



BOSSLEY BIZ

NEWSLETTER

MARCH 2020



A drone shot of our recent Gala Day. Photographed by Mr Huseyin (PDHPE)

PROTECT YOURSELF. PROTECT OTHERS.

Reduce your risk of **coronavirus** infection:



Clean hands with soap and water or alcohol-based hand rub

Cover nose and mouth when coughing and sneezing with tissue or flexed elbow



Avoid close contact with anyone with cold or flu-like symptoms

Thoroughly cook meat and eggs



Avoid unprotected contact with live wild or farm animals



World Health Organization

Protect yourself and others from getting sick

Wash your hands



World Health Organization

- after coughing or sneezing
- when caring for the sick
- before, during and after you prepare food
- before eating
- after toilet use
- when hands are visibly dirty
- after handling animals or animal waste

Wash your hands

Wash your hands with soap and running water when **hands are visibly dirty**



If your hands are **not visibly dirty**, wash them with soap and water or use an alcohol-based hand cleanser



World Health Organization

Bossley Park High School



Focussing on Excellence & Success



Vera Chevell
Principal - Bossley Park HS

Parents & Carers - keep informed and keep in touch

Please read the following advice regarding COVID-19 – If your child is unwell with a respiratory illness they should remain at home until symptoms clear up. If they are diagnosed with coronavirus please contact the school. Please see attached information sheets on hand washing and information on how to support children and young people about COVID-19.

Novel coronavirus (COVID-19)

Current advice from the NSW Government for parents and affected staff is:

Any student or staff member who has been in, departed from, or transited through the following countries is excluded from child care services, school or work for 14 days from the date they left the country:

- mainland China - since 1 February
- Iran - since 1 March
- the Republic of Korea (South Korea) - since 5 March.
- Italy - since 11 March
- Any confirmed case of COVID-19 will be excluded until they are medically cleared to return.
- Close contacts of a confirmed case of COVID-19 will be excluded for 14 days since last contact with the confirmed case.
- Students and staff who have returned to Australia and have shown no symptoms during the 14-day home-isolation period are able to return to school or work.

NSW Health has processes in place to identify any close contacts of cases confirmed in Australia. A close contact is a person who has spent significant time either face to face (15 minutes) or in an enclosed space (2 hours or more) as someone who has tested positive for COVID-19. It is advising these close contacts about not attending work, school or early childhood and childcare services. The Department of Education continues to work closely with NSW Health to monitor and respond to developments and to ensure the safety and wellbeing of students and staff. Consistent with current guidelines, children, students and staff who are unwell with respiratory illness should remain at home until symptoms resolve. In accordance with our current practice if any student becomes unwell we will implement our infection control guidelines and follow the advice provided by NSW Health as appropriate.

Health advice for our schools

The best way to protect yourself from COVID-19 is the same way you would protect yourself from catching flu or other respiratory illnesses.

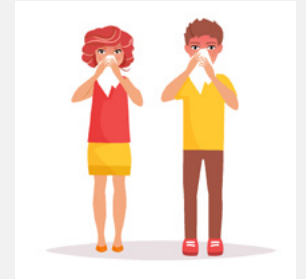
1. Wash your hands

Clean your hands for at least 20 seconds with soap and water, or use an alcohol-based sanitiser with at least 60% alcohol.



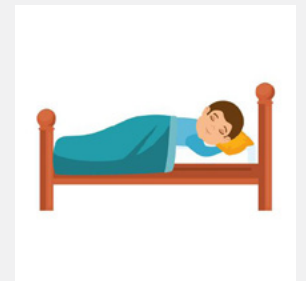
2. Cough etiquette

Cover your sneeze or cough with your elbow or with a tissue (and dispose of it immediately). Avoid close contact with people who are ill. Avoid touching your eyes, nose and mouth.



3. Stay home if you are sick

If your child is unwell with a respiratory illness they should remain at home until symptoms clear up.



For more information - Visit the Department of Health website: <https://www.health.gov.au/health-topics/novel-coronavirus-2019-ncov>

Educational continuity plan

The Department of Education is finalising a range of resources that will shortly be made available to all students in the event of their having to self-isolate or move into quarantine. These resources will be suitable for all year groups and accessible across a number of technology platforms.

In the meantime we will provide access to appropriate learning activities if we have students who are unable to attend school because they have been diagnosed with COVID-19 or have been requested to self-isolate by NSW Health.

Many teachers already deliver and manage learning tasks using email, Office 365 and G-Suite for Education. Parents and carers of younger children please ensure they have access to log-in details such as usernames and passwords for these digital platforms.

Coronavirus (COVID -19) Information for parents and carers to support children and young people

How you can support your child

It is perfectly normal for children to have questions about events that are covered in the media, such as the information currently being distributed about COVID-19. Children look to the significant adults in their lives for guidance on how to manage their reactions and you can help your child by remaining calm and reassuring them.

There is a common misunderstanding that talking with your child about a topic such as COVID-19 may increase their anxiety. This is not the case. It is important to listen to your child and answer their questions as honestly as possible and correct any misunderstandings. This will help them feel informed and understand what is happening.

Keeping up to date with the facts from reliable sources will help keep conversations calm, considered, and constructive. Provide information in words that are appropriate to the age of your child.

Children can be distressed by hearing repeated stories so monitor how much your child is being exposed to television and social media and encourage them to talk to you about what they are seeing and hearing.

Some practical advice

Some practical advice for your child includes reminding them to cover their nose and mouth when they cough or sneeze (coughing into their elbow is a useful strategy), keep their hands clean by washing them regularly with soap and water, and avoid touching their eyes, nose, and mouth before washing their hands. These are easy habits for children to adopt, and should help them feel as though they're able to exert some control over their circumstances.

If your child must stay at home, it is important for your child to maintain a healthy lifestyle including proper diet, sleep, and social contact at home and by email and phone with family and friends

Communication is important

- read [the department's response to COVID-19](#) for current information
- read any information sent home by the school.
- contact the school if your child becomes unwell.

