

Bossley Park High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Bossley park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Vera Chevell

Principal

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Message from the Principal

Bossley Park High School offers a very broad curriculum and provides unique opportunities for all students to engage in diverse learning experience to achieve success. The dedication and commitment of our staff to ongoing school improvement has resulted in high educational and social outcomes for our students. The gifted and talented programs continue to produce outstanding results and opportunities, focusing on excellence and success. Some of the highlights for 2016 included;

Outstanding Higher School Certificate results 2016

It has been a bumper year for exceptional student achievement across a range of HSC subjects including 119 Year 12 students (57%) of students successful in gaining an offer to study a course at university. In addition, there were many outstanding individual results.

Julian TRUONG – Highest ATAR = 99.05

Jessica MACCAN – HSC All rounder achieving a Band 6 in every subject

Fifteen students achieved an ATAR above 89

Uroosa KHAN – Placed 9th in NSW for Community and Family Studies

Jovanna KOLAR (Year 10 accelerated mathematics student) – Placed 16th in the State for 2U Mathematics achieving 99/100 and 50/50 for Extension 1 Mathematics.

HSC Visual Arts and the GAT Art program continues to grow from strength to strength. A new record for Bossley Park High School in HSC Visual Arts with six students, Mathilde Lilly, Mariam Abrim, Uroosa Khan, Andrew Matlub, Liz Costa Jimenez and Julie Mai, nominated for ARTEXPRESS, an annual exhibition featuring a selection of outstanding student artworks developed for the artmaking component of the HSC examination in Visual Arts in NSW. Four students were selected for ARTEXPRESS including –

Mariam Abrim, her work titled, 'MaasaiMara', is displayed at the Campbelltown Arts Centre and Grafton Regional Gallery.

Liz Costa Jimenez her work titled the, 'Dark Hound', is displayed at Tamworth Regional Gallery and Grafton Regional Gallery.

Mathilde Lilly her work titled, 'Emphemeral Botanica', is displayed at Tamworth Regional Gallery, Western Plains Cultural Centre and Moree Plains Gallery and

Andrew Matlub his work titled, 'Together all alone', is displayed at The Armory, Sydney Olympic Park, Western Plains Cultural Centre.

Ann–Maree BOSJNAK, selected for inclusion in Texstyle, the annual exhibition of outstanding Major Textiles Projects developed by HSC Textiles and Design students with her work of the Croatian national costume.

Gianni Leonello, nominated for possible inclusion in InTech 2017, the annual exhibition of outstanding Major Projects developed by HSC Industrial Technology students, with his work of a trailer.

Kathryn Ravese, Carla Giftopoulos Suarez and Lara Vaccaro, nominated for Callback, a showcase of exemplary dance performances and compositions and Ammanuel Oraha, nominated for Encore for his viva voce on Drumming Styles.

Bossley Park High School's Visual Arts faculty was chosen to receive the Sir William Dobell Art Foundation Award at the Sponsors' Preview event of ARTEXPRESS. This award recognises the work of visual arts teachers. The Sir William Dobell Art Foundation (official Patron of ARTEXPRESS) selected our school from a shortlist of 5 recommended schools because of the high standard of work that our students produced for ARTEXPRESS. This is another example of focusing on excellence and success.

Maja Podinic of Year 12 received a highly commended Dame Marie Bashir Peace award for her initiative to support refugee students and promote social justice and harmony in the community. Maja impressively delivered her speech on this topic at the NSW Parliament House, with Dame Marie Bashir.

Natalie Herranz of Year 10 was selected as the well–deserved winner of the 2016 NSW Student Volunteer of the Year for Outer West/Blue Mountains Region. In addition to this award Natalie, as part of Education week celebrations, successfully applied and was selected to be a Director of Public Schools for the day. This opportunity aims to inspire students to reach for leadership positions in their future careers.

Andrea Agamemnonos of Year 12 received a Combined High Schools Blue Award for outstanding contribution and achievement in football. Andrea is also a successful team member of the Men's Under 20s Sydney FC Squad.

