happening in Languages since our last update?

Students in Ms Pichardo's and Mr Munoz's Year 7 Italian/Spanish classes created a sea of socially-distanced hands for Reconciliation Week. The sea of hands featured messages of equality, harmony and forgiveness, in the many different languages that represent the Bossley Park High School community. Students also learned about the many Indigenous languages spoken within Australia. This term, Ms Pichardo's Year 11 Spanish Beginners class have engaged in a variety of new and exciting learning experiences. One of these includes a 'Pen-Pal' exchange where students have written letters addressed to a mystery Year 11 pen-pal from another high school. All letters are written in Spanish and through this authentic experience where Spanish is put into practice, our students have thus consolidated their reading, writing and communication skills. As a result, they have been able to further develop their understanding of the course content and have achieved further analysis of language patterns whilst making connections and learning about their new pen-pal friends. ¡Olé!

Reconciliation Week

What is it?
RECONCILIATION WEEK

For Aboriginal and Torres Strait Islander peoples (ATSI) Australian colonial history has been through horrendous events of land loss, violence and racism. This is a week where we as modern Australia respect and learn about history and cultures and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia

History

Some events in the reconciliation journey;

- 1932 William Cooper establishes the Australian Aborigines' League
- 1965 University of Sydney students, including Charlie Perkins, launch the Freedom Rides, travelling around NSW by bus to draw attention to discrimination against Aboriginal people.
- 1967 In a national referendum, 90.77 per cent of Australians agreed to give the Commonwealth Government the power to legislate for Aboriginal people and to include them in the Census.
- 1972 The Aboriginal Tent Embassy is established. The Department of Aboriginal Affairs is established.
- 1975 Australian Parliament passes the Racial Discrimination Act
- 1996 The first National Reconciliation Week is celebrated
- 2000 Reconciliation Australia is established.
- 2008 Prime Minister Kevin Rudd delivers the Apology to the Stolen Generations.
- 2012 The campaign to recognise Aboriginal and Torres Strait Islander peoples in the Constitution begins

What can we do to respect and celebrate

AS AN INDIVIDUAL

- Participate in local community events
- Watch and share ted talks
- Attend cultural awareness programs
- Host a book club

AS A SCHOOL

- Coordinate aa welcome and acknowledge to country
- Host a morning tea
- Participate in local community events
- Gather to share food
- Display Aboriginal and Torres Strait Islander flags

Reconciliation week (3)d

- Screen indigenous films and shows
- Look at indigenous art

by Natasha Wood (Year 9)

The Importance of ANZAC Day

WHAT IS ANZAC DAY?

ANZAC stands for Australian and New Zealand Army Corps, and ANZAC Day is about commemorating Australians and New Zealanders killed in war. It is also an opportunity to honour returned servicemen and women from the past through to the present who have protected our country, allowing us to live the life we enjoy today.

While war is a terrible thing, and many people have died and suffered because of it, we must reflect on it and strive for peace. We have to acknowledge the actions of those who have come before us and learn the lessons of the past in order to be better people in the future. Australians can only imagine the suffering and loss experienced by previous generations, because we live in a time with many opportunities, luxuries and freedoms. We have not faced the same challenges as our relatives or people who have come before us, nor can we fully appreciate what the men and women of Australia's armed forces around the world still experience today.

ANZAC Day should be a day where we try our best to understand what the ANZACs have done for us. Even during this pandemic period, we should all take the time to remember these people, because we would not be here today without their sacrifice.

ANZAC DAY COMMEMORATIONS: PAST, PRESENT AND FUTURE

ANZAC Day is a day for reflecting on the past, a time to acknowledge its importance to the present, and to think of what it will mean in the future. In 1914, Australia was a young federated nation and a part of the British Commonwealth. When Britain went to war, so did Australia and New Zealand as they wanted to show their support and offer value to an important cause. In 1915, the battle of Gallipoli in Turkey was a disaster which saw more than 8,000 Australian soldiers die, and many were injured. Although the battle itself was a failure, Gallipoli has come to represent the determination, reckless valour,

loyalty, humour and mateship that Australian and New Zealand soldiers became legendary for.

WHAT ANZAC DAY MEANS TO ME

ANZAC Day will remain important as many men and women fought in wars and battles or helped the war effort, whether it was on the battlefield or on the home front. While men fought in wars, women did their part by working in factories producing materials for the Australian war effort. Within my family, a number of my relatives have been part of, and contributed to, Australia's war time efforts. One of my great grandmothers worked in a factory as a machinist making parachutes during WWII, whilst my other great grandmother served in the army as a Private stationed at Bathurst in the Munitions Factory Stores.

My Great Great Grandfather served in the Boer War fighting for England, but after migrating to Australia, he fought for the Australian Army in WWI. One of my great grandfathers also served in the Australian Army and was stationed in New Guinea as a Corporal, training soldiers for combat during WWII. My other great grandfather served in the Australian Navy as an Able Seaman on the HMAS Hobart, and was in Tokyo Bay for the official signing of the Surrender of War by the Japanese on the USS Missouri.

It is important to hear the stories first-hand as they are the real experiences of people who came before us, but sadly, many of the previous generations are gone, and we are the ones left to share their history. It is vital to acknowledge the men and women who helped their country during such hard times, whether they are family or people we don't know. It is still important today to remember every person who helped in the war effort and the ANZACs for giving and risking their lives to keep our nation safe. We should also appreciate the work of the current Australian Armed Forces who continue to serve, as we enjoy many liberties today because of their ongoing sacrifice.

by Haylee Moiler (Yr 12 VET Construction Student)

VET Construction - Cluster D: Concreting

As part of the VET Construction course Cluster D needs to be completed. This unit of work was centred around learning the skills to concrete and all that is involved. As a class we have learnt about formwork, reading and interpreting plans and specifications, levelling and the steps when pouring concrete and finishing it.