Where to get help

Contact the school if you are concerned about your child's wellbeing to discuss the most appropriate support. Support is also available through a number of agencies and community organisations. Parents and carers can:

- call the National Coronavirus Health Information line (1800 020 080)
- review the [NSW Health](#) COVID-19 website for the latest information and advice
- obtain help and information from the local General Practitioner or Community Health Centre

If you would like additional support, the following services are available

- The school counselling service
- Kids Helpline – 1800 55 1800 – kidshelpline.com.au
- Headspace – 1800 650 890 – eheadspace.org.au
- Parent Helpline – 1300 1300 52
- Beyond Blue – 1300 22 4636
- Lifeline – 13 11 14

Educational Pathways Pilot program

In November last year, the NSW Government announced an Educational Pathways Pilot Program to transform the way students and parents think about their post-school options and future careers. It is with great pride that Bossley Park High School was selected to participate in this important program. Over the next two years, our school along with the support of the Department of Education will focus on improved career advice and in-school opportunities for our students.

We believe the education students receive here should be of the highest quality and the broadest range. Under the Pilot, we will be opening up new opportunities such as school-based apprenticeships and wider subject options to ensure the students of Bossley Park High School and their parents have all the facts they need to take that critical next step.

Some of the Pilot highlights are:

- Specialist Careers Immersion Teams have been launched. Under the leadership of a dedicated Head Teacher - Careers Education, the Teams will be collaborating with local industry and employers to create training opportunities for students. Our goal is to make sure all students are work-ready for the industries.
- Dedicated School-based Apprentice and Trainee Mentors will soon come on board to support and guide students and also work with industry and employers to develop partnerships with the school and broker employment opportunities.
- Career guidance and support for students who may be struggling to decide which subject choices and post-school education is right for them.
- Firsthand accounts from NSW's best apprentices and trainees discussing the valuable and long-term career opportunities that a vocational qualification offers.
- Opportunities to study apprenticeship or traineeship units at school that could lead to higher level VET qualifications and a one-year credit into a university degree.
- Workshops to help inform students about employer expectations for work, including how to dress, how to behave and important employability skills.
- The extension of funding to school students who do not want to pursue an HSC to undertake VET pathways while still at school.
- Important wrap-around services for early school leavers looking to access TAFE NSW.
- These are just a selection of what is on offer for our students. We are thrilled to participate in this pilot.

Protect yourself from viruses



Clean your hands with soap and water, or hand sanitiser.



Cover your nose and mouth when you cough or sneeze.



Avoid close contact with anyone with cold or flu-like symptoms.



Stay home if you are sick.



Find the facts

health.nsw.gov.au/coronavirus

5 STEPS

to stop the spread of respiratory illnesses

- 

Cover your mouth and nose with tissues when coughing, sneezing, blowing and/or wiping your nose
- 

Dispose of tissues in the nearest waste bin after use
- 

If no tissues are available, cough or sneeze into your inner elbow rather than your hand
- 

You may be asked to put on a face mask to protect others
- 

Wash your hands with soap and water or alcohol based handrub after coughing or sneezing into hands or tissues



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www.health.nsw.gov.au

Practise simple hygiene by washing hands regularly



1 Wet hands

2 Apply soap

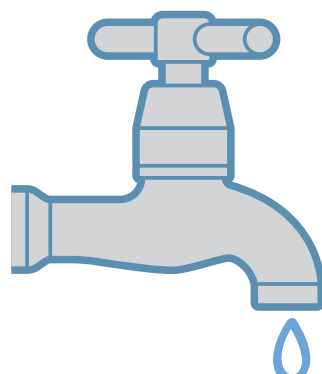
3 Lather & scrub



4 Rinse hands

5 Turn off tap

6 Dry hands



Spend 20 seconds washing your hands.

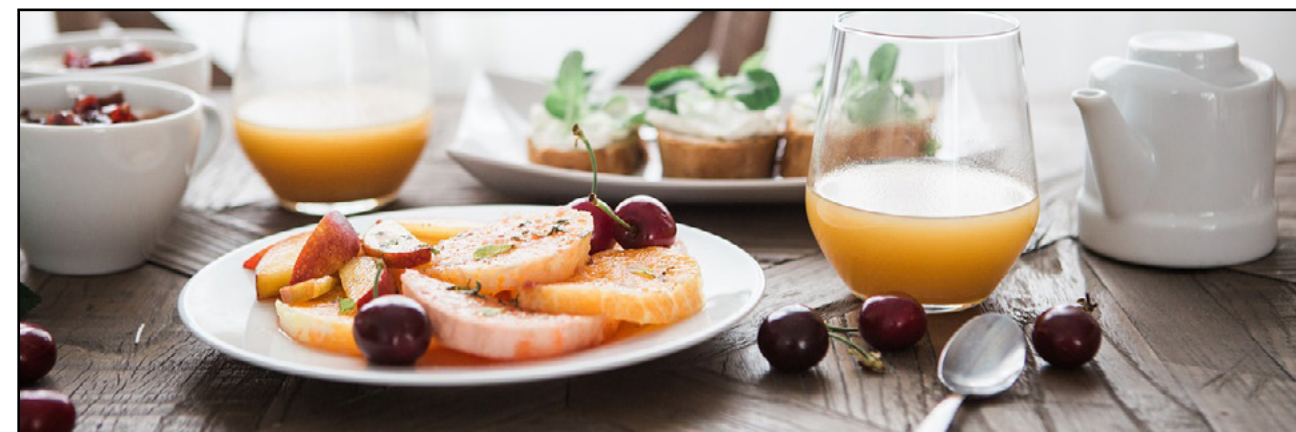
© NSW Ministry of Health 2020 SHPN (HP NSW) 200125



Deputy's Desk

Mr Foti

Deputy Principal - Years 7 & 11



A good breakfast fuels you up and gets you ready for the day.

While many of us are very careful with the type of fuel we provide for our motor vehicles, unfortunately we don't always place the same importance on the quality of the fuel we provide for our bodies to run. It continues to surprise me that some students miss the morning refuelling process altogether. As it is nearly impossible for a vehicle to perform without fuel, the same applies to a student's body and mind. Without a good breakfast, recess or lunch, it becomes very difficult for a student to focus in class and explore their potential.