New Literacy Program for additional literacy classes for Years 7–9

In 2016, teachers of the English faculty have worked with colleagues across the school to develop, a literacy based initiative called the 'LitUp' program, taught during additional literacy classes for Years 7–9. These teaching programs are based on the literacy skills outlines in the *Australian Core Skills Framework*, which details the literacy skills students need to be proficient and active members of society. Also, they utilised the CESE: *What works best* document to guide our literacy focus by emphasising the seven key elements needed for successful teaching. This program will also have the benefit of supporting students from Years 7–9 to meet the new HSC minimum standards in reading and writing implemented by NESA.

Additional numeracy classes for Years 7–8

This year we changed the structure of student placement in Years 7 and 8 Mathematics. Both Year 7 and 8 classes have a GAT class while the majority of students are placed into mixed ability classes with the introduction of two additional classes for targeted numeracy support. The students have been identified from NAPLAN data, primary school results and teacher identification. Regardless of class placement, all students in Years 7 and 8 do one level of Mathematics, however, students in the targeted class are given additional support to improve student learning outcomes for stage 4 Mathematics.

The targeted classes are smaller of 15 students and include an SLSO (Student learning support officer) to personalise the learning for students. Creation of the additional classes resulted in a reduction of numbers in all mixed ability classes, and early indications show improvement in student learning outcomes. For the targeted classes, the impact was much more significant, with at least 40% of students moving back into mixed ability classes after a couple of terms. This structure has had a positive educational outcome for students. The flexibility that has allowed students to be moved between the targeted classes and the mixed ability classes depending on their learning needs.

The Wellbeing team, the Student Representative Council and the Interact Club continue to to forge ahead with outstanding programs to promote student wellbeing; participating in community events, leadership activities and raising funds to support worthy causes in our community. Collectively they strongly contribute to the positive ethos and culture of our school, and I thank them for their significant contribution. Our Community Support Group of parents have been a wonderful source of strong and positive support for the school, led by our president, Mark Cavangaugh. Many thanks to our parents for the commitment and support they continue to offer the school.

Message from the school community

Excellence and Success – these words from the school motto proudly define Bossley Park High School. The school and its students strive for success at a high level across all areas of influence and this has been shown through not only the academic successes but also successes in sport, performing arts, visual arts and industrial arts. Bossley Park High School's Gifted and Talented program has developed high performing students across all of these areas. Performing arts students are regularly chosen to not only perform in the Annual School Spectacular, but also to be involved in the technical operation of the event. The Visual Arts faculty have achieved more Art Express nominations than any other school in South West Sydney. The sporting programs including the talented football program have produced students that are representing Australia at elite sporting levels. Most importantly of all Bossley Park High School produces a student with a future in this changing world of ours.

Each year more families join the Bossley Park High School community and we welcome those families to our school and community. The Community actively works with the school to provide the best overall environment and outcomes for the students. The Community Support Group meets every month during the school term and provides an important information link between the parents and the school and education department. All parents are welcome and encouraged to attend and learn more about the daily lives of their children.

Mark Cavanaugh

CSG President

Message from the students

2016 was a jam packed year for the SRC with various events, fundraisers and leadership opportunities which took place throughout the year. It was a year of great success, in terms of both morale and student involvement as well as the large amounts of money raised for various charities. The SRC was busy as ever, as the year started off with the annual Valentine's Day fundraiser, and Cross Country and Athletics barbecues. These events never fail to boost school morale – who doesn't love gifts and food? Throughout 2016, we also held various fundraisers including our most successful, Cupcakes for Canines. Both students and teachers came together to bake delicious desserts which were sold throughout recess and lunch. It was a great success which brought both students and teachers together whilst raising money for the RSPCA. Furthermore, the SRC organised the World's Greatest Shave in March. Through sponsorship and various donations, we raised funds to support the Leukaemia foundation. Also, teachers and students took part in getting their heads shaved as awareness for the cause. SRC members were also collecting donations for students to get their head hair-sprayed, to honour those with leukaemia. Later in the year, the SRC joined forces with the Interact Club to partake in Beanies for Brain Cancer which brought forward funds and awareness for diseases which effect the brain, including serious injuries such as brain cancer.

