

BOSSLEY *BIZ*

NEWSLETTER

MAY 2021



Bossley Park High School

Focussing on *Excellence & Success*

Strategic Improvement
Plan for 2021-2024

We are excited to share and publish our three-year plan for strategic improvement. This has been the culmination of analysis of school internal and external data and input from our students, staff and parents/carers. It includes our three strategic directions of student growth and attainment, staff expertise and leadership and unearthing student potential and developing the talent.

School improvement and
why it matters

School improvement is a continuous process, centred on maximising outcomes for all students, and sustaining this improvement over time.

School improvement needs to 'touch every classroom', be the work of every teacher and impact every student.

Fostering equity and excellence in our school is underpinned by a strong moral purpose, and founded upon a shared commitment to ensuring growth and achievement for all students, no matter where they live or what kind of learning challenges they may face.

School improvement is grounded in rigorous self-assessment and analysis of our school's current situation with respect to student outcomes and teaching and leadership practices.



Vera Chevell
Principal - Bossley Park HS

It uses a rich evidence base of quantitative and qualitative data, and is:

- research informed
- continuous
- focused on improving learning, teaching and leadership practices.

Our vision for the school

At Bossley Park High School we focus on excellence and success through high expectations and continuous improvement to ensure quality teaching and learning for all our students, staff and community.

School context

Bossley Park High School is a large co-educational high school proudly serving the South Western Sydney community since 1988. There are 1400 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds. The school has a Special Education Unit catering to students with physical and/or intellectual disabilities.



The school is recognised for its broad curriculum including programs that support the development of talent and high potential in a range of areas, including visual arts, robotics, accelerated mathematics, performing arts - dance, music, and drama, and a selective talented football program for both boys and girls.

We also offer HSC Vocational Education and Training (VET) courses in Construction, Business Services, Hospitality, and Entertainment Industry to cater to a variety of career pathways. We foster strong partnerships with universities, businesses, and community groups to provide further opportunities and experiences to strengthen learning and engagement for our students. The school prides itself on outstanding academic success, high-quality teaching, and learning and the inclusion of STEM education across the curriculum.

Bossley Park High promotes Positive Behaviours for Learning to support a safe, respectful learner code. It is well respected in the community for its positive learning environment, strong student wellbeing, leadership initiatives, and engagement programs that nurture students to connect, thrive, and succeed.

The majority of the school's equity funding will be used to support initiatives developed in this strategic improvement plan. Through a whole school analysis together with our system negotiated targets we have identified initiatives such as; a continued emphasis on embedding evidence-based teaching practices and high leverage HSC strategies to focus on effective student learning and attainment.

The explicit teaching of literacy and numeracy skills including the use of the learning progressions and formative assessment to monitor progress is integral to this plan. Unearthing student potential, developing the talent and wellbeing programs are initiatives aimed at providing challenge and opportunity for students to flourish. High-impact professional learning for staff that is underpinned by research is key to building the expertise in staff for continuous improvement and leadership skills. Some funds will be used to support other school initiatives, not in this school plan.



Strategic Direction 1: Student growth and attainment

Purpose	Initiatives	Success criteria for this strategic direction
Learning opportunities for all students will be grounded in teaching practices that are evidence-based, innovative, and maximize impact.	<p>Explicit teaching of Literacy and Numeracy</p> <p>The explicit teaching of literacy and numeracy aims to develop the literacy and numeracy achievement of students in Years 7-12. Underpinned by evidence-based practices as outlined in the What Works Best paper and the research of John Hattie, this informs the focus on developing the skills and capacity as teachers of literacy & numeracy. Through effective classroom practice and support all teachers will improve their teaching expertise of literacy and numeracy within their subject areas. Literacy and Numeracy staff will:</p> <ul style="list-style-type: none"> Engage with the National Literacy and Numeracy Learning Progressions to monitor student progress Collaborate with staff to develop and share explicit literacy and numeracy strategies Use a variety of quantitative and qualitative data to inform practice. 	<p>Achievement of all system negotiate targets as indicated in improvement measures for this strategic direction.</p> <p>All HSC teachers routinely and expertly implement HSC high leverage strategies in their teaching practice to lift the achievement of all students.</p> <p>Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, that can be measured by improved student progress and achievement data (Link to SEF - Excelling in TEACHING domain - Literacy and numeracy focus)</p> <p>The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school achievement data (Link to SEF - Excelling in LEARNING domain - student growth)</p> <p>Teachers clearly understand, develop and apply a full range of assessment strategies - in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. (Link to SEF - Excelling in TEACHING domain - data use in teaching)</p>
Improvement measures	Embedding High Leverage HSC Strategies	Evaluation plan for this strategic direction
<p>Target year: 2022</p> <p>System negotiated targets</p> <ul style="list-style-type: none"> A 5% improvement in the percentage of students achieving in the top 2 bands to achieve reading and numeracy. Increase in the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN for reading and numeracy. HSC achievement -an increase of 4% of course results in top 3 bands. <p>Target year: 2023</p> <ul style="list-style-type: none"> An uplift of 5% of Year 9 students achieving expected growth in NAPLAN reading. An uplift of 5% of Year 9 students achieving expected growth in NAPLAN numeracy. 100% of indigenous students achieving their HSC. <p>Target year: 2024</p> <p>School Self Evaluation evidence indicates:</p> <ul style="list-style-type: none"> Excelling in TEACHING domain / Professional Standards / Literacy and Numeracy focus Excelling in LEARNING domain / Student Performance Measures / Student Growth Excelling in TEACHING domain / Data Skills and Use / Data use in teaching 	<p>Teachers professionally developed in the use of high leverage strategies to improve student learning. PL is underpinned by data analysis, fieldwork, and a strong research and evidence base. Developed by outstanding HSC teachers, curriculum experts, leading educators, and academic partners. It is both "research-informed & research-informing", & grounded in effective classroom practice. Teachers embed high-leverage strategies into teaching programs, explicitly teach & select the most appropriate strategies to lift the achievement of all students. Staff collaborate deliberate ways, with teachers from across the state. Collaboration is a strong lever in lifting student outcomes. Teachers work collaboratively across the school using the Sharing our Practice (SOP) protocol to:</p> <ul style="list-style-type: none"> Implement a full range of high leverage strategies, & quality assessment strategies to inform teaching directions Monitor and assess student progress and achievement Reflect on teaching effectiveness. 	<p>Question: What is the impact of these two initiatives on student growth and attainment?</p> <p>Data: Use of external, internal student performance measures and qualitative data through staff and student surveys.</p> <p>Analysis: Analyse the data to determine the extent to which the targets and improvement measures have been achieved.</p> <p>Implications: Where to next? Future targets to inform practice.</p>