Year 11 are now approximately one quarter of the way through their Year 11 courses. Their Year 11 Courses conclude at the end of Term 3 this year with Year 12 courses starting at the beginning of Term 4. Students should be referring to the Year 11 Assessment Booklet, along with the wall calendars that were issued to them by their Year Advisors earlier this year, in preparation for their assessment tasks. Copies of the Year 11 Assessment Booklet were emailed to Year 11 students and their caregivers earlier this term.

Thank you to all our Year 7 parents that took the opportunity to visit us for our Parent/Teacher: Meet & Greet Afternoon. The feedback received has indicated that this was a very fruitful and informative event. On Tuesday, 10 March 2020, our Wellbeing Team organised the presentation of 'Backflips Against Bullying' to our Year 7 students. This was an anti-bullying presentation that was both entertaining and well-received by our Year 7 students. Our Year 7 students will also be enjoying Harmony Day this Friday, 20 March 2020.



'Backflips Against Bullying' presentation, held in the MPC



SAFE, RESPECTFUL, LEARNER

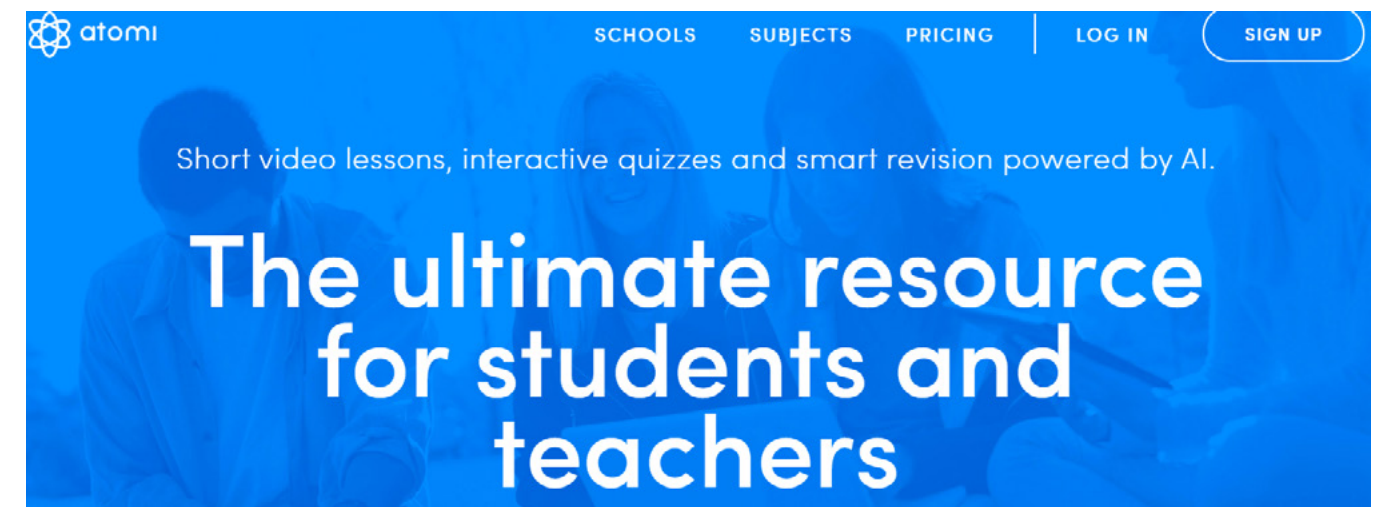
At Bossley, both staff and students believe very strongly in this motto. To provide a safe learning environment whereby all staff and students conduct themselves with respect is a foundation block that the school has worked hard to develop and maintain. It is pleasing to report that the vast majority of students understand and commit to this motto on a daily basis. This commitment results in enhancing the positive Bossley HS reputation in the wider community. Unfortunately a small number of our students are behaving in a manner which is not safe and not respectful. Their negative actions can eat away at the SRL foundation block and cracks start to appear. A firm, fair and consistent approach has and will continue to be conducted by the school towards students who are found to be unsafe and disrespectful. Can I encourage parents to discuss what it means to be a Safe, Respectful, Learner with their children. By working together we will continue to strengthen the SRL foundation block and build the positive image of the School.

Year 8 and 12

Towards the end of Term 1 teachers will be completing Recognition Letters. For our new parents and carers, these are letters issued by teachers to acknowledge students' effort, conduct and attitude in each class throughout Term 1. Essentially, all teachers are looking for students to display our SRL and PBL mottos. The school has high standards in regards to learning and behaviour so the expectation is that all students should be consistently working to their personal best in order to receive teacher recognition. I look forward to reviewing recognition letter data for Year 8 and 12, rewarding our best achievers and reporting on this in the next newsletter.

Early to mid-Term 2, Year 8 will undertake Semester 1 assessment tasks/exams. Students should now be settling into regular study habits in preparation for these tasks. Doing homework is only one aspect of revising work. Students must get into the habits of revising all course work on top of daily homework activities in order to maximise learning potential.

By the end of Term 1, most Year 12 students would have completed 2 of 4 assessment tasks across most subjects. As adequate and effective study habits are crucial for success, students should be well-organised, prepare well in advance and maintain effective time management in order to peak for performance. Teachers will be using these assessment task results plus work efforts, class engagement, homework completion, attitude and commitment levels when completing mid-course reports for Year 12. These reports will be distributed in the first part of Term 2. To support the learning for our Year 12 cohort, the school has invested in an online learning platform call ATOMI.



ATOMI – for the 2020 Year 12 cohort

Just a reminder that ATOMI is available for staff and students (2020 HSC cohort). Invitations have been sent out to your email accounts so ensure that you and your students have accepted this. This platform can only be used through using Google Chrome on a web-based device.

This learning is now available for use with your students. It is a powerful and engaging platform that enables you to utilise data to instruct your teaching practices and provides many other benefits:

- Curriculum-specific content
- Thousands of ready-made, syllabus specific videos, text lessons and quizzes to power learning beyond the classroom.
- Intelligent testing
- Interactive quizzes that adapt in real-time, promote mastery learning and power intelligent revision recommendations.
- Powerful analytics
- Get clear insights into student usage, who needs assistance and how your class is performing.

