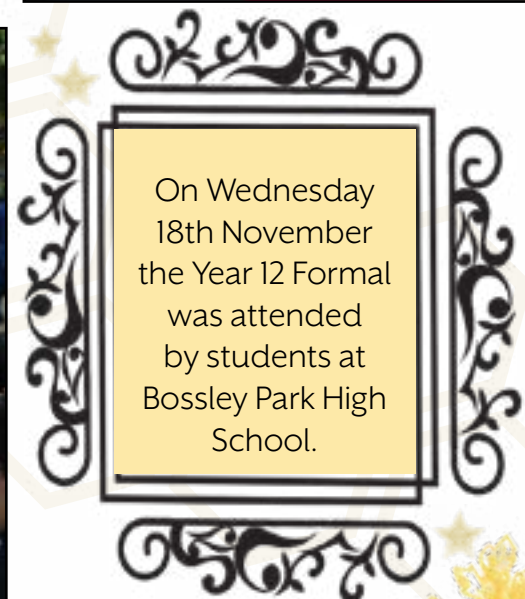




BOSSLEY BIZ

NEWSLETTER

DECEMBER 2020



Bossley Park High School



Focussing on Excellence & Success



Vera Chevell
Principal - Bossley Park HS

New sports centre to be built in 2021 at Bossley Park HS

We have recently received the wonderful news that we have approval to go ahead with the construction of a school funded sports centre at Bossley Park HS. This centre will feature a double basketball court with a dividing net between the courts, suitable for playing a range of sports including basketball, netball, volleyball, futsal, badminton, gymnastics and other indoor activities. It will also have its own change rooms, toilets, shower and storeroom facilities. This will be a terrific resource for the school and its community for many years to come. It will be built on the site of the current wheelie courts. These courts and the cover will be replaced with the new centre. See the preliminary plans below.



Winners of the Game Changer Challenge 2020

Congratulations to the Winners of the Judges Award for the Game Changer Challenge 2020!

The Daily Specials:

- John Reppas (Year 8)
- Daniella Samovksi (Year 8)
- Emily Barkho (Year 8)
- Logan Sharpe (Year 10)
- Baylee Brgudac (Year 10)



Ms Chevell, Ms Frasca, John, Emily, Daniella & Ms Simic



John, Logan, Bailey, Emily & Daniella

VET Student of the Year Construction Pathways



Congratulations to Year 11 student Ethan Smith, he was awarded VET Student of the Year Construction Pathways. A well deserved result and congratulations to his teacher Mr Maharaj!

People's Choice Award – in the Senior Film Festival



Tracey Ly won the People's Choice Award in the Senior Film Festival. Well done to Tracey. Please see the short film here [I'm human..... just like you.](#) It is a very moving short film about living with a disability.

Year 12 students receive early offers to university

Congratulations to 76 students from Year 12 who have already received an early offer to university. This is a wonderful result for so all these students, many thanks to Ms Chegade, our careers adviser for her support of students in their tertiary pathway.



★ ★ Year 12 Formal ★ ★

A memorable night was had by all students and staff at the Year 12 Formal; held at school for the first time ever, *Under the Stars* in the main quad. The quad was transformed into an open-air reception venue with thousands of fairy lights filling the trees, across the dance floor and all the surrounds. Thank you to Mr Stanley for his leadership of overseeing, supporting and ensuring the success of the formal. Thank you to Mr Newton who organised and led the installation of all the lights, to Ms Chehade and Ms Sari for their leadership and organisation of the formal details - food, furniture, awards and so much more; to Ms Trikilis for designing and making the flowers for the entrance panels and photo booth, the Yr 11 hospitality and entertainment students and teachers for their work throughout the evening. Finally to all the Year 12 students; they were beautifully dressed and had a wonderful time. I hope they will keep these memories for many years to come. [Check out the story from SBS news on our school](#)



Student Awards

Year 12 students - TWO nominations for inclusion in *Textstyle*, the annual exhibition of outstanding Major Textiles Projects developed by HSC Textiles and Design students. Congratulations to

- Matilde Pacini - nominated now for both Visual Arts and Textiles!
- Eisis Sacdalan



Matilde Pacini



Eisis Sacdalan



Wishing all our students, staff and families a very happy Christmas and a wonderful holiday break. I look forward to all our students and staff returning in the New Year.

Years 7, 11 and 12 will start on Friday 29th January 2021

The whole school will be back on Monday 1st February 2021



New boys shorts now available



The boy's shorts are available in Lowes/The School Locker for purchase. Our intention for 2021 is to remove the extreme heat policy where students are allowed to wear their sports uniform to school on days above 38 degrees as almost all classrooms are now air-conditioned and shorts are now available

I'm sure this will be a welcomed addition to the boys uniform. Wishing all our students, staff and families a very happy Christmas and a wonderful holiday break. I look forward to all our students and staff returning in the new year.



Deputy's Desk

Mr Foti

Deputy Principal - Years 7 & 11

Year 7 Presentation Ceremony will be held on Tuesday, 8th December 2020, during period 4 here at school. Unfortunately, with COVID-19 restrictions in place we won't be able to have parents or caregivers on premises. This event will be recorded and available for parent viewing at a later date. Likewise, our Year 11 Presentation Ceremony will be held on Monday 7th December 2020, during Period 3. Our school captains will be presented with their badges at this event.