Strategic Direction 2: Staff expertise and leadership

Purpose	Initiatives	Success criteria for this strategic direction
To create a culture and the structures that build a cycle of professional learning which develops an inclusive environment that enables learning and growth in every teacher and drives ongoing, schoolwide improvement in teaching practice and student results.	<p>Evidenced Based Teaching Practices</p> <p>The executive will lead quality professional development on evidence-based practices to build the capacity of staff to improve student learning. This initiative is underpinned by evidence-based practices as outlined in the 'What Works Best' document and the research of numerous education academics such as John Hattie, Dylan Wiliam and Shirley Clarke. Through collective efficacy and a collaborative learning teachers continually evaluate their practices and the impact they have on student outcomes. Teachers engage regularly in professional learning, self assessment and peer assessment to become experts in evidence based practices which will rapidly move student learning forward. All teachers will increase their capacity to implement evidence based practice that deliver excellence in the following:</p> <ul style="list-style-type: none"> HSC Professional Learning High Potential and Gifted Education Policy Professional Development What Works Best: Explicit Teaching, High Expectations, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Collaboration, Wellbeing. 	<p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Link to SEF: Teaching, Effective Classroom Practice, Explicit teaching)</p> <p>The school uses explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice & the provision of specific & timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. (Link to SEF: Teaching Domain, Learning and Development, Collaborative Practice and Feedback) The school demonstrates a high performance culture, with a clear focus on student progress & achievement & high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (Link to SEF: Leading, Educational leadership, Performance management and Development)</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Link to SEF Leading, Educational Leadership, High Expectations Culture)</p>
Improvement measures	Personalised Teacher and Other School Staff Development	Evaluation plan for this strategic direction
<p>Target year: 2024</p> <ul style="list-style-type: none"> 100% of teachers demonstrate a comprehensive understanding of evidence-based practices and implement them with a higher level of competency in the classroom. 100% of teaching programs are explicit and embed evidence-based practices, which challenge and lift student achievement. HSC Teachers are engaged in high-impact professional learning which is reflected in the classroom. The school generates increased opportunities for leadership by 25%. <p>Target year: 2024</p> <p>Develop and implement a program of support for staff at all career stages to create a pipeline of leaders. School Self Evaluation evidence indicates:</p> <ul style="list-style-type: none"> Excelling in the Teaching Domain/Effective Classroom Practice/Explicit teaching. Excelling in the Teaching Domain/Learning & Development/Collaborative Practice & Feedback Excelling in the Leadership Domain/ Educational Leadership/High Expectations and Culture. Excelling in TWO of the five elements of the High Impact Professional Learning Self Assessment Tool 	<p>Identify the professional development needs of individual teachers and develop professional learning activities and systems reflective of the High Impact Professional Learning Policy to build capacity and leadership in staff. This initiative is underpinned by the High Impact Professional Learning Policy. All staff to:</p> <ul style="list-style-type: none"> Engage in professional learning is driven by identified student needs. School Leadership teams enable professional learning. Collaborative and applied professional learning strengthens teaching practice. 	<ul style="list-style-type: none"> Question: What has been the impact of systematic implementation of evidence-based teaching practices? Data: internal and external data to measure the effectiveness of professional learning initiatives. Analysis: Evaluate the impact of our improvement measures. Implications: Next steps. Future targets & beyond

Strategic Direction 3: Unearthing student potential, developing the talent.		
Purpose	Initiatives	Success criteria for this strategic direction
Unearthing potential to engage and challenge students across the intellectual, creative, social-emotional, and physical domains. To strengthen our wellbeing culture where every student is provided with the opportunity to connect, thrive & succeed.	High Potential and Gifted Education (HPGE) The implementation of the HPGE policy aims to create optimal learning environments where all students are challenged and engaged to meet their educational potential. Led by a team of trained teachers, all staff will engage in professional learning targeted towards the identification of high potential and gifted students across all four domains. Underpinned by the gifted education research of Francois Gagne teachers embed strategies to meet the needs of a diverse range of students within the classroom. Outside of the classroom, students are engaged in extra-curricular opportunities that enable them to develop their talent. As part of the HPGE initiative, teachers will: <ul style="list-style-type: none">Engage in professional learning and quality research targeted towards HPGEExplicitly embed differentiated teaching and learning practices in the classroomCollaborate with the community to build to support the talent development of our students.	All staff are engaged with the HPGE policy. All programs explicitly identify differentiation practices used within the classroom to enhance student learning outcomes. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (Link to SEF: Learning, Curriculum, Differentiation) Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth. (Link to SEF: Teaching, Effective classroom practice, Explicit Teaching) The school has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing - A planned approach to wellbeing - Excelling) Teachers, parents, and the community work together to support consistent and systematic processes that ensure students absences do not impact learning outcomes (Link to SEF - Excelling in LEARNING domain - attendance)
Improvement measures	Wellbeing and Engagement Programs	Evaluation plan for this strategic direction
Target year: 2022 <ul style="list-style-type: none">Increase the Wellbeing target by 5% from TTFM survey data results related to advocacy at school, expectations for success, and a sense of belonging.An uplift of 3% of students in Years 7-10 attending school 90% or more.	The Wellbeing Team will collaborate, investigate and expand external links/partnerships with outside agencies. Develop further opportunities for growth of established wellbeing and engagement programs as well as introducing new initiatives/strategies. Through continued adoption and embedding of the Wellbeing framework: 'Connect, Succeed and Thrive' students will be known, valued, and cared for through a structured and specific approach to supporting student wellbeing and school engagement. Additional and ongoing initiatives to include: <ul style="list-style-type: none">Develop, implement and evaluate school-wide volunteering programContinued refinement of Engagement programsStudent leadership guide – Year 7 – 12 Road to Excellence and Success pathway beyond schoolStudent support programs and services.	<ul style="list-style-type: none">Question: What is the impact of these two initiatives on unearthing student potential and developing talent?Data: Internal and external data: Wellbeing initiatives student focus groups and TTFM, PBL Data Analysis, Survey results from student support programs/services.Analysis: Evaluate the impact of our improvement measures.Implications: Determining next steps for improvement and future targets.
Target year: 2024 <ul style="list-style-type: none">Implementation, delivery, and evaluation of high potential and gifted education policyHPGE team established and is operationalDelivery and evaluation of student wellbeing, senior school transition, and junior school engagement programsIncrease consistent teacher engagement in PBL use by 10%Excelling in Learning Domain - Curriculum - differentiationExcelling in the Teaching Domain - effective classroom practice - explicit teachingExcelling in Learning Domain-Wellbeing - caring for studentsExcelling in Learning Domain - Wellbeing - a planned approach to wellbeing		