- Application focus
Focus is not just on the theoretical knowledge but the practical application of this knowledge. It assists in exploring how content is applied in assessments/ exams, what makes a great answer and how to turn knowledge into marks.
- Expert Advice
Lessons contain a plethora of tips and tricks from expert teachers and examination markers to ensure student responses are in line with examiners' expectations
- Flexibility
Atomi helps increase flexibility by enabling both class-paced and self-paced learning. Students who miss a lesson, have fallen behind or just aren't confident enough have the opportunity to get back on track and achieve their full potential.

If you have any further questions or need support in accessing using this platform see Ms Taylor (Home Ec) or Mr Stanley.

In closing, what makes Bossley Park a great school?

Wonderful staff, fantastic students, supportive parents and community.



Deputy's Desk

Ms Ager

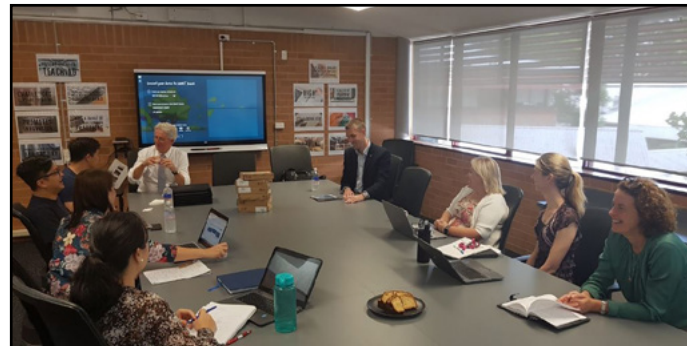
Deputy Principal - Year 9

Year 9

There are lots of opportunities coming up for Year 9 students as we work with Ms Iaali and Mr Klein on new programs to build self-esteem, leadership, collaboration and resilience in our BBB and MMM programs. We also have a group of students working with our partners at MTC on Links to Learning, which has been very popular and effective in the past.

We have some STEM initiatives opening up to all year groups including Primary-aged students, Code4Fun will be conducting after-school workshops for those who are interested, see the flyers in this newsletter or on the Facebook page for more information. Seniors will be invited to UTS for some Engineering work experience later in the year - keep an eye on the daily notices or see Careers Adviser Ms Chehade for more information.

We also had a recent visit from some of the guys at Salesforce who will be presenting to staff and students in the coming weeks about work of the future, the skills and attributes needed to get a job in the number 1 ranked "Best company to work for in Australia" for the last 3 years in a row. We have been partnered with Salesforce for over 12 months and they helped fund our Innovation lab, purchase drones and do staff professional development. We are now thrilled to be partnered with the Mulesoft team and were grateful to be gifted some laptops for student use. We look forward to having the team around school more often to share their expertise and skills with staff and students.



Pictured above: Staff at Salesforce visited Bossley Park HS, sharing their knowledge and expertise on 21st century work skills.



Deputy's Desk

Mr Hooke

Deputy Principal - Year 10

I would like to begin by extending an enormous thankyou to all BPHS parents for their support of the school's mobile phone policy. The school has benefitted greatly from the positive impacts that this policy has generated. Students are far more engaged in their learning within the classroom and with the real world while in the playground. Students are more focussed and productive during lessons and are more active in the playground where they are practicing and developing improved communication and social skills.

A strategy to assist in ensuring compliance with the mobile phone policy and that will also ensure student safety to and from school is to consider purchasing a phone for your child that does not have SMART phone capabilities (example below). These phones retail for as little as \$25 and will ensure students can still contact parents before and after school without the temptation of social media and the internet.









This month we have seen the commencement of the BSP Program, which is a holistic program for Year 10 students that provides active learning opportunities to empower students to value education and provide meaningful enterprise and employability related skills and qualifications. This year we have 17 students undertaking the program and acquiring skills and qualifications that include a First Aid Certificate, Barista qualification and a NSW Safe Work Whitecard. This program also aims to improve student mental wellbeing, confidence and communication through collaborative projects whilst developing essential life skills necessary to function as responsible members of their community. This program will run on Thursdays for Terms 1 and 2.

Ms Melville, our amazing Year Adviser, has kindly created a Google Classroom for Year 10. This resource will keep all Year 10 students up to date with Year group announcements, valuable information and useful resources. All Year 10 students are encouraged to check their student emails for the class code and to join this class in order to access this excellent resource.



Could \$500 help you with school costs?

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for school costs.

-  laptops & tablets
-  lessons & activities
-  uniforms & shoes
-  books & supplies
-  sports fees & gear
-  camps & excursions

To join Saver Plus, you must be at least 18 years or over, have a child at school or starting next year, or attend vocational education yourself, have regular income from paid employment (you or your partner), have a current Health Care or Pensioner Concession Card and be in receipt of an eligible Commonwealth social security benefit, allowance or payment*



Contact
your local Saver Plus Coordinator
Phone
1300 610 355
Email
FairfieldSP@thesmithfamily.com.au
Online
saverplus.org.au
Find us on Facebook 

* many Centrelink payments are eligible, please contact your local Coordinator for more information.

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.dss.gov.au for more information.



BRING IT ON

Talent Quest

Cash Prize!

Application Registration:
Opens Wednesday 5th February 2020 and
Closes Friday 21st February 2020

Release of Audition Schedule:
Monday 9th March 2020

Audition Week:
Monday 30th March till Wednesday 8th
April 2020



<https://forms.gle/ejhLpAHxGJrtkwvW7>

Ms Sari-Daher
HT Wellbeing

Future Proofing Study



We're excited to announce that our school will be participating in Australia's largest ever wellbeing trial for high schoolers. We'll be working with the Black Dog Institute and UNSW alongside more than 100 other schools to build the most comprehensive picture yet of the mental health and wellbeing of Australian teenagers. The 'Future Proofing Study' is kicking off at the beginning of Term 2. As this is a large population-based trial, all Year 8 are encouraged to sign up. Students in the trial will complete mental health programs using apps and complete surveys at school about their health and wellbeing until Year 12. Students will need parent permission and a smartphone to participate. Parents with Year 8 students, should have received a consent form with information and frequently asked questions or alternatively please check your email and to access the link to the study information sheet and submit your decision. We do hope you consider your child's participation in this trial. Research shows that mental health concerns in teenagers are increasing and our school is keen to be part of the solution.