A big congratulations to our extraordinary Year 11 Hospitality VET & Entertainment VET students who did an outstanding job catering and delivering our well-publicised Year 12 Formal (pictured). We are extremely proud of these students who helped to make this wonderful night happen.

Congratulations also to our wonderful Year 11 performers who were extraordinary in their performances at last Thursday's Home Grown – Performance.

Our new school bus (bottom right) will be delivered next month. It will come with Bossley Park High School signage and has:

- The latest Fuso engine
- Lane Departure Warning - Alert driver correction needed
- Active Brake Mitigation - Warning and Brake Activation
- Driver & Passenger Air Bag
- Electronic Stability Protection - Detect traction loss; reduce skid
- Reverse Camera



Deputy's Desk

Mr Stanley

Deputy Principal - Years 8 & 12



Despite the challenging year, it is very pleasing to see many students working through the two rewards systems at Bossley. PBL and Plus 2/3 systems reward students who are Safe, Respectful Learners. Can I congratulate the many students for their consistent efforts throughout the year who gained a reward through one or both systems. These students have focussed consistently on Excellence and Success. Well done. I am very confident the plus 2/3 students will enjoy the rewards of attending the Raging waters (Year 11 Plus 2) and Movie/lunch (Year 7-10 plus 2/3) later in the term.

Recently, members of the school wellbeing team have been working with several students regarding matters surrounding peer conflict. Some of the conflict has involved social media. Can I stress the importance that parents monitor their child's social media usage to ensure that they are engaging in positive communication. As a school we are working hard with students in regards to appropriate social media use. Our work can be greatly improved with parental support at home. Remember, once something is sent, it can never be taken back. It will remain in cyberspace forever.

Year 8 and 12 Update

Year 9 2021 elective selections have been completed. The vast majority of students were able to be placed in their preferred/reserve courses. I only needed to meet with a very small amount of students to resolve their elective pattern of study. Students were recently informed of their electives for 2021 with students having an opportunity to change a course if spots were available. Please note that many classes are full so spots are limited.

Year 8 Semester 2 reports will be available online via the parent portal shortly. The Year Advisers and I enjoy reading

the reports as it allows us to gain further insight into the progress of the cohort. As parents, I encourage you to read the report with your child and support them as they strive for continuous improvement.

Year 12 Formal WOW what a night! Very proud to work at a school who could put on an absolutely spectacular event. Thank you parents, students, staff and the senior executive for supporting the vision of a Formal 'Under the stars' and bringing it all together. 6 months in the planning and to see the end result with so many staff and students working hard for a common purpose was outstanding. A massive thank you to the key working team of Ms Chehade, Mr Chow, Ms Sari, Mr Newton and Ms Trikiliis (and family). Other fantastic contributors included Mr Vasiliou, Ms Simic, Ms Melville, Mr Nguyen, Ms Roukis, Ms Moiler, Mr Mai and Mr Agostino. VET Hospitality and Entertainment students were amazing in both the bump in and bump out phases. BOSSLEY IS THE PLACE TO BE!

HSC Exams were conducted very smoothly. Mr Moriarty (Presiding Officer) was very impressed with the student's attendance, uniform, behaviour and work ethic. Even an evacuation could not hinder the exams proceeding as per timetabled. We now look forward to the HSC and ATAR results which will be released on Friday 18th December.

Have a safe and happy Christmas and

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

It's been a busy term for Year 9 students with lots of programs finally able to start up. I was privileged to see the Links to Learning graduation. This was a condensed version of what is usually run but the students still got a lot out of it and we were happy to get them involved in some small way. Congratulations to all of the students on their wonderful speeches and the commitment and teamwork they showed during the program.

We also have the Year 9 Music Elective class participating in a worldwide songwriting challenge. This is an initiative started by our partners at Salesforce and they have created a gamified way for students to learn Music History and do research as well as have mentors help them in composition and songwriting. The program is called Music for Change and we hope to share with you some of their songs before the year is done.



Congratulations to our Year 9 students who completed their Links to Learning Program. A huge commitment from all. Well done.

I'd also like to thank our wonderful parents who attend the Community Support Group meetings each term. We had the honor of presenting the CSG executive with Fairfield City Council Certificates of Appreciation for Volunteering. Their time and input is much appreciated and we would love to see more parents come on board next year and join the CSG.

We would also like to congratulate this year recipients of the CSG Awards:

I'm proud to say that each and every recipient has contributed so much to the school community and have been recognised for their hard work and dedication. This includes Bossley staff members Susanna Trikilis (Maths Teacher and Robotics Leader), John Killeen (Head Teacher Science) and CSG executive members Helen Kokkinis (Treasurer) Helen Cavanaugh (Vice President) & Mark Cavanaugh (President)



Great to see our parents again face to face for our last meeting of the year. A lovely group of people who make a wonderful and positive contribution in support of Bossley Park High School. Thank you!

Fairfield Certificates of Appreciation were also given to the deserving volunteers, Amani Nakad (CSG Vice President & canteen volunteer), Helen Kokkinis (CSG Treasurer & selection Panel participant), John Dunn (Auditor & long standing CSG member) Kira Newcombe (CSG Secretary) & Mark Cavanaugh (CSG President and also selection Panel Participant).