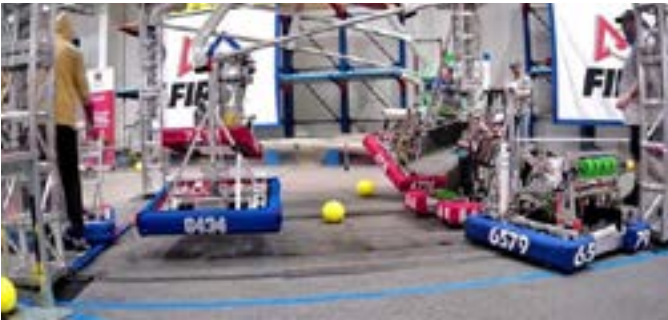
Congratulations to Lina Youkhana

We are delighted to hear that former Year 12 student 2020 Lina Youkhana was the successful recipient of the NSW Cookery Teachers Association scholarship for 2021. The scholarship is valued at \$9,000 per year for 3 years, (\$27,000 in total) to assist her in her studies to become a Food Technology teacher. Lina is a worthy recipient of this scholarship. This scholarship is part of the Public Education Foundation Scholarships, which aim to help young people in public schools to reach their potential. We have a number of our current students also supported by these scholarships too. Many thanks to our Head Teacher Ms Taylor who provided support for Lina to complete her application and to Ms Melville, Ms Sari and Ms Chehade you have also supported current and former students to successfully receive Public Education Foundation Scholarships.



Congratulations to our Robotics Team Wolfgang 6434

Our team were runners up in the grand final of the Macquarie University First Robotics Competition, held recently. This is an open competition of both public and private schools and we were thrilled to also qualify for the world championships in the USA, however due to COVID-19 this event will unfortunately not be held this year. Our team received the Kelpie Award for overcoming adversity with a minimalist but super effective over achieving robot. A super result from a dedicated team of students, teachers and parents.



Ms Trikili, Leon Yousif, Yousif Werdy, Alexander Wood, Joshua Talevski, Riley Whicker, Mr El-Miski and Daniel Sabato



Deputy's Desk

Mr Hooke

Deputy Principal - Years 7 & 11

Year 7 have continued to work well this Term, demonstrating the attributes of being Safe, Respectful and a Learner that are expected at BPHS. To date Year 7 has accumulated 6148 positive incidents, which have been recorded by staff. This is an average of approximately 28 positive incidents per student. Year 7 students also recently received an extremely impressive number of Recognition Letters at the end of last term, with students receiving recognition in 8.5 of their 10 courses on average per student.

Over the past weeks Year 7 have been preparing for National Assessment Program for Literacy And Numeracy (NAPLAN). The purpose of NAPLAN is to evaluate a student's growth in learning over a two-year period. The expected growth for each student is an increase in performance on their last NAPLAN results by two bands. I encourage all students to apply your best effort to every exam and ensure they read the questions very carefully and to think critically before answering. All your teachers wish you all the best during this assessment. NAPLAN will take place Weeks 4 and 5, with the Reading Exam occurring on Tuesday the 11th, Writing on the 12th, Conventions of Language on the 14th and the Numeracy Exam taking place on the 17th & 18th of May. The exams will be administered online through the use of school computers and students are expected to bring their own set of head phones with a PC jack. Students must ensure they are familiar with the NAPLAN timetable and that they are prompt to all exams.

Year 7 Cross Country Age Champions

12 Year Boys - Alonso Taulapapa
12 Year Girls - Sara Alavanja

Year 7 Athletics Age Champions

12 Year Boys - Alonso Taulapapa
12 Year Girls - Demour Moukhallati



An enormous congratulations to Austin Villada and Alexander Sobbi from Year 7 who have been selected for the Australian U13 Futsal Team who will travel to New Zealand in November to compete in an international tournament. Congratulations also to all Year 7 students who competed at the BPHS Athletics Carnival, which was held at Blacktown International Sports Centre on Friday 30th of April. All students and staff had a great day which contributed to a high-quality event. Special mention must go to our Year 7 Athletics and Cross Country Age Champions for 2021.



Deputy's Desk

Year 11 have just undertaken their first period of assessment and the results are in. Consequently, reports have been written and these will be distributed this week via email. Reports will also be available through the parent portal. Parents who have not registered an email address with the school may wish to communicate this information to the front office to ensure they can receive the report via email.

The Year 11 & 12 Parent Teacher Evening will take place on Wednesday the 19th of May and this year these interviews will be conducted face to face at BPHS. Bookings can made online through the parent and student portal. I strongly encourage parents to take the opportunity to engage with teachers to ensure that we can work together to facilitate the best possible outcomes for your children. Congratulations to all Year 11 students who competed at the BPHS Athletics Carnival, which was held at Blacktown International Sports Centre on Friday 30th of April. All students and staff had a great day, which contributed to a high-quality event. Special mention goes to our Year 11 Athletics and Cross Country Age Champions for 2021.



Year 11 Cross Country Age Champions

16 Year Boys - Liam Kuzmanovski
17 Year Girls - Milica Aleksic

Year 11 Athletics Age Champions

16 Year Boys - James Ratcliffe
17 Year Girls - Milica Aleksic

Congratulations must also go to our Year 11 Boys Touch Football team, who won against Prairiewood HS in the State Knockout at Prairiewood HS on Friday the 23rd of April. The match was quite competitive in the first half with Bossley leading 4-2 at half time, however the boys showed their class and dominated the second half winning the game 9-2. They now go on to compete in the next round.

Year 11 have finished designing their Year 12 Jackets and students are in the process of selecting their name or nickname that will be printed on the back of their jacket. Year 11 should have access to these jackets Day 1 of Term 3.





Deputy's Desk

Mr Foti

Deputy Principal - Years 8 & 12

Year 12 embraced the opportunity to dress up for their final school athletics carnival. Costumes were of an extraordinary level with many students placing great effort and time in their preparation. One could quite easily find themselves wondering if they were in the middle of a Star Wars scene, on a Scooby Doo or Forest Gump set, or simply with the fairies, back in the 70's or in Roman times, and of course one always has to watch out for that Mad Hatter. Congratulations to everyone that participated, a great effort by all.



Year 12 tutorials at our Homework Centre continue this Term on Tuesday, Wednesday and Thursday afternoons with past top-band students and some teachers tutoring our current Year 12 students. This initiative is free for our students and will shortly be available for our Year 11 students, as well.

Recognition Letters were sent out to parents late last Term through parent emails. It is important that your contact details are always up to date. Please contact us if you would like to update your details.