Tell Them From Me



In Term 2 2020, our school is taking part in the Tell Them From Me student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help them improve. The survey is completed online and is run by an independent research company, The Learning Bar, which specialises in school-based surveys. Staff in schools will not be able to identify individual students from their responses. This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes. More information about the survey and the research is available in English on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>. Students will receive a consent form early in Term 2. If you do not want your child to take part in the survey, please complete the attached form and return it to Ms Sari or Ms O'Connor by 9th of April 2020.

Year 10 Meningococcal Vaccinations

Year 10 will be receiving the single vaccination for the meningococcal disease later during Term 2 on the 18th of May 2020. The vaccination forms will be distributed to Year 10 students later this term and they are to be returned to the Head Teacher Wellbeing office. If you do not wish to have your child vaccinated at school they can receive this vaccination through their GP. If you have any concerns please contact the school to discuss with Ms Sari or Ms O'Connor.



Year 12 students Joanne K Le, Tiffany Lam, Natasha Sam, Divya Lal, Christina Kokkinis, Colena Nguyen, Christy Nooh and Emelia Small attend the International Women's Day Breakfast

International Women's Day Breakfast

By Tiffany Lam (Year 12)

On Friday the 6th of March, a selected group of Year 12 students attended the International Women's Day Breakfast at Parramatta Novotel. We attended this day with other schools from a wide variety of areas to come together and talk about empowering women. The main message portrayed on the day was Generation Equality. This is about women from all generations coming together as one, to have equal opportunities. This message was spoken to us by many guest speakers, with breakfast served to everyone throughout the morning. A memorable speaker from the event was Anyier Youl who was born in a refugee camp in Kenya. She came to Australia in 2003 and she grew up in Blacktown NSW. She was named the 2018 Blacktown Woman of the Year. Anyier has used her advocacy skills in schools to promote Refugee Week, Human Rights Week, Youth Week and Harmony Day.

How headspace can help



headspace is here to help

headspace centres across Australia provide face-to-face information, support and services to young people, aged 12 to 25 years, and their families and friends.

headspace can help you with:



Mental health and wellbeing

headspace can help if you're experiencing significant changes in thoughts, feelings and/or behaviour, if you're being bullied, hurt or harassed or just not feeling yourself.



General health

headspace has youth friendly general practitioners (GPs) and health nurses who can help with any physical health issues. A GP can also help you with issues related to contraception, sexual health, drug or alcohol use, relationship problems or feeling down or upset.



Alcohol and other drug services

If drugs and alcohol are starting to affect things that matter to you, like your mental health, wellbeing or friendships, headspace can help.



Work, school and study

headspace work and study specialists can help you if you're struggling at school, unsure what course you want to do, need a hand writing a resume, or if you are searching for a job.

Online and telephone support is also available through **eheadspace**. (There is more information about **eheadspace** over the page.)

headspace centres

headspace centres help you to access the type of health worker you need. This could be a GP, psychologist, social worker, alcohol and drug worker, counsellor, vocational worker or youth worker. A number of centres also have Aboriginal and Torres Strait Islander health workers, welfare workers and family therapists.

You can visit a **headspace** centre no matter how big or small your problem may seem.

Making an appointment at headspace

It's as simple as phoning or emailing your nearest **headspace** centre to find a time that suits you. You can also ask a friend, teacher, parent, other family member, health worker or community agency to contact **headspace** for you.

Your local **headspace** centre might also have a 'drop in' service where you can visit anytime in their visiting hours. Call your nearest **headspace** centre or check out **headspace.org.au** to find out more about what services are available.



Aged between 12-25 years?

headspace can help if you:

Are feeling down, stressed or can't stop worrying

Don't feel like yourself anymore

Can't deal with school/uni/work or are finding it difficult to concentrate

Are feeling sick or worried about your health

Have questions about, or want to cut down on alcohol or other drug use

Want to talk about sexuality, gender identity or relationships

Are having difficulties with your family or friends

Have sexual health issues or want information about contraception

Are being bullied, hurt or harassed

Are worried about work or study or if you're having money trouble

Need someone to talk to.

Getting support can help you to keep you on track at school, study or work, and in your personal and family relationships. The sooner you get help the sooner things can begin to improve for you.

How headspace can help



Your first appointment at headspace

Appointments at a **headspace** centre can vary in length but are usually 50 minutes to an hour.

It's okay to feel nervous about getting help for the first time. It can be helpful to bring along a family member, carer or friend to help support you.

You'll probably be asked a lot of questions on your first visit. This is to make sure that

all the important issues are covered, and to help develop the best solution for you. As you get to know and trust your **headspace** worker you will probably find that talking about what is going on gets easier.

The appointment is your time. Feel free to ask questions about anything that's on your mind so the **headspace** worker can help you find the best

solution, or find the information that you need. It also helps the **headspace** worker to understand what is worrying you.



Cost

Services at a **headspace** centre are either free, or have a low cost. You can ask if there is a cost when you make your appointment.

Some services require you to have a referral from a doctor. But don't worry; **headspace** can help you with this as well.

All **eheadspace** services are free but if you call from your mobile your usual call charges apply.

eheadspace

If you don't have a **headspace** centre nearby or you don't feel ready to visit a centre, **eheadspace** provides confidential online and telephone support 7 days a week.

To access **eheadspace** for the first time all you need to do is register at **eheadspace.org.au** or phone **1800 650 890**. You will need to provide some information like your email address, postcode and age. **eheadspace** sessions are generally for 30-60 minutes.



If you are receiving support from a **headspace** centre or another service, **headspace** may ask your permission to speak with your worker to ensure **eheadspace** is providing the best possible support.