Congratulations on these well deserved awards.

Deputy's Desk



Mr Hooke

Deputy Principal - Year 10

With the year drawing to a close, formal assessments have been completed, reports have been written and RoSA grades have been allocated. Year 10 has successfully navigated this extraordinary year and successfully completed the Year 10 RoSA with many students continuing to thrive under challenging circumstances. Congratulations to all students who have demonstrated great resilience and tenacity to achieve their best this year.

In the last newsletter I encouraged all parents to utilise the Parent Portal. It is important that all parents have access to the portal in order to access their child's Semester 2 report. If you are having problems accessing the portal please email the school and Mr Bennet, the school's IT Coordinator, who will provide you with log in details. Parents can also download the Sentral for Parents app, which will allow you to receive messages and notifications, and to access Year 10 academic reports. Year 10 reports will be made available to parents through the portal from Monday 14/12/20. Year 10 students will also receive their Year 10 RoSA Certificate at a Year Meeting during Week 9.



Presentation Day this year, like many other events in 2020, has been altered due to restrictions imposed on the school by COVID guidelines. The Presentation Day will now span across two days with each Year Group having a separate ceremony to ensure that we are compliant with the guidelines. Year 10 will have their Presentation Day Ceremony on Monday 7th December during Period 2.

Unfortunately, parents are unable to attend this event, consequently the ceremony will be recorded and this recording will be made available to parents through a link provided in an email and also within the Parent Portal.

I want to thank all parents for their support this year navigating the lockdown period and facilitating online learning and for working with the school to achieve the best possible outcomes for your children. I especially want to thank the parents who have attended and participated in CSG meetings this year who have worked collaboratively with the school and played an important role in representing the school community. I want to wish all students and their families a happy, safe and relaxing holiday and to wish all students transitioning into the work force or tertiary education good luck in their future careers. Forge your path and make a difference out there in the real world. For all students returning for senior school next year come back energised and ready to apply your best effort in 2021.



The Year 10 boys, under the guidance of their Year Advisers Mr Zantiras and Ms Melville, held a charity football match to raise awareness about the importance of physical activity for both physical and mental health. With the help of other Year 10 students, they raised over \$408 for the men's health charity, Movember.

If you provide support for a loved one

there is help available for **you too.**



Free supports available through Carer Gateway:

Planning – To get the support and services that you need.

Counselling – A private space to talk about the joys and challenges you experience.

Peer connection – Share stories, knowledge and experience with other carers.

Practical assistance – Access to tools to assist in your caring role.

Planned and emergency respite – Help at short notice or space to recharge.

Popular myths that may stop someone seeing themselves as a carer and seeking support:



People don't always see themselves as a 'carer' or they may have other reasons for not seeking support.

If you or someone you know provides assistance to a family member or friend, support is only a phone call away.

Call us for a chat **1800 422 737** or visit carergateway.gov.au



Wellways has been supporting carers for the past 40 years and continue to do this across Queensland and the New South Wales regions of South West Sydney and Nepean Blue Mountains via Carer Gateway. We look forward to supporting your carer journey.



by Ms Sari-Daher
HT Wellbeing

The final Wellbeing report for the year. A big thank you to all of our Bossley community for their ongoing support during a year that will definitely go down as the strangest of our time.

Term 4 Recap

Jonny Shannon delivered his "Mental Health" presentation virtually to students from Year 11 (below). The aim of the presentation was to highlight the normality of mental health and to provide practical tools on how to get through stress, depression and anxiety. Jonny also included where to go for help and strategies to get through tough times.



Students in Year 9 and Year 10 will view the introduction program from batyr in Week 9 listening to stories of hope, resilience and courage from guest speakers on their experiences with mental ill-health. Trained facilitators educate students on the support networks and services available to them and encourages students to reach out for help when needed. Students will also learn about how they can take care of themselves or a friend through batyr's 5 Tips:

- 1**
LOOK
OUT
- 2**
GET
TALKING
- 3**
LISTEN
UP
- 4**
REACH
OUT
- 5**
TAKE
CHARGE

We will end the term celebrating our Plus 2 students adhering with COVID-19 restrictions. The Plus 2 excursion rewards students who consistently demonstrate safe and respectful behaviour and maintain 90% attendance throughout the year. Year 7 – Year 10 will attend a special movie screening at Hoyts in Wetherill Park and Year 11 will attend Raging Waters in Week 10. Our Plus 3 students will be treated to a special lunch. Thank you to all the students and teachers who make these days such a huge success.



International Men's Day

Thursday 19th November was International Men's Day. It was an opportunity to celebrate men and boys in all their diversity. Many people also used the day to highlight some of the key social issues that men and boys around the world face. In Australia, these "men's issues" include the fact that:

- 3 out of 4 suicides are men
- 2 out of 3 violent deaths are men
- Men die 6 years younger than women on average
- Boys underperform girls at every stage of education
- Men are nearly twice as likely to suffer from lung cancer than women
- Men are nearly twice as likely to suffer from heart disease than women
- Six objectives of International Men's Day:
 - Valuing male role models
 - Acknowledging the contribution of men and boys
 - Improving male health
 - Tackling discrimination and disadvantage
 - Fostering positive gender relations
 - Making the world a safer place for everyone

The TFP team ran out victorious this time, winning 2-0 with two goals from Daunte Cervo. The non-TFP team, Kings FC, are already eyeing off a rematch next year to keep the tradition going. The real winner was men's health, advocating for a healthy lifestyle and meaningful relationships.