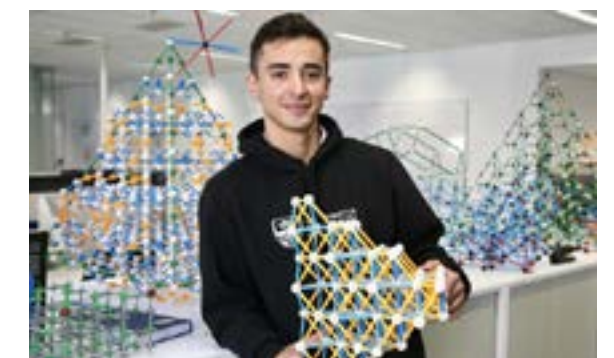
Congratulations to Derelle Avery and Mia Stanmore in Year 8 who were selected in the Sydney South West Senior Girls Football (Soccer) Squad, a phenomenal achievement considering their young age. Derelle also captained NSW U13 Girls to win the National Championship in Futsal. She has been selected to represent Australia along with fellow Year 8 student Zachariah Mechwawi who was also awarded Most Valuable Player at the National championship. Austin Villada and Alexander Sobbi from Year 7 also represented NSW with both boys also selected to represent Australia along with Zachariah in New Zealand later this year (restrictions permitting). Derelle's national team will represent Australia in New Caledonia next year (restrictions permitting).



Congratulations also to our Robotics Team who under the leadership of Mrs Trikili and Mr El-Miski were runners-up at the Southern Cross Competition held on 1-2 May 2021 at Macquarie University. In a Covid-free year, this achievement would see them next competing in the USA.



Ex-student Pablo Bonilla Ataide has made world news, solving a 20-year-old quantum computing problem while studying at the University of Sydney. Pablo was accelerated two years in advance in Mathematics when he was with us at Bossley Park High School, achieving top band results in Mathematics Extension 2 at the age of 15. We currently have a number of students accelerated in Mathematics with six of our Year 8 students also accelerated two years in advance as Pablo was.



A number of articles and TV interviews are listed below.

[Studio 10](#)

[University of Sydney](#)

[Fairfield Champion Article \(2015\)](#)

[ABC NEWS](#)



Deputy's Desk

Mr Stanley

Deputy Principal - Year 9

As we head into the colder months can I take this opportunity to remind students and parents regarding some uniform requirements:

- If students wear a scarf it must be Black and/or white.
- Beanies are not to be worn at school.
- Hooded jumpers/jackets are not to be worn at school.
- Shirts worn underneath shirts must be plain white
- Senior boys must wear the school tie
- School shoes must be full leather (formal or sport shoe design are accepted)
- Make up to be minimal and natural including fingernails

From the start of this Term all students in Years 7-10 can only wear the following jacket/jumper items:

- 1) BPHS 'all weather' jacket
- 2) BPHS woollen jumper
- 3) BPHS 'sloppy Joe' jumper

No plain black jumpers are to be worn by Year 7-10 students. All three uniform items are available to purchase at Lowes, Stockland Mall or School Locker, Liverpool.

Year 11 students have the option to continue wearing a plain black jumper, woollen jumper, sloppy joe or jacket as we do not expect them to purchase a new uniform item on top of purchasing their Year 12 jacket for 2022.

Year 12 students can only wear a plain black jumper under their school or Year 12 jacket and over their school shirt for extra warmth. The outer layer of clothing must be a BPHS item.

A plain black jumper is defined as a jumper with no logos. Any issues or queries should be directed to the Deputy Principal supervising that year group.



Year 9

This Term is very busy with students representing the school in many areas including sport, leadership, academic, debating, creative and performing arts. I wish all students well as I am confident you will maintain the wonderful standards that are expected of a Bossley student when representing the school.

Term 1 recognition letters showcased the impressive commitment most Year 9 students are displaying towards being a safe respectful learner (SRL) in the classroom. The positive trend data was encouraging but plenty of room for improvement. 47% of students achieved recognition in 9/8/7 courses, 31% achieved recognition in 6/5/4 courses and 22% achieved recognition in 3/2/1/0 courses. Term 2 is an important time in the school year for Year 9 with a major focus on Semester 1 assessment and reporting. Throughout the Term teachers will be finalising both formative (lesson by lesson) and summative (assignments/exams) assessment and completing student reports. Can I remind students to consistently work to achieve their personal best both in class and at home. This continued good work will then be reflected in a positive Semester 1 report.

Finally, the Year Advisers and I have been focusing heavily on issues related to bullying among Year 9 students. The message to the students has been very clear. That is:

- If you display bullying behaviour, stop it or action will be taken.
- if you are being bullied, speak up and support will be provided.
- if you witness bullying behaviour, report it as your silence can be damaging.

We asked that parents present the same message at home so that we can work together to combat this issue.

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 10



Term 2 has been very busy so far with lots of Year 10 students starting new engagement programs and TAFE courses. We had the opportunity to back fill some positions in courses on our Bossley Employability Skills (BESP) program and I was approached by numerous students wanting to complete their First Aid training, Food Handling and Barista training. We've started a few new lists and will endeavour to run more of these single day training programs in Term 3 and 4.

Year 10 will also start the process of subject selection at the end of this Term so it's important they focus and work with their teachers now and reflect on the advice and results they receive in the Mid- Course reports so they can make an informed decision about what are the best subjects for them to pursue in Year 11 and 12.

I was pleased to hear recently that four of our junior students competed in the NSW Futsal Championships and have now been selected to represent Australia in the National Championships.

We love hearing about what our students get up to outside of school organised events so please inform your Year Adviser or Deputy if you have some great news to share. We are often asked to nominate students for community awards so please don't be shy, let us know about any volunteering, leadership, creative or sporting achievements.

It was great to see some new parents join us at the recent Community Support Group Meeting. All parents are welcome to attend, over winter we will mostly have online meetings so you can join in from the warmth of your home or workplace. Meeting details will be emailed and posted on our Facebook page.



Welcome back to Term 2

Thank you to the students who recently completed the Tell Them From Me survey. The data obtained from this survey will assist the school in identifying areas of improvement in relation to student engagement, wellbeing and teaching practice.

Week 2 saw Year Meetings occur for Years 7-10, reiterating the support services and systems available for students when required.

Upcoming events

2nd June- Year Meetings for 7-10
16th June- Year 10 Vaccinations
21st June- Year 9 Wellbeing Day



Are you feeling
anxious or
overwhelmed in
situations?

Try the 5, 4, 3, 2, 1
calming technique.