Confidentiality

When you talk to a **headspace** worker what you say is kept confidential. This means nothing you say can be passed on to anyone else without your permission however there are a few exceptions.

If **headspace** is seriously worried about your safety or the safety of someone else they must – by law – try to keep everyone safe.

This means they might have to share their concerns with someone else. Talk to your **headspace** worker about confidentiality to ensure you understand how it works.



If you need immediate medical attention, call 000 or call Lifeline on 13 11 14 or Kids Helpline on 1800 55 1800.



Getting the help that's right for you

When you talk with a **headspace** worker it's important that you feel safe and comfortable – **headspace** will do its best to make sure this happens.

If you do not think your **headspace** visits are working out it is important to ask yourself why. There could be a few reasons: it might be because it is hard to talk

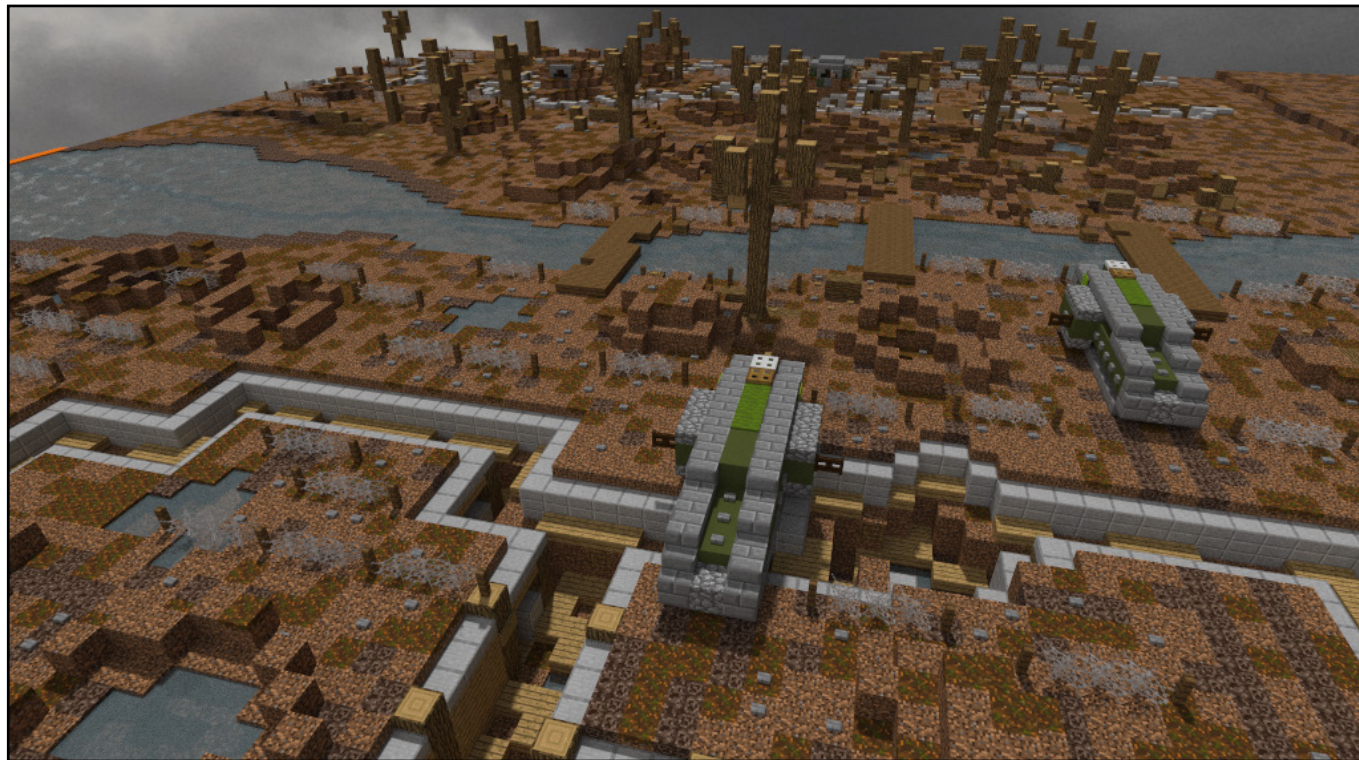
about what's on your mind, or it might be that you and your worker are not the right fit. Either way, don't give up. Talk to your worker about how you are feeling and together you can find a way forward.



For more information, to find your nearest **headspace** centre or for online and telephone support, visit **headspace.org.au**

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 Curic (HT History)



Historical Thinking Using STEM Technologies

Historians don't just study the past – they also think carefully about the future! In History this term, students across all years have been developing 21st century capabilities through STEM-based learning opportunities which support their acquisition of future skills. Year 7 and 9 students will be undertaking a virtual site study as an investigative research project; through virtual reality experiences, they will examine historical sites as evidence to evaluate their usefulness as sources in an inquiry. Year 9 gifted and talented History students have also been working on a class magazine, showcasing their skills in using technology-based programs and applications to communicate their understanding of our Anzac History. In Year 10, students have utilised software applications such as Canva, to create innovative and engaging infographic posters on historical personalities relevant to the study of 20th century civil rights and freedoms.

Students in Mr Navarra's Year 11 Modern History class have ended their study of World War I trench warfare by utilising Minecraft Education Edition to recreate and replicate trenches. Student teams used the building

software to reconstruct front line trench systems with key features including bunkers, sumps, fire steps and No Man's Land, seeking to replicate what they have learned and understood from primary accounts and sources from World War I. This activity developed students' problem-solving and collaboration skills, supporting their ability to engage meaningfully with complex tasks to better understand the impact of modern warfare.

Languages Update

By Mr Munoz

Hola! Year 7 Spanish students have been developing their communication skills in Spanish this term, learning how to greet, respond, count and compose a piece of writing in the Spanish language. To engage students with various forms of digital communication, ICT technologies have been implemented across teaching, learning and assessment sequences. Students across all Year 7 Spanish classes have utilised various ICT applications to delve into the Spanish language, from Kahoots to Quizlets! Recently, students have composed emails as texts to communicate with their peers using the Spanish language. We are excited to see such quality compositions in the Spanish language from our Year 7 students over the course of the term!