The Year 10 boys, under the guidance of their Year Advisers Mr Zantiras and Ms Melville, held a charity football match to raise awareness about the importance of physical activity for both physical and mental health. With the help of other Year 10 students, they raised over \$408 for the men's health charity, Movember.



White Ribbon Day

On Friday 20th November, Bossley Park High School joined together to stand up, speak out and act to promote gender equality and respect in our school. Fifty of our Year 10 and 11 White Ribbon student ambassadors visited Year 7 and 8 classes to discuss respectful relationships and the different types of domestic abuse. All Stage 4 students agreed to stand up and speak out if they see or experience domestic violence.

As a school community, we are breaking the silence about reporting domestic violence. We are removing the stigma associated with domestic violence. We are encouraging our students to recognise unhealthy relationships.

Together we will end men's violence against women and children in our community. As a community, we can learn about how to behave towards each other with respect, trust and equality to ensure our community actively works towards ending violence against women. Additionally, by combining this message with our PBL motto of 'Safe, Respectful Learners', it was made clear that any form of violence and abuse is not tolerated at Bossley Park High School or in our wider community.



AMBITION PLUS



FREE CAREER SUPPORT FOR YEAR 12 STUDENTS

What's your ambition **after the HSC?**
Need help with what to do next?
Plan your future with Ambition+ and achieve your goals.

This **FREE** event will cover:

- Career Exploration
- Resume Literacy
- Interview Skills
- Resume Live Q&A (early 2021)
- Work Ready (mid 2021)

THURSDAY 10 DECEMBER 2-5PM

swconnect.org.au

Level 1, Workary, Whitlam Library Cabramatta
165 Railway Pde, Cabramatta NSW 2166



- *To register please visit swconnect.org.au ☎ 9822 9370
- *Successful applicants receive 12 months Online Expert Support with thecareersdepartment.com
- ***Limited in-person spots available**- Due to COVID-19 restrictions, if the venue exceeds maximum room capacity, successful applicants will receive a Webinar URL link to attend

Thinking of Uni, TAFE or part time work?
Join Ambition+ to get a head start!



FULL DETAILS PROVIDED AFTER REGISTRATION (ONLINE & IN-PERSON EVENT)

PRESENTED BY FAIRFIELD CITY OPEN LIBRARIES & SOUTH WEST CONNECT

Supporting your young person during the holidays



Holidays can take students away from friends and their usual school supports.

Changes to routine can cause some young people to feel stressed, isolated and alone. Parent support is very important at this time.

Below is some information to help you support young people to stay in a healthy headspace in school holidays. There is also some information that may help you to identify when your young person might need some extra support and where to go for help.

There are a number of ways you can support your young person's mental health and wellbeing in the holidays:

1. Encourage them to stay connected

Social relationships are important to your young person's general wellbeing.

It is okay if they take time out for themselves at times, but encourage them to keep in contact with friends over the holidays. Friends can provide both play and support, and spending time with friends is also important for keeping and building on existing friendships.

If your young person is not feeling up to going out, even a phone call, email, text message or Facebook message can help them to feel connected to friends and family.

2. Encourage them to stay involved

Encourage involvement with volunteer work, hobbies, clubs or committees, or sports – these can help young people feel connected to their wider community. Participate with them when you can.

Involve them in decisions and give them responsibility at home (e.g. deciding what to eat for dinner and helping to prepare it).

Help them to identify and set realistic goals. Setting and achieving realistic goals can be incredibly motivating and can help build self-confidence.

3. Encourage physical activity

Physical activity is important for everyone's health and wellbeing. If your young person is feeling down or finding things are difficult, physical activity may be the last thing they feel like doing. But even small activities, like walking around the block, can help relieve stress and frustration, provide a good distraction from worrying thoughts, improve concentration and improve mood.

If your young person is struggling to get active, find a physical activity that you both enjoy and can do together (e.g. swimming, playing sports with friends or cycling) and make a plan to do it regularly.

4. Encourage a regular routine

Getting a good night's sleep helps young people to feel energised, focused and motivated.

Adolescence is a time when a number of changes to the "body clock" impact on sleeping patterns and young people are more likely to have problems with sleep. Developing a sleeping routine can help. Encourage your young person to

wake up around the same time each day, get out of bed when they wake up, and go to bed around the same time each night.

Avoiding caffeine after lunchtime, having a quiet, dark and uncluttered bedroom and shutting down electronic devices before bed can also help them to get a good night's sleep.

5. Encourage healthy eating habits

Eating well doesn't only reduce the risk of physical health problems, like heart disease and diabetes, but it can also help with sleeping patterns, energy levels, mood, and general health and wellbeing.

A good balanced diet with less junk food/ lots of sugars and more vegies, fruit, whole grains and plenty of water will ensure your young person has all of the vitamins and minerals to help their body and brain function well.

6. Encourage play!

Devoting time to just having fun can help to recharge your young person's battery, revitalise their social networks and reduce stress and anxiety.