This allows you
to be present, be
aware and be in the
moment. It allows you
to use perspective to
work through your
stresses.

Health Care Plans

Has your child recently been diagnosed with a medical condition?
Has your child's medical condition changed or medication been updated?
Have you updated your Medicare details with the school office?

Parents are reminded to notify the school of any health conditions which may affect your child's health and wellbeing so an Individual Health Care Plan can be created. If your child has been prescribed regular medication that could impact their learning and participation, please notify the school. This includes asthma. Particularly as the cooler months are approach and air quality fluctuates due to hazard reduction burning, please ensure that your child is carrying their puffer at all times if required.

Year 10 Vaccinations

At the most recent Year meetings, all Year 10 students were handed the vaccination forms for the meningococcal ACWY vaccine- a single dose vaccine that provides protection against four common types of meningococcal bacteria, A, C, W & Y. Meningococcal disease is rare, but very serious. Meningococcal disease occurs when meningococcal bacteria commonly found in the nose, or throat, invades the body and causes serious disease. It's more common for older teenagers, and young adults to carry the bacteria, and spread it to others. The vaccine is provided free in schools for young people in Year 10. Students should return their form to the HT Wellbeing office by Friday 4th June. These vaccinations will occur on Wednesday 16th June. Absent students can obtain the forms from the front office or HT Wellbeing office.

Uniform

- Ensure that your child is wearing fully enclosed, all black, leather school shoes.
- Senior boys should now be wearing a tie during Term 2 and Term 3. These are available for purchase at Lowes and School Locker.
- Students in Year 7 to 10 need to be wearing a Bossley jumper that is available for purchase from Lowes and School Locker: sloppy joe, woollen jumper, all-weather jacket or blazer.
- Students that are not in full school uniform will be referred to the Deputy.



On Monday 3rd May, the SRC presidents Nicole Pagonis and Luke DiMarzio attended the inaugural Leadership by the Cowpasture event held by St Johns Park High School at St Johns Park Bowling Club. Five high schools and fifteen primary schools attended the event to kickstart the quest to build leadership capacity across the Cowpasture Network.



Students heard from Fairfield City Council councillor, Sara Yilmaz. Ms Yilmaz, a former student of St Johns Park High School, spoke of her leadership journey from primary school to politics, emphasising to students the need for resilience and determination in achieving your goals. Despite her setbacks, Councillor Yilmaz has been able to make a difference in her community and inspired the young people present to do the same.

Our Year 11 students worked with two primary schools each to develop an action plan for creating change in their schools. It involved learning about effective leadership, identifying the areas of need and creating a plan to take back to their school executive to eventually implement.



Not only did our students create great relationships with the primary and high school leaders, they also demonstrated exceptional leadership by staying all the way to the end and assisting in the pack up as well as ensuring that the event's MCs received a round of applause from all involved.

Nicole and Luke will meet up with this group of leaders again in October to receive updates on their progress and again provide invaluable feedback to primary school leaders to achieve their goals.

Well done Nicole and Luke! Thank you to Mrs Chevell for supporting this initiative and to our Director of Educational Leadership, Ms Marianne Siokis, for ensuring the development of leadership in our students.



Optus Digital Thumbprint

Balancing time online: healthy screen habits

Owning and using a mobile or device is now part of everyday life for Australian kids, and 4 out of 5 of all 12-13 year olds own or have access to a device⁽¹⁾. While this is great for keeping up with homework assignments, playing games, using apps, and staying connected with friends and family, how do we encourage young people to balance screen time and build healthy digital habits?

This is a tricky question at the best of times, but with life in lock-down due to COVID-19, how can you balance home-learning and digital life?

Australian government guidelines recommended that children and young people (aged 5-17 years) limit their sedentary recreational screen time to no more than two hours per day. Great in theory, but what's actually happening? The good news is that screen time can be so much more than sedentary.

This guide provides practical tips on how to:

- Start the conversation
- Monitor time online for Australian kids
- Spot the signs indicating too much time online
- Balance screen time and healthy digital habits
- Seek more help if you need it

(1) <https://www.acma.gov.au/publications/2019-11/report/kids-and-mobiles-how-australian-children-are-using-mobile-phones>



How to start the conversation

- "What do you like doing online? What are your favourite apps, games and websites? Why?" Encourage your child to ask the same of you.
- "How much time online do you think is OK? How much time do you think you actually spend online?"
- "How do you manage your time at school? Are there any productivity hacks from work/school that we can learn from each other?"
- "Have you ever tried a health and wellness video or app? My favourite one is/I'm thinking of trying (insert your favourite) – want to do it with me?"

Time online for Australian kids

Research by the **Australian Communications and Media Authority** into children and teen behaviour has found that:

- 83% of teens access the internet three or more times every day.
- 43% regularly use screens before bedtime; one in four report sleep problems related to screen use.
- The number of teens who access the internet between midnight and 6am has doubled in recent years.

COVID-19 makes it even harder as parents and kids increase their time online and the normal structure and routine in life is replaced by working from home and home schooling. Work together to agree study times, take regular screen breaks, and be mindful that more time online can mean more exposure to risks and negative behaviour. It's important to get across good digital practices such as protecting privacy and restricting contact from strangers. Check out our guide on [How to safeguard your child's privacy on popular apps and games](#).

Optus Digital Thumbprint



Too much time online? Signs to look out for

According to the **Office of the eSafety Commissioner**, the signs that your child's digital life might be having a negative impact on them or your family include:

- Less interest in social activities like meeting friends or playing sport
- Not doing so well at school
- Tiredness, sleep disturbance, headaches, eye strain
- Changes in eating patterns
- Reduced personal hygiene
- Obsession with particular websites or games
- Extreme anger when being asked to take a break from online activity
- Appearing anxious or irritable when away from the computer, phone or device
- Becoming withdrawn from friends and family

Balancing screen time and healthy digital habits

Whether it's two hours a day online or a whole lot more, focus on quality time online and remember to build in physical activity – even if it's digital.

Use study apps to create flashcards/quizzes, study schedules and block distractions

Research has shown that retrieval practice is one of the most effective ways of studying. Retrieval practice is testing yourself regularly about the key ideas in any new subject you're learning. One common way to do this is creating flashcards on key ideas as you're reading the material for the first time and then testing yourself on these later. Research also shows that if you spread out what you are studying so that you revise material just before you're about to forget it, your long-term learning will be much better.

There's a lot of free apps to help with retrieval practice out there and, like any digital platform, we recommend you read the Terms of Service and reviews to see if they're right for you. Some we found are:

- **Anki Flashcards**
- **Brainscape Flashcards**
- **Memrise**
- **Supermemo**

Getting distracted by apps, games and websites when homework needs to be done is also a challenge. The **McAfee® Safe Family App** allows you to manage your kids' device use including content restrictions and screen time rules. You can find out more about this here.