Elective History Update

Students in Ms Curic's Year 9 Elective History class have been developing their skills as historians through a thematic study of Heroes and Villains in history. Some of the historical personalities examined within this unit so far include Julius Caesar, Cleopatra, Albert Speer and Adolf Hitler.

For each case study, students have analysed differing historical interpretations before formulating their own judgements about the personality based on the evidence examined. This has encouraged some passionate historical debates amongst students whilst simultaneously supporting their understanding of the role of perspective in history. As such, students have learned to appreciate that there is no singular version of history; rather, history is tangible and historical accounts are varied based on the perspective through which they are constructed.

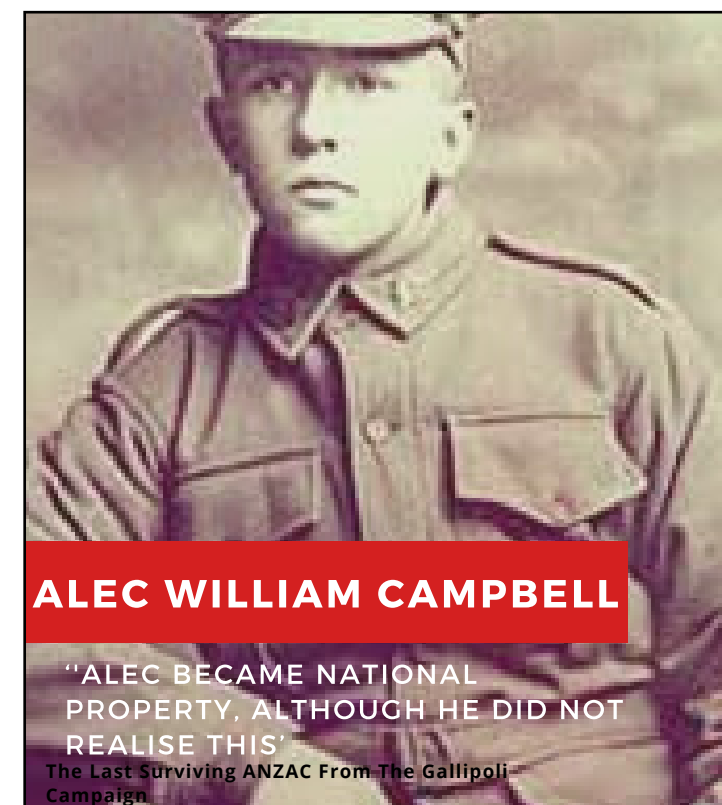
The "Heroes and Villains" unit has further incorporated the integration of ICT technologies, whereby students have engaged in collaborative problem-solving tasks to create innovative and engaging ICT presentations, including websites on a historical personality of their own choosing.

Bringing the Ancient Greek Theatre back to life!

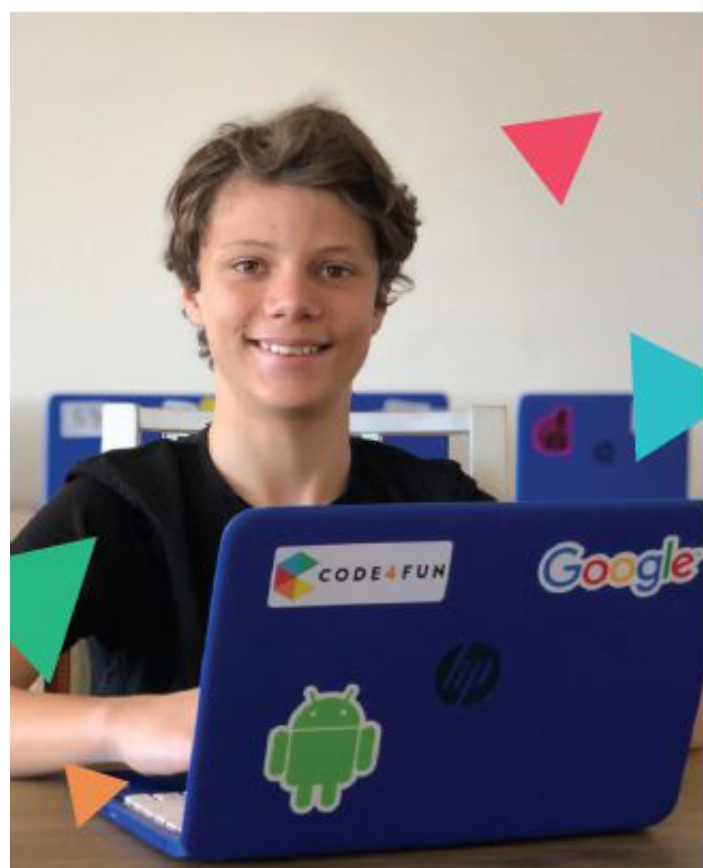
This term, Ms Jakovljevic's Year 8 History Elective will be bringing the traditions of Ancient Greece back to life through a study of myths, legends and the Ancient Greek theatre. Students have been learning about the Ancient Greek gods and goddesses as well as their role and importance within the Ancient Greek world. To further develop their understanding of heritage and the legacies of Ancient Greece, students will complete a project-based learning assignment which draws on their skills in art and creative writing; they are to create historical sources, such as Ancient Greek theatre masks, to reflect their understanding of the beliefs and practices of the Ancient Greek civilisation and how this practice has influenced modern theatre and performing arts.



Year 9 Elective History 'Fakebook' profile, reflecting an understanding of historical perspective. By Tyago Scarpenti



Sonja Rajkovic's article on Alec W. Campbell from the Year 9 History GAT class magazine



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Expression of Interest

Y1 - Y6 Students

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Bossley Park High School

Term 2, 2020

Every Thursday
from 30 April to 2 July
10 weeks

4:30 pm - 5:30 pm

Y1 - Y6 students
with no or a little prior experience

Laptops are provided

\$200 per student per term

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by Mr Vekic (Sport Organiser)

ZONE SWIMMING CARNIVAL

A huge congratulations to all Bossley Park High students. On the 4th of March we attended the annual Zone Swimming Carnival at Prairiewood Leisure Centre. Although a rainy and gloomy day, it did not deter the passion and perseverance of some of our top swimmers. We had multiple regulars do really well and progress to the Sydney South West competition. It was our 'new kids on the blocks' who really impressed, our Year 7 students both boys and girls were outstanding. Our under 12s Boys relay won and progressed as well as Keely Lay winning everything she entered! An outstanding achievement and we wait in anticipation to see what the future holds for these up and coming stars.