Version 1 – June 2015

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health under the Youth Mental Health Initiative.

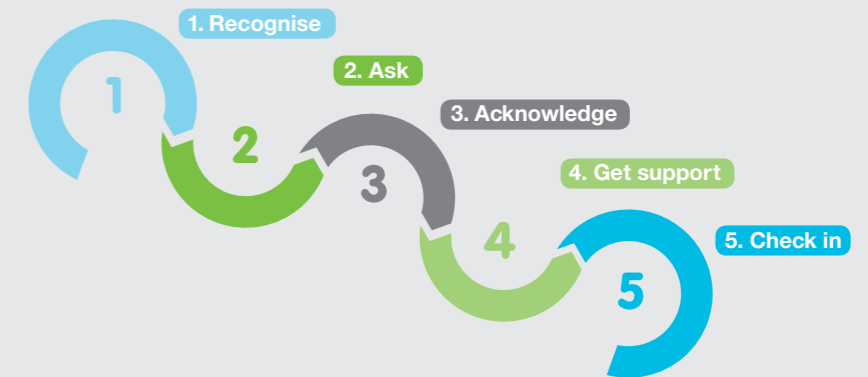
Supporting your young person during the holidays

headspace.org.au



Tips to help you support your young person

- 1 Recognise** their distress or concerning behaviour
- 2 Ask** them about it (e.g. "I've noticed you seem to be sad a lot at the moment.")
- 3 Acknowledge** their feelings (e.g. "That seems like a really hard place to be in/I can understand why you are upset about that.")
- 4 Get appropriate support** and encourage healthy coping strategies (e.g. "Do you need some help to handle this?")
- 5 Check in** a short time afterwards to see how they are going



Signs that may suggest that your young person is struggling

It is normal for young people to have ups and downs. However changes in mood, levels of participation and thinking patterns which persist for more than a couple of weeks may indicate that your young person needs extra support.

Changes in mood include:

- Being irritable or angry with friends or family for no apparent reason
- Feeling tense, restless, stressed or worried
- Crying for no apparent reason, feeling sad or down for long periods of time

Changes in activity include:

- Not enjoying or not wanting to be involved in things they would normally enjoy
- Being involved in risky behaviour they would normally avoid
- Unusual sleeping or eating habits

Changes in thinking include:

- Having a lot of negative thoughts
- Expressing distorted thoughts about themselves and the world (e.g. everything seeming bad and pointless).

If you believe that your young person is at risk of harm you should seek professional support from your GP, mental health service or emergency department.

Support service options

- **headspace** centres provide support, information and advice to young people aged 12 to 25 – headspace.org.au
- **eheadspace** provides online counselling and telephone support to young people aged 12 to 25 – eheadspace.org.au 1800 650 890
- **Kids Helpline** is a 24-hour telephone and online counselling service for young people aged 5 to 25 – kidshelpline.com.au 1800 55 1800
- **Lifeline** is a 24-hour telephone counselling service – lifeline.org.au 13 11 14
- **Parentline** 1300 301 300
- **ReachOut.com** for information about well-being.

For more information on suicide or support and assistance visit headspace.org.au/schoolsupport or headspace.org.au

Please refer to the **headspace School Support Suicide Postvention Toolkit – A Guide for Secondary Schools** for further guidance.

Fact sheets are for general information only. They are not intended to be and should not be relied on as a substitute for specific medical or health advice. While every effort is taken to ensure the information is accurate, **headspace** makes no representations and gives no warranties that this information is correct, current, complete, reliable or suitable for any purpose. We disclaim all responsibility and liability for any direct or indirect loss, damage, cost or expense whatsoever in the use of or reliance upon this information.

by Ms O'Connor
HT Secondary Studies (Relieving)



BESP (Bossley Employment Skills Program) 2020 Year Ten

The Bossley Employment Skills Program (BESP) has been running at Bossley for the past four years. The program is funded through NSW Club Grants and subsidised by Bossley Park High School and is delivered by Cumberland Multicultural Community Services.

During 2020, the program has been working with 17 Year 10 students. This cohort of students began the program in February of Term One and will conclude in December of Term Four.

During the program students participate in a number of workshops with the aim of increasing student's employability and life skills. Topics covered in workshops include Assertive communication, Alcohol and Drugs, Healthy Relationships and Speech writing.

Students are also given the opportunity to achieve their Whitecard and First Aid certificate.

The graduation for the students participating in the BESP will occur on site, Thursday 10th December. Congratulations to all the students who participated in this program during 2020 demonstrating resilience and persistence.



AIM Higher Presentation - Year Seven

On Thursday 26th November the Year Seven cohort had the opportunity to participate in the Aim Higher Production.

The Aim Higher Product is delivered by theatre group Gibber, who work with educational organisations throughout Australia supporting delivery of their widening participation agenda. Most of all, helping young people to understand the benefits of staying in learning post compulsory schooling; encouraging emerging aspirations and raising awareness of the financial support available and how to access them. Partnered with Western Sydney University, the program delivery is primarily to Year 7/8 students. 'Aim Higher' provides target low socio-economic schools with a bespoke, high energy theatre production. It presents staying in learning post school as fun, accessible and affordable to all young people regardless of their background. In addition, it explores the potential barriers to students progressing to Higher Education at a younger age. For example, finance, first in family to go to university, balancing study, work and family life. Consequently, this helps to inform young people of the benefits of staying in learning and the career pathways available. Throughout the presentation the students were engaged participating in a true or false competition and answering a variety of questions the performers asked.