Our SRC represented the school a number of times throughout the year, meeting with international visitors, community members and politicians. Our Captains visited NSW Parliament House in April, mingling with significant state politicians. They also travelled to Canberra with the Vice Captains to meet with Federal Member for Fowler, Chris Hayes, at Australian Parliament House, and had the privilege of witnessing the 2016 Commonwealth Budget speech, as well as rubbing shoulders with many influential federal politicians. Our SRC was also host to exchange students from China, hosting them in their homes and their classes for two weeks to show them what Australian life looks like. We even took them to Calmsley Hill City Farm to meet the animals and get a taste of Aussie farm life! Bossley Park High School was represented by our SRC at a number of occasions, such as ANZAC Day and Remembrance Day memorials, awards events, and leadership conferences.

The SRC also took part in many leadership opportunities, allowing our members to have a chance to expand their leadership skills, communicating with the wider community. This included Halogen Young Leaders' Day in November, which is an event that has inspired many young members to continue to be successful leaders, not only within school but throughout life. Turning this knowledge into action, the SRC participated in many volunteering events. This includes the Salvation Army's Red Shield Appeal where students would doorknock throughout our local community. SRC members also organised the school's contribution to the New Leaf Food Drive, where all students could donate non-perishable food items for the homeless, just in time for Christmas! The SRC also took part the Fairfield area's annual Relay For Life. To raise funds for our school team, the SRC held Jersey Day, which was a great success where students wore their favourite sports jersey for a Gold Coin donation. Community members, students and teachers took part in the 24-hour relay event at Prairiewood High School, raising thousands for the Cancer Council. There were various activities throughout the day which brought the community together, including the School's Championship. No surprise, Bossley came out on top! As you can see, 2016 was a very busy year for the SRC. We are planning to make 2017 just as, if not more, successful.

SRC Report – Angelique Cavanaugh

School background

School vision statement

Bossley Park High School's vision is to create a school that is well respected in the community for the provision of the best education for all students with a focus on excellence and success in all aspects of learning. Our core business is to develop students who can confidently meet the challenges of the future and take their place as responsible citizens. Our welfare programs will develop resilience and leadership in our students. All our students will be supported in navigating any challenges and meeting their aspirations.

School context

Bossley Park High School is a large coeducational comprehensive high school proudly serving the south western sydney community since 1988. There are 1460 students in the school with 82% of the population coming from a Non English Speaking Background. The major cultural groups are from an Arabic, Assyrian, Spanish, Italian, Eastern European and South East Asian backgrounds. There are 125 highly committed staff which includes an executive leadership team of a Principal, three Deputy Principals and 16 Head Teachers. There are approximately 23 non-teaching staff, comprising of administrative, student support and technology personnel. The school prides itself on outstanding academic success, high quality teaching and learning, including an emphasis on the use technology and 21st Century learning. Bossley Park High is a Positive Behaviours for Learning school and promotes the Safe, Respectful Learner code. It is well known in the community for its strong student wellbeing and leadership initiatives that nurture student aspiration. The school is recognised for its broad curriculum including gifted and talented programs in academic, visual arts, technology, performing arts and a talented football program. A strong commitment to maintaining an attractive environment is evident. and has strong community support with parents playing an active role. The school promotes alternate educational opportunities which are offered by TAFE, SBAT, TVET and community agencies in order to provide a variety of educational pathways which cater for individual needs.

Self-assessment and school achievement

Strategic Direction 1

Student success as 21st Century learners and responsible citizens.

Purpose

To develop independent and critical thinkers who are well prepared to engage in the 21st century world as global citizens. To develop the ability in students to use technology for problem solving in a creative manner.

Overall summary of progress

BYOD and the incorporation of ICT skills continues to remain a focus at Bossley Park High School. Examples of faculty implementation of technology to enhance learning include: English– have incorporated specific ICT activities into all teaching and learning programs for Years 7–10. Mathematics – continues to use Mathletics and Maths online programs within all their courses to enable students to access their learning at home and at school and to foster an online learning environment. C. Science – are now using IntoScience online lessons for Years 7–10 which foster interactive learning. D. Industrial Arts – have introduced Stage 4 (Years 7 and 8) to email and the new U– drive on the TAS network, they have also been teaching students to email themselves as a Cloud storage device. E. Visual Arts – All visual arts course resources and assessment have been uploaded to Moodle, including schedules and assessments tasks. Additionally they use Google Classroom and Edmodo to enhance student and teacher collaboration. Specially Photography continue to use Ipads and now have introduced Wacon tablets for use in all photo classes. F. PDHPE– Year 7 assessments are now completed on Moodle, students login, complete the task and receive feedback online. There is also a heavy use of Google Classroom throughout the faculty. History/Languages – Continue to use Google classroom in most courses and introduced the program CANVA in their assessment which is used to create info graphic posters. G. Social Science – Continue to use Moodle, some teachers are using the Flipped classroom creating video content for their classes to first view at home and then use this as stimulus for discussion in class. Home Economics– Assessments are all online, new tasks for Year 10 which enable students to create a video. Performing Arts – Dance classes use the Life Forms program for composition and movement studies, while Music use ACID Music for looping and Sibelius for notation writing in Years 7–12.