The students were very eager to learn about concreting and to undertake the practical exercises needed. With this they scoped out potential areas for the final project. After deciding on where they would like to concrete, i.e. adjacent to the back of the library in the unused space, they went to Ms Chevell to ask permission to complete the final project in their desired area. Ms Chevell was on board and so the planning began.

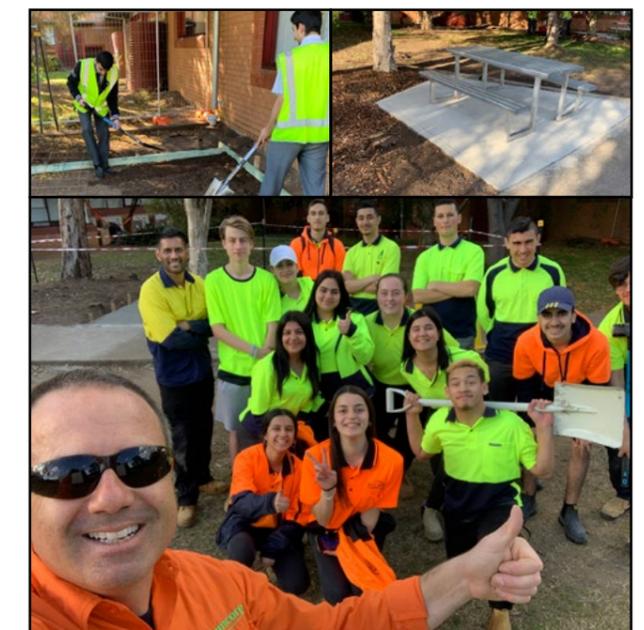
Before the classes could complete the final project, more practice needed to be done. This meant the two classes; both completed a mini project. This project included concreting a small square slab in front of the storage container to extend the slab. Everyone worked together well, all contributing their skills to complete the job. With the skills acquired it was time to start on the main project. During construction classes, the site was prepared by marking out the area and then excavated by the students, by shovelling out loads of dirt. Once this was completed the formwork was put in and the site was checked by the teachers to ensure it was ready for the pour.

On the last Thursday of Term 2, all the construction students were given the day to complete the project. Getting to school at 8 am in suitable construction clothing, the final project was ready to be completed.

At the start of the day, Mr Agostino completed the tool box talk to the students, then it was all systems go. The site was set up, by taping off the area and removing the metal fencing. The concrete truck arrived at 10 am, and everyone kicked into gear. Everyone played their part, by wheeling barrows of concrete to the site and others compacting the concrete and moving it into position. Once this was complete, the concrete was screeded and the process went on. By 1pm the project was finished and everyone was happy with the result. Overall, everyone had a great day and learnt a lot.

The last step to the job, was to put seating in the area. For the smaller slab, one of the existing tables and chairs was placed on it for the students to use. For the larger slab, there is currently a table and chairs, but in the near future there will be a horseshoe seat around the perimeter. This was organised by the students in consultation with Ms Chevell.

All the students, would like to thank Mr Agostino, Mr Maharaj and Ms Chevell for giving us the opportunity to undertake the project and for giving us a valuable experience that will follow us out of school.



Year 12 Construction students with Mr Agostino and Mr Maharaj.

by Mr Belgre (HT PDHPE)

The PDHPE faculty is excited to announce some exciting physical activity initiatives this term for our Year 8 and Year 9 students, promoting safe, active lifestyles and creating community awareness.



HEART FOUNDATION: JUMP ROPE FOR HEART

This year our school is participating in Jump Rope for Heart with our Year 8 cohort – a fantastic physical activity and fundraising program by the Heart Foundation that has been running for over 36 years.

Since Jump Rope for Heart started in 1983, schools like ours have raised more than \$104 million for the Heart Foundation's lifesaving work.

Jump Rope for Heart is a great way for children to keep fit and learn new skills, but it also helps raise funds for vital heart research and education programs.

Sign up to share your child's progress and let the funds roll in. Your child can earn virtual badges along the way and your page will highlight the prizes up for grabs.

Sign up here today: www.jumprope.org.au/parents

Thank you for supporting the Jump Rope for Heart program! The coordinating teacher is Mr Huseyin if parents have any questions.

NSW PREMIER'S SPORTING CHALLENGE SPORT LEADERSHIP



The NSW Premier's Sporting Challenge (PSC) includes a range of initiatives with one common purpose - to have more students, more active, more often! It aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Sport plays an important role in developing regular physical activity, provides positive health outcomes and is a fun and healthy way to connect with your local community. The year 9 cohort will take up the 10 week Challenge this term and take the path to a healthier life. At Bossley, we have a positive approach to fitness, good sportsmanship and resilience. The PSC is a great opportunity to display these skills and be active!

The 60 minutes a day benchmark recommended by the Australian Physical Activity and Sedentary Behaviour Guidelines has been used to determine the challenge award levels of Bronze, Silver, Gold, and Diamond.

- Bronze** - 30 minutes of physical activity per student per day
- Silver** - 45 minutes of physical activity per student per day
- Gold** - 60 minutes of physical activity per student per day
- Diamond** - 80 minutes of physical activity per student per day

The PDHPE staff are looking forward to seeing students in Year 8 and 9 challenging themselves and seeing the results. We hope that Year 8 support the fundraising aspect of the Jump Rope for Heart.

Let's get MOVING BOSSLEY!

by Ms Lopez (HT PA)



Congratulations to all HSC Dance, Drama and Music Students for completing their HSC Practical Trials and we wish them good luck in their upcoming HSC Exams, which will take place in August and September.





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