Overall, it has been determined that 100% of students agreed that that 'Aim Higher' was excellent.

88% agreed that the information was easy to understand and 85% of students agreed that having seen the performance University was a realistic option.

A huge THANKYOU to Year Seven for your participation and excellent behaviour during the presentation. Also, don't forget to AIM Higher.



by Mr Mai

EDGE Program

On Monday 30th November 2020, Thirty enthusiastic Year Ten students participated in the EDGE Program. EDGE stands for Education, Deportment, Grooming & Employability skills. The workshop was created to address the gap between student perceptions and employer expectations.

After teaching for 20 years with NSW Department of Education, Sharna Dawson developed the EDGE Workshop in 2015 and along with her team of professionals, has delivered to over 2000 students in the Illawarra and Far South Coast regions.

The program was developed to educate students and young people about what employers are looking for in a young employee. Employers often cite poor presentation, attitude, hygiene and communication skills as barriers to employment for young job applicants. EDGE targets employability skills:

- Communication
- Teamwork
- Self-Management
- Learning
- Initiative and Enterprise
- Planning & Organising

The day consisted of a variety of workshops, the workshops were interactive and targeted the employability skills of the students whilst providing access to professionals that they would not generally have access to. The Students were broken up into three rotating groups where they rotated through professional Hair, Skin and Clothes sessions and worked with professionals for up to 30 minutes per session.

The focus of the different sessions include;

- What employers want
- Local employment landscape

- Vocational Education & Training pathways
- Rule of 12 – Communication
- Social Media
- Personal Branding
- Interview etiquette
- Q & A Employer panel.



Overall, the students who participated enjoyed the day and took away a lot of new information and advice on employability skills. Some even managed to freshen up their look with a fresh cut and make up advice.

NAIDOC Week

NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 or 1606 - with the arrival of the Dutch on the western coast of the Cape York Peninsula.

The very first footprints on this continent were those belonging to First Nations peoples.

Students in Year 8 Visual Arts celebrated NAIDOC Week by making an artwork in response to didgeridoo music by Lewis Burns, an Aboriginal artist. In doing so, students recognised the sacred role that art and music play within Aboriginal history and cultures.



BPHS SKETCHMAS 2020

Let each prompt inspire you to create some art associated with that word.

There are no wrong interpretations.

There are no medium restrictions

(painting, drawing, sculpture, photography, digital etc)

To be completed over the duration of the 6 week Summer holidays ie. 2 prompts per week

Share your work on Instagram #BPHSsketchmas #BPHSsketchmas2020

- | | |
|--------------------------------------|-----------------------|
| 1. THE GRINCH | 7. SLEIGH |
| 2. SNOWGLOBE | 8. FOOD |
| 3. NIGHTMARE BEFORE CHRISTMAS | 9. SUMMER |
| 4. HOLIDAY MOVIE | 10. WINTER |
| 5. REINDEER | 11. DECORATION |
| 6. CANDY | 12. STAR |

Rules and guidelines of Sketchmas

- * All artworks must be your own
- * You can work in a group or you can work individually and complete all 12 prompts.
- * Share your work on the Google Classroom stream and you can also share online #BPHSsketchmas #BPHSsketchmas2020
- * The Sketchmas Google Classroom is an inclusive and safe place. Disrespectful or rude students will be removed from the club and Google Classroom.
- * It is NOT a requirement that you have an Instagram account. Your artwork could be shared on Instagram on your behalf by the teacher.

Please see Ms Coleman in Visual Arts if you would like to take part in Sketchmas 2020.



Remembrance Day

by Ms Curic (HT History)

On the 11th of November this year, the staff and students at Bossley Park High School paused to remember our fallen Anzacs, past and present. To reflect on this significant event in our nation's history, students across Years 7-11 completed various activities within their History, Spanish and Italian classes. Mr Munoz's Year 7 Languages students created poppy murals; Ms Pichardo's Year 7 Italian classes designed infographic posters which also included a translated version of the Ode of Remembrance in both Spanish and Italian.

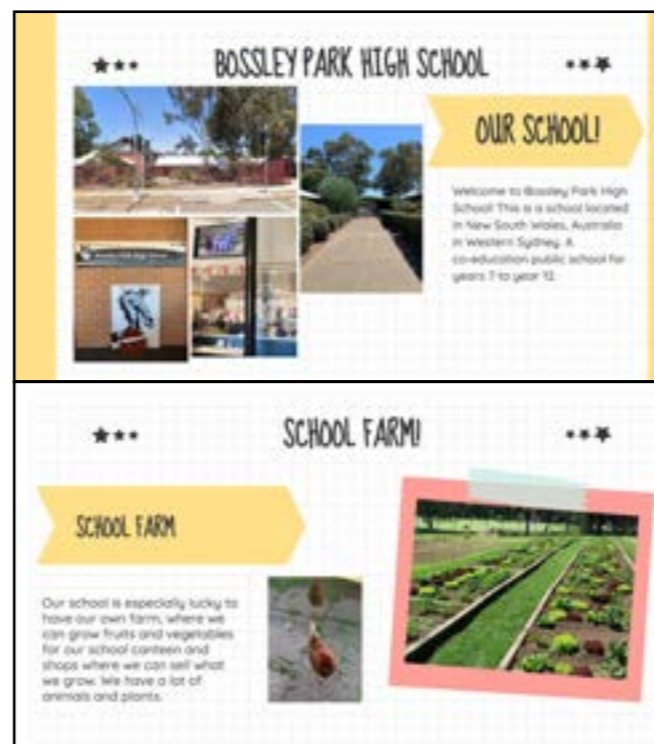
Students in Ms Curic's Year 9 History Elective and Ms Dundovic's Year 11 Ancient History class submitted appreciation posts on the Australian War Memorial's virtual wall. These students, School Captains and Vice Captains, also conducted a poppy planting and wreath laying ceremony which took place in the school commemorative garden.