Optus Digital Thumbprint

Check out health and wellness videos and apps

The global COVID-19 isolation of 2020 has seen an explosion of health and wellness videos and apps. If you've got a child in primary school you've probably heard of the Body Coach or #PEwithJoe who went from 800,000 YouTube subscribers to 2.2 million in three weeks. Check out his page for workouts for all ages as well as the Smiling Mind app for mindfulness and meditation.

Agree device-free times and zones

This will vary from family to family and according to the age of your kids, but you could consider:

- Making dinner time device-free
- Switching devices off an hour before bed
- Discussing spaces where not to use devices, i.e. bathroom or toilet
- Setting time aside for family activities, e.g. a walk, sporting activities, making dinner together – something that is quality time for your family



How to report inappropriate content

The eSafety Commissioner is Australia's national independent regulator for online safety.

The Office of the eSafety Commissioner has developed an **eSafety Guide** with reporting links and information for a range of social media services, games, apps and sites.

Reporting of inappropriate images, content, and cyberbullying can also be made directly to <https://www.esafety.gov.au/report>

What to do if you need more help

If your child ever sees or receives anything online that makes them uncomfortable, they should feel supported in discussing it with you or their friends or teachers. Alternatively, they can call Kids Helpline, Australia's only free, private and confidential 24/7 phone and online counselling service for 5 to 25 year olds.

1800 55 1800 [kidshelpline.com.au](https://www.kidshelpline.com.au)

About Optus Digital Thumbprint

Optus Digital Thumbprint is a free and award-winning educational program that supports young people and families to be safe, responsible and positive online.

Since 2013, we've delivered workshops and developed digital tools that have educated more than 320,000 primary and secondary school students across Australia.

by Ms Cassin & Ms Simic
HTs Teaching and Learning

School Development Day

On school development day, teachers engaged in **“Designing Learning for Vocabulary Development”** In this professional development session our learning focus was on the nature of vocabulary in a school context and how we might design our classroom teaching and learning in such a way that our students are both challenged and supported in their vocabulary learning. We achieved this through a combination of knowledge building, worked examples and practical examples of classroom applications. Teachers collaborated in cross faculty groups and engaged in various activities such as clusters, clines / ranking, cloze, and matching activities.



What you can do to support your child’s vocabulary development at home

Vocabulary is the greatest predictor of success in literacy. Students with strong vocabulary skills can use a range of words to communicate similar concepts - allowing them to write using the most effective language. Below are some strategies that you can implement at home to support the vocabulary development of your child.

1. Talk to your child about what they have been learning in their different subjects. Ask them to talk about their day using the vocabulary and language that they have learnt in their different classes.
2. Share a new word that you have learnt with them and encourage them to share the new words that they have learnt with you. Use these new words in conversation where possible.
3. Dedicate time for reading. Listen to them read aloud and support them in reading new words they come across.
4. Keep track of any new words that you come across. List them, categorise them and revisit them.
5. Ask them if they need help with their homework, focusing on new vocabulary that they may be unfamiliar with. Look up the meaning of any unfamiliar words and write down synonyms to help them understand and remember new vocabulary.

What Works Best in Practice

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.

Staff at BPHS have been collaborating in cross faculty groups to discuss pedagogy and address the themes of the What works best 2020 update. So far we have been focusing on assessment and effective feedback.

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 secondary school students: Your teacher needs to understand where you are up to in your learning, so that he or she knows what to teach next. How do you show your teacher what you know and what you can do?

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?



Year 13- The Truth Project

On Friday 23rd April 2021, The Truth Project were at Bossley Park High School to present the myths and facts about finishing school, finding a career and setting realistic goals for post-life school, called Year 13. The presentations were specifically designed for and delivered to Year 10, 11 and 12 students.

The MOTIVATE Program for YEAR 10

students looked at:

- Striving towards achieving meaningful goals
- Understanding purpose and passion
- Identifying intrinsic motivations
- Utilising tools to identify personal strengths and how to acquire new skills
- Engaging in activities that enhance student wellbeing
- Gaining a highly developed understanding of Vocational Education and Training
- Using personal insights to develop skills • Identifying and understand transferable skills and developing a deep understanding of the benefits of becoming more resilient through transferable skills.

EDUCATE for YEAR 11

students developed key skills surrounding:

- Data analysis and how to use data to make decisions regarding education and employment opportunities
- Understanding purpose and passion
- Identifying intrinsic motivations
- Exploring future careers and what industries have forecasted growth
- A highly developed understanding of goal setting and methods
- A deep understanding of the jobs and employment opportunities of the future
- Students also developed awareness of career opportunities that align to their strengths
- Students then understood how their subject choices align to their futures.

Lastly, RESONATE for YEAR 12

allowed students to develop:

- A realistic understanding of life after school
- Understood purpose and passion
- Identified intrinsic motivations
- Developed key skills surrounding data analysis and how to use data to make decisions regarding education and employment opportunities
- Identified and developed plans for their own school to work transition
- Used insights to develop strategies to monitor and improve mental health/wellbeing
- Understood benefits of a gap year from data
- Understood that feelings of anxiousness and frustration are normal and can be managed and used personal insights to develop skills which enabled participants to have greater control during stressful periods of their school/ personal life.

Thank you to all students who participate in The Truth Project and developed further insights into subject selection, personal strengths and what opportunities are available in Year 13.



YES Programs TAFE Wetherill Park

Term 2, 2021 is seeing many students attend the YES Programs offered by TAFE NSW in the areas of Hospitality and Commercial Cookery, Automotive and Health and Wellbeing.

These courses will run every Friday throughout Term 2, starting 30th April and concluding 25th June 2021. TAFE NSW's Youth Engagement Strategy, the YES program helps students identify potential career pathways, through taster courses in several different industries and experience learning in simulated industry environments at TAFE NSW.

Students will develop individual learning plans, engage in vocational taster courses and receive ongoing mentoring, counselling and career advice.

The program gets students out of the school setting and into TAFE-style learning, including visits to real workplaces.

Every student enrolled* in the YES program completes a TAFE NSW Statement in Youth Engagement. There is also plenty of support on offer in the form of TAFE NSW support services like career counselling and mentoring, and special EPPP local customisation funding to help with items such as boots or overalls, transport or literacy and numeracy support.