The following students progressed to the Sydney South West Swimming Championships:

Kayla Tran
Hayden Tran
Keely Lay
Isaac Tu
Zachariah Mechhawi
Khoa Ho
Khanh Ho
Javi Daghero
Dejan Radulovic
Timothy Davidoff
Andrej Cupac
Matthew Tansley
Baylee Brgudac
Lara Chwa
Bronte Maxwell
Trisha Tran



Trisha, Lara, Khanh and Bronte

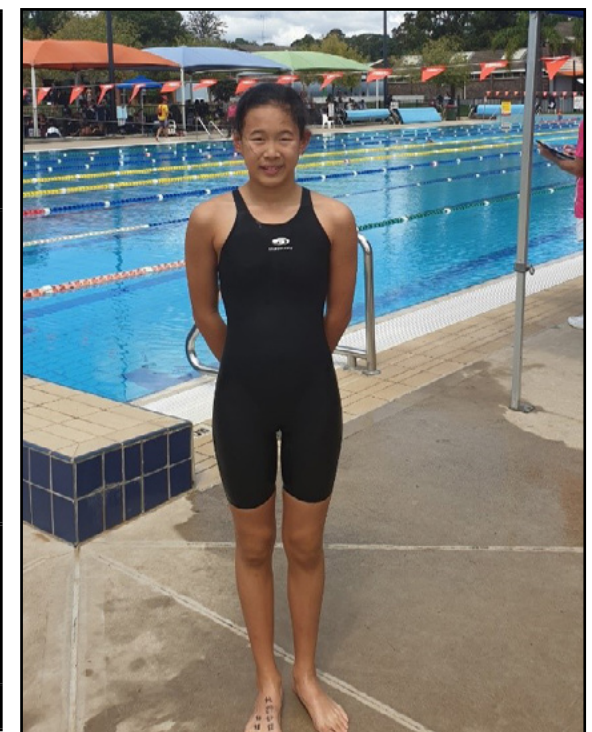


Andrej, Alex, Khoa and Timothy

SYDNEY SOUTH WEST SWIMMING CHAMPIONS

Week 7 saw the continuation of our Swimming Carnivals. Bossley Park High School attended the Sydney South West Swimming Championships with 16 participants representing. It was a successful day for a number of our swimmers who progressed to the State Championships to be held early April at Sydney Olympic Park Aquatic Centre. Our 'new kids on the blocks' impressed again, qualifying for the State Championships by finishing 3rd in the 12-year-old boys relay. Also, a new rising star at BPHS Keely Lay, participated in an outstanding 6 races. She has successfully qualified for the State Championships for all 6 races. Khan and Khoa Ho have continued to impress with their swimming abilities, continuing to progress to State in their respective events.

Isaac Tu Zachariah Mechhawi Javi Daghero Matthew Tansley	12 Year Old Boys 200m Freestyle Relay
Keely Lay	13 Year Old Girls -100m Freestyle -100m Backstroke -100m Breaststroke -100m Butterfly -200m Freestyle -50m Freestyle
Khoa Ho	17 Year Old Boys -200m Freestyle -400m Freestyle
Khan Ho	15 Year Old Girls 50m Freestyle



Keely Lay (Year 7)



Year 7 students: Javi, Mattew, Isaac and Zachariah.



Khoa Ho (Year 12)

TFP OPEN NIGHT



The Talented Football Program open night provided parents from the community information about our successful soccer program. Pat McCann (imaged), Head Coach at Sydney FC Academy U18, spoke in more detail about the program during his presentation.

GALA DAY



Drone photographs from our recent Gala Day, taken by Mr Huseyin.

Mind the learning gap

24 February 2020



Regular school attendance means more opportunities to develop learning and positive relationships with teachers and friends.

In education we share the aspirations parents have for their children to achieve their potential and become lifelong learners.

We want our students to develop positive relationships with their peers and feel a deep sense of belonging to their school community. We want students to be confident communicators, imaginative thinkers and informed citizens.

It may sound simple but to be part of that community - for students to feel like they belong and to be part of their learning journey - the first thing we need to do is make sure our young people are attending school.

Students who attend school regularly have greater opportunities to develop social-emotional skills and positive relationships. Friendships, meaningful connections with teachers and ongoing engagement in school activities help foster a sense of belonging that attracts continued attendance. In other words, attending today makes it easier for a student to attend tomorrow, next month and next year.

Regular attendance promotes positive cycles of engagement that reinforce and accelerate learning and continuity of learning, friendships, wellbeing and belonging.

Even relatively few absences on a regular basis add up over time. A student who is absent from school one day a fortnight - or four weeks per year - misses out on more than one year of education over the course of their schooling.

In 2018 an average of 91.4% of students attended our public schools on any given school day. I want to see that figure increase and I ask all parents to be part of achieving that ambition with us. Nearly 30% of students have close to perfect attendance, going to school more than 98% of the time. High school attendance tends to be lower - closer to three out of every five students attends more than 90% of the time.

Absences from school disrupt a student's learning, friendships, wellbeing and belonging, which can begin a downward cycle towards compounding disengagement. Gaps in knowledge and skills can be difficult to catch up. These gaps can easily grow and students who miss out on a preceding building block of knowledge often find it difficult to keep up later.

Similarly, absences disrupt the social connections that are so crucial for education, from the classroom to the playground, the music room to the sporting field. When students miss out on sharing experiences of school activities, their connections to the school community can fray.

When school staff and students, families and the community work together we can cultivate a positive learning environment with high expectations for all our students to achieve their potential.

Mark Scott, Secretary of the Department of Education.



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