Korea Project

by Riley Whicker

Recently a small group of students from 7G have been working on a "penpals" project with international students from a South Korean middle school (Years 7 and 8) which is located on an island on the southern part of the Jeonnam province, South Korea. Our students have been involved in this project as an extension to our LOTE and History courses. We thoroughly enjoyed the opportunity to connect with an international school and were very interested to participate in this initiative.

As such, 7G have been toiling away to create an informative multimedia presentation for the South Korean students, which explains what learning at our school is like in comparison to high school culture in South Korea. Presenters from 7G have tried to make the presentation simple and easy to understand, with a variety of visual elements showcasing our school. It is highly probable that we will continue communication with our penpals in the future.



History Elective Update

by Anson Quach

Throughout Term 4, Year 9 History Elective students have been participating in the PBL (Project-based Learning) Edu-stem unit which involves solving a real-world problem and answering a series of complex questions. Our Year 9 History Elective students have also been exhibiting their knowledge and skills through developing a public product or a specific argument that represents their opinions. As an outcome of this project, students have developed a deeper understanding in the importance of gaining skills such as teamwork and communication.

The key driving question for our project is, "If the Bubonic Plague had happened today, which would have been worse: Covid-19 or the Bubonic Plague? Student responses to this question are mixed, with many students differing in their perspectives: "I believe that Covid-19, is worse because of the financial response," says Tyago Scarpenti.

While opinions are mixed, students can personally agree that they have developed a further understanding in what the Bubonic Plague really was; through this journey each individual student has also learned the essential skills of constructing history using the tools and techniques of historians.

The key highlights of the project-based study so far, have certainly been investigating the spread of the Bubonic Plague; students have even been tasked with creating a mask out of materials that were available in the 14th Century, though these masks are quite different to the ones we are familiar with today! With the term coming to an end, students in History Elective will be finishing up their project-based journey by constructing an argument in response to our driving question.



My Spanish Learning Journey in 2020

by Carissa Herrera

Throughout this year in Spanish, students have been exploring different themes and topics to learn about Spain, the language and Spanish culture. Currently, we have been venturing to understand how to speak in Spanish when travelling and exploring. This has involved us researching a Spanish-speaking country of our own choice. Through this task, students have learnt to speak of landmarks and possible adventures to undertake when travelling to a Spanish-speaking country.

In Spanish this year, we have widened our vocabulary and learnt both the necessary and additional language features to communicate effectively with each other when planning a holiday to our chosen country. Earlier in the year, we developed knowledge about Spanish food, also learning how to speak in Spanish when ordering food and dining at a Spanish restaurant. This prepared us effectively for our final project on travelling and exploring the world. Each unit studied this year increased with difficulty as students broadened their Spanish knowledge.

by Mr Reed

Applied Science in action

Some students in year 9 built a variety of LED art creations as part of their learning on electricity. They designed the circuit diagrams, built and tested their circuits as part of a theme of marketing a prototype electronic item. They designed and assembled the LED circuits, almost all powered by a single 9V battery. Some groups of students went further, using Arduino microcontroller boards to automate functions such as playing a tune, oscillating the activation of lights and brightness. Well done to all those students that participated.



Kimia & Quindira with their LED tree of life



Alicia Y's illumaglobe



Jessica T, Sinartra and Grace S built a beautiful diorama of Shrek's swamp.



Students Exploring VR worlds in their Science Learning

Students explored biological environments and the impacts of nuclear disasters upon the natural and built environment. Using the virtual reality (VR) kit students could be "teleported" into a VR environment where the class can explore the environment and elicit mutual questioning and answering. Senior students could use the 360 degree cameras to create their own VR environment and share it with others.

by Melissa Lopez (HT Performing Arts)



Home Grown

With all the uncertainty this year, the Performing Arts Faculty weren't sure if we could give our students a performance opportunity. However, without eliminating the idea of a performance during 2020, the teachers believed we could still give our students an opportunity to show their talent by filming their performance and uploading it onto the schools website. Teachers and students alike worked hard in preparing class items for 'Home Grown'. Keep an eye out at the end of Term 4 for the video link.



What works best: 2020 update

Overview for parents and carers of primary and secondary school students

NSW public schools are committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

In March this year, the NSW Department of Education released an update of some of the most significant research into effective teaching. This report is called 'What works best: 2020 update' and outlines eight evidence-based practices that teachers can use in their classrooms to support improved student learning. It is likely that the 'What works best: 2020 update' will inform the teaching and learning in your child's school.