Students are advised to keep up to date by reading Sentral notifications for any news regarding TAFE Yes Program opportunities being offered in Terms 3 and 4. *(student has to be 15 years old at the date of enrolment)



Athletics Carnival 2021

In Week 2 we were fortunate to conduct our annual BPHS Athletics Carnival. Unfortunately, last year our carnival was cancelled due to Covid-19 and with the recent easing of restrictions, sport is back in full swing. A huge thank you must go out to all staff, students and parents who supported the carnival organisation. Blessed with fantastic weather, we had an outstanding turn out, with incredible costumes on display to match the high level of competitiveness on the track and field. Our students must be commended for their efforts, participation and sportsmanship throughout. We have a very competitive team set for the Zone Carnival in Week 8 of this term. Also, a huge congratulations to our winning House Group and our Age Champions

Age Champions

Age	Girls	Boys
12	Demour Moukhallalati	Alonzo Taulapapa
13	Alyssa Iworth	Zachariah Mechhawi
14	Zumra Vatansever	Oscar Goana
15	Chloe Muscat	Kristian Duricic
16	Jenna Bartley	James Ratcliffe
17+	Milica Aleksic	Luka Garovic

House Points

Gandangara	774	1st
Sartor	559	2nd
Edina	557	3rd
Tarburton	479	4th



Primary School Gala Day

On March the 4th, Bossley Park High School and the Talented Football Program, hosted the 2021 Primary School Gala Day.

It was a great opportunity for primary school students to see what our school has to offer from a football perspective. These students were also able to showcase their abundant football skills and abilities.

Current TFP students contributed by running sessions and activities which developed their leadership skills in the process. Former TFP graduates were also present on the day to assist with organisation while gaining valuable experience and building skills in their relevant fields of tertiary study.

Thanks to all TFP students, teachers and staff for your collective effort and for delivering another outstanding Gala Day.



BPHS League Tag

Bossley's Year 7 League Tag team competed at Cabramatta Leagues Club on Wednesday, Week 10 (31st March) in the South West Super Cup hosted by PCYC.

They played brilliantly, winning against Cabramatta High School 1-1, Prairiewood High School 2-1, and St Narsai ACC 3-0. Making it through to the semis, we went down to Freeman CC 5-0, but students did their school proud, scored some freebies from the Australian Defence Force, and even got to meet NRL stars Sonny Bill Williams and Brad Fittler. Miss Lalož was proud to take such a hard working team. Well done!

By Ms Lalož PDHPE

by Ms Kuric

ANZAC Day 2021

Historically, Australians have been affected by wars both past and present. On Anzac Day, we therefore recognise that our nation's story of war includes those men and women who fought and who currently serve.

Last year, Anzac Day was remarkably different; fortunately, in 2021, Bossley Park High School students were able to continue our school traditions of attending a Dawn Service and hosting a whole-school assembly in honour of this significant occasion.

On Sunday 25th April, commencing at 4:30 am, our School Captains, Alexander Wood and Sophia Simic, attended Smithfield RSL Dawn Service along with our Vice Captains, Robert Melisi and Monique Di Maria. Our student representatives gathered in conjunction with parents, local Veterans and their families; participating in a wreath laying ceremony on behalf of our school.



A huge thank you to our honourable guest speaker, Vietnam Veteran John Rogers, who delivered a moving speech about his experiences during the Vietnam War at our Anzac Day Assembly on Monday the 26th of April. It was also wonderful to see our CSG parents and representatives from Smithfield and Parramatta RSL Sub-Branch clubs in attendance.

Our Assembly featured a moving performance of 'These Days' by the BPHS Dance Ensemble and a presentation from Year 10 Elective History students who shared their historical research on themes such as The First Anzac Day, The Gallipoli Campaign, Our Local Anzacs and The Rosemary and the Poppy.

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



Studies of Religion

Year 12 Studies of Religion students attended the Sydney Jewish Museum, Darlinghurst, on Tuesday 20th April. Students undertook an in-depth HSC Seminar covering the key syllabus features of significant personality, Martin Burber and Jewish Environmental Ethics. The seminar was conducted by Sandy Hollis, Vice Chairperson of the NSW Studies of Religion Association and Educational Director at the Sydney Jewish Museum.

Students were deeply appreciative to learn about the interconnectedness of our selected HSC options, also appreciating the opportunity to ask questions relevant to syllabus features within the religious tradition of Judaism. This excursion gave students an opportunity to further engage with the diversity of expression within the religious tradition, and the underlying unity of the faith.

"Sandy Hollis helped me gain a deeper understanding on Judaism and provided me with a new perspective on the religion." – Zeynab Yilmaz
 "It was very fun and I gained a lot of knowledge and insight into the topic and I really enjoyed the lecture." – Georgia Chamoun



Year 10 Elective History

by Tiana Pini (Year 10)

Throughout the History Elective course, we have learnt valuable skills in how to conduct investigations of historical events, themes and issues through a range of sources. For example, we have engaged in extensive research using ICT and we have evaluated web-based historical sources. We have also used a range of technologies for historical research and communication. These research and presentation techniques of history provide excitement and intrigue, igniting the curiosity of our students.

In Term 1, Year 10 History Elective students studied and learnt numerous topics including "Hitler's Henchmen", the ANZACS and "Project Genocide", delving deep into the history of 20th Century Warfare. 20th Century warfare is often described as destructive, however after studying these historical events so extensively, we also learnt that wartime could be considered a time of innovation, of great significance and of value in providing immense future lessons for our modern world.

In the Hitler's Henchmen unit, we investigated the role of key individuals and groups in Nazi Germany and the Holocaust by creating our own podcasts, which tested our imaginations and creativity. Some of us also had the privilege of participating in the school's ANZAC ceremony, presenting the audience with a well-researched account of our ANZAC history.

This Term, we have explored the thematic study of 20th Century Genocide in depth, examining a range of case studies such as the Rwandan Genocide, the Armenian Genocide and The Holocaust, connecting this topic with the theme of 'History Matters' as per the National History challenge theme this year. The horrors depicted in these events serve as lessons learned that can help prevent future atrocities.

While opinions differed, the majority of students, including myself, can agree that these events are eye opening and have changed our perspectives on how we view these certain topics, allowing us to develop our own opinions and have the freedom to direct our learning in ways we enjoy, such as our "choose your own adventure" assessments.

by Ms Roby
HTs Learning Support

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

NAPLAN is a nationwide measure through which parents, teachers and schools, can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN is a “point-in-time” assessment that allows parents to see how their child is progressing against national standards in literacy and numeracy and over time.

The tests provide an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools with information about how education approaches are working, the areas to be prioritised for improvement, and where support is required in the teaching and learning of literacy and numeracy.

The results assist teachers by providing additional information to support their professional judgement about students’ levels of literacy and numeracy attainment and progress.

This year NAPLAN will take place in Week 4 and 5 of Term 2. This will be conducted online. Students will participate in four assessments over the two weeks. They are required to have their own set of headphones for these assessments. The schedule below outlines the days and times when these tests will be conducted for your child’s classes.



- Reading Test (65 minutes) :**
Year 7: Tuesday 11/5 - Period 3
(Except Class 7T Period 1)
Year 9: Tuesday 11/5 - Period 1
- Writing Test (42 minutes) :**
Year 7: Wednesday 12/5 - Period 2
Year 9: Wednesday 12/5 - Period 4
- Conventions of Language Test (45 minutes) :**
Year 7: Friday 14/5 - Period 2
(Except Class 7T Thursday 13/5 Period 1)
Year 9: Thursday 13/5 - Period 1
- Numeracy Test (65 minutes) :**
Year 7: Monday 17/5 - Period 2
(Except Class 7T Tuesday 18/3 Period 3)
Year 9: Monday 17/5 - Period 4

NSW Department of Education

Why attendance matters



When your child misses school they miss important opportunities to:

- Learn
- Build friendships
- Develop life skills

Days missed = years lost

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

When your child misses just...	they miss weeks per year	and years over their school life
1 day per fortnight 	= 4 weeks	= Over 1 year missed
1 day per week 	= 8 weeks	= Over 2.5 years missed



Please ensure you contact the school if your email address has changed.

[illegible]

NSW Education Parent App



What is it?

The NSW Education Parent App is a companion to the School Website Service. It displays news and events information from the relevant school websites chosen by the user.



Where to download

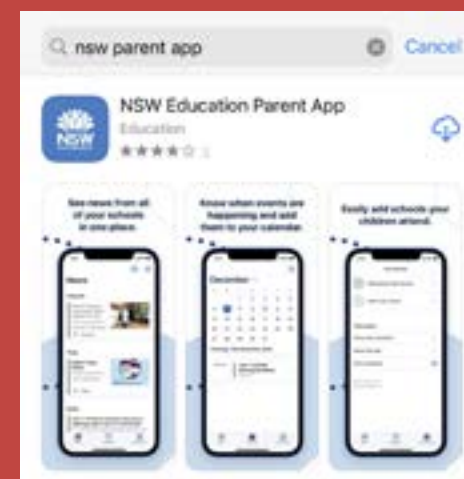


How to download Parent App



STEP ONE

Search 'NSW Parent App' into the app store. Download onto your phone and open the app.



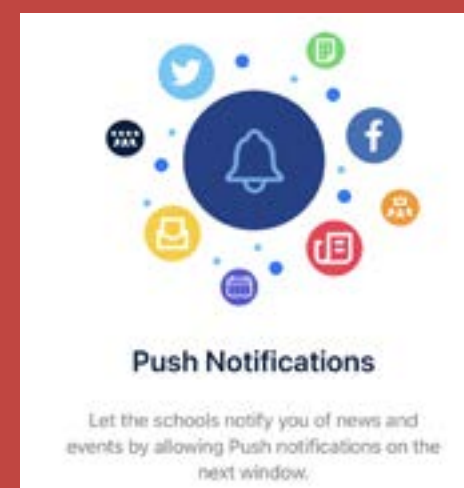
STEP TWO

Once the app has downloaded type in 'Bossley Park High School' into the search bar to set up the school.



STEP THREE

Allow push notifications to get calander and news alerts for upcoming excursions and school events.





Valuing the teaching profession — an independent inquiry

What every parent and carer needs to know about the Gallop inquiry

The first inquiry into the work of NSW public school teachers since 2004 has just handed down its final report. The Inquiry, headed by former WA Premier Dr Geoff Gallop, has recommended major changes to the salaries and working conditions of teachers.

The report states the changes were urgently needed to help address teacher shortages, improve teaching and ensure we can recruit enough teachers to cater for rapidly increasing enrolments in public schools.

Four key findings

- 1. The inquiry found the dedication and commitment of teachers remains high but workloads have become unsustainable.** All aspects of the work of teachers have been altered due to constant policy changes, advances in technology, curriculum changes and the increasingly complex needs of students. Teachers now have heavy administration workloads outside the classroom as well, including data collection and reporting and compliance work. On average, teachers work 55 hours a week.
- 2. Salaries of teachers have fallen compared with other professions.** While the work of teachers has become harder and more complex, their salaries are now significantly below the average of all professions. This dangerous combination is leading to recruitment and retention issues and making it more difficult to attract the high achievers we need for the future.
- 3. Student numbers in NSW are set to increase and teacher shortages must be addressed.** The inquiry found teacher shortages are an issue across NSW and said this had to be addressed ahead of a record increase in enrolments – 200,000 extra students – expected over the next 20 years.
- 4. Teachers need more time for collaborative work, planning and preparation.** The time teachers have each week outside the classroom has not increased since the 1950s for secondary teachers and the 1980s for primary teachers. The inquiry found teachers need more dedicated time to prepare and collaborate with their colleagues, particularly given the increase in the number of students with higher needs.

Recommendations for change

Increase the preparation time teachers have. The number of hours outside the classroom should increase from two to four per week in primary schools and there should be a reduction of two hours in the face-to-face teaching hours of secondary teachers. This time should be dedicated to assessment, lesson planning and collaboration.

Reset salaries. An increase of between 10 and 15 per cent in 2022 and 2023 to recognise the increase in teachers' skills and responsibilities, help overcome shortages and recruit the additional teachers needed to cope with enrolment growth.

Lift the number of school counsellors. An urgent increase in counsellor numbers to reduce waiting times and address rising student mental health issues. There should be one counsellor for every 500 students by 2023.

Improve staffing levels. Permanent teacher numbers should be increased to overcome the shortages of casuals. The excessive use of temporary teacher employment should be addressed. Support services, previously provided by the Department of Education in areas such as curriculum implementation, student welfare and behaviour and special education, should be restored.

Investing in teachers. Acting on the recommendations of the Inquiry will help improve teaching and learning in NSW public schools. It will also make teaching more attractive so we can keep our best teachers in the classroom and recruit the additional ones required to meet rapidly increasing enrolments.

These changes are an investment in our future that will pay off for our kids and our country

More information about the inquiry, including a copy of the full report, can be found at nswtf.org.au/inquiry. You can also register at nswtf.org.au/forms/parents-citizens-contact to receive regular updates on matters of importance to your child's education.

For more information visit nswtf.org.au/inquiry

Authorised by John Dixon, General Secretary, NSW Teachers Federation, 23-33 Mary Street, Surry Hills NSW 2010. 21058



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BPHS Performing Arts
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