Below is a summary of the eight 'What works best' practices for effective teaching, including some conversation tips to help you support these practices at home. We suggest that you use just one set of questions at a time with your child.

You can find the 'What works best: 2020 update' publication, together with other evidence-based resources for schools, at www.cese.nsw.gov.au/publications-filter/what-works-best-2020-update

1. High expectations

Students learn best when teachers have high expectations. Having high expectations means that teachers work hard to gain students' interest, encourage them to learn new things, provide help when they need it, are clear and consistent about how they want students to behave and learn, and vary the way they teach to meet students' needs.

Check in with your child

- For primary school students: Did you try something new today? What was it? How did you go? How do you feel when you're learning something new?
- For secondary school students: When you are asked to do something in class, how do you know what standard of work the teacher expects?

education.nsw.gov.au



2. Explicit teaching

Students learn best when teaching is explicit, especially when learning something new. Explicit teaching involves teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they expect students to do, how to do it and what it looks like when they have succeeded.

Check in with your child

- For primary and secondary school students: Tell me about something you learnt today. Did you find it easy to learn, or did you need to ask a few questions? How could you tell when you 'got it'?

3. Effective feedback

Students learn best when teachers provide them with effective feedback. Feedback that is effective is constructive, detailed and specific. It focuses on how students performed on a particular task, and is clear about where mistakes were made and what needs to happen to improve in future.

Check in with your child

- For primary and secondary school students: When you're learning something new, how do you know if you're on the right track? How do you know what you can do to improve next time?



4. Use of data to inform practice

Students learn best when teachers use data to confirm where students are up to in their learning and to plan what to teach next. Data is any form of information that helps teachers to do this. Data can come from a range of places, including class quizzes, student answers to teacher questions, samples of students' work and formal exams.

5. Assessment

Students learn best when teachers use high quality assessment. Assessment refers to the range of activities that teachers use to evaluate where students are up to in their learning. It includes formal activities such as exams and surveys, as well as more informal activities such as asking students questions and evaluating samples of their work.

Check in with your child

- For primary school students: How do you show your teacher what you know and what you can do?
- For secondary school students: Your teacher needs to understand where you are up to in your learning, so that they know what to teach next. How do you show your teacher what you know and what you can do?

6. Classroom management

Students learn best when teachers manage their classrooms well. Classroom management includes the broad range of things that teachers do to encourage a safe, positive and stimulating learning environment for their students.

Check in with your child

- For primary school students: Are there rules or expectations you need to follow in your classroom? Can you tell me a few? What happens when you work hard to follow them? What happens if you don't follow them?
- For secondary school students: Does your school have school or classroom rules or expectations? Can you name a few? What happens when students follow them? What happens if students don't follow them?



7. Wellbeing

Students learn best when they have a high level of wellbeing. Student wellbeing is a broad term that includes good mental, physical and emotional health, feeling supported in learning, building healthy relationships and having a strong sense of meaning and purpose. Teachers can support students' wellbeing by:

- creating a safe environment
- helping students to feel that they belong
- valuing their opinions and perspectives
- encouraging them to be interested in learning
- helping them to manage their emotions
- helping them to develop positive relationships with teachers and other students.

Check in with your child

- For primary and secondary school students: How do you feel about school at the moment? Are there things that you find hard or challenging? Do you know what to do or who you can speak to if you're having a bad day or have a problem? Does someone look out for you at school?





8. Collaboration

Students learn best when teachers collaborate. Collaboration involves teachers working together with other teachers and experts from outside the school to improve their teaching. Effective collaboration is likely to include teachers planning lessons and teaching programs together, observing each other's lessons and giving feedback, and discussing and thinking about issues related to their work.

For example ...

High expectations at Aldavilla Public School

Aldavilla Public School attributes much of its success in improving outcomes for students to a focus on high expectations. The students are constantly reminded that they can be whatever they want to be. One way that high expectations are encouraged at Aldavilla Public School is through setting goals. Students are expected to be working towards learning goals that are achievable, and staff are constantly encouraging students to push themselves to reach their next goal.

The school also encourages high expectations by taking a whole-school approach. For example, every class follows exactly the same behaviour management system. Student-teacher relationships are also a priority. All teachers make an effort to get to know students and show that they care about them. This can be achieved by doing things as simple as asking what students did on the weekend, or knowing who a student's brothers and sisters are.

For example ...

Use of data to inform practice at Concord High School

The mathematics faculty at Concord High School studies their HSC data each year and uses the results to plan their teaching programs in Years 7-11. The head teacher of mathematics explains: "We have a really good look at the questions students got wrong and we try to re-program based on things that the kids have got wrong. For example, our students were struggling with 'significant figures' in the HSC so we've now brought significant figures into Year 7. That means they have six years where they can see that they can round to significant figures, and now it hasn't been an issue."

Sometimes the re-programming involves changing the order of topics during the year so that students have more opportunities to apply their knowledge and understanding of these concepts throughout the year. The head teacher of mathematics continues: "Our students were doing really badly with probability. We had a look at our programs and probability was something we were doing at the end of every year, so we've moved it around a little bit so they are seeing it earlier in some years."

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