IMPROVE GLOBAL CITIZENSHIP

The Bossley Park High School Interact Club is a group dedicated to community service, and is sponsored by the Rotary Club of Wetherill Park. The Interact Club runs fundraising events to support worthy causes, as well as providing leadership opportunities for interested students. Additionally, the Interact Club is committed to the development of student leadership, and in 2016 students attended the Rotary Youth Program of Enrichment (RYPEN) to learn about the importance of inner strength. At this event, and the annual Interact conference, students were able to develop leadership skills and meet young leaders from all over Sydney.

EMBED CRITICAL & CREATIVE THINKING IN PROGRAMS

A range of extra curricular events and opportunities occurred throughout the year to foster creative and critical thinking such as; Year 7– 8 students participated in, the ‘Tournament of Minds Challenge’ As 2016 was an Olympic year, Year 7 GAT cohort worked on a cross curricular project involving the Olympic Games. The History, English, Mathematics, PDHPE and Science faculties took this on board as students looked at the games from each subject’s perspective. Students gained a valuable insight into the history of the games and from where it all began, the mathematics of point scoring, distance, speed and rates, angles and trajectories. In Science, they focused on the science of sport, muscle movement, speed, strength and nutrition. In PDHPE, they played the sports and looked at the skills of working as part of a team.

Year 8 students participated in the “Inquisitive Minds” Tournament, which was held at Bossley Park High School, along with teams from other interested local high schools. This year we had 20 students involved in the tournament. Additionally, Year 8 Gifted and Talented English students collaborated with educators from Western Sydney University to participate in a writing workshop, where they produced a magazine and published a book of their short stories. The students were proud to see their work published and found the whole process of planning, drafting, editing and publishing to be challenging, yet motivating. Students in 9 and 10 were involved in the gifted and talented weekend programs at the University of Wollongong.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Critical and creative thinking	In 2016 each faculty introduced new and built on	\$277,812

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>embedded in our teaching and learning programs and explicitly taught. An increase in student confidence in utilising critical and creative thinking skills.</p>	<p>existing technologies for their students that were either subject specific or a whole school ICT program. Student and teachers used these programs to support student learning by increasing their access to course material including resources and assessment at home or at school.</p> <p>Additionally the interactive nature of technology based teaching and learning programs enable student collaboration and critical thinking skills that enhance student engagement in learning.</p> <p>Additional faculty resources and professional learning opportunities were provided for faculty programming and assessment to support 21st Century learning.</p> <p>Implementation of teaching and extra curricular programs to foster critical thinking and student engagement included the development of iSTEM elective course for Year 9 students, the introduction of student philosophy club, further development of the First Robotics Club and Years 7–8 Lego League,</p>	
<p>Students that make a positive contribution to local and global society. A increase of students involved in making a positive contribution to local and global society.</p>	<p>The Interact Club raised thousands of dollars to support a variety of charities, including the Breast Cancer Network Australia, by selling pink fingerbuns in partnership with Baker's Delight, and supported brain cancer research through the Beanies for Brain Cancer day. This year the Club also raised money to send supplies to Fiji in response to Cyclone Winston in order to support needy communities.</p>	<p>\$10,000</p>

Next Steps

Development of a school BYOD team of teachers to strengthen to further professional development for students and staff to implement technology into teaching strategies that enhance student engagement, critical thinking, collaboration, communication and creativity. Further utilisation of professional development goals of teachers to gauge the professional learning of teachers in the area of technology so that specific opportunities can be included in school professional learning days. Showcase exemplary examples from faculties of the use of technology that enhance student critical and creative thinking. Share expertise and provide opportunities and time for teachers to work together to implement technology into teaching and learning programs.

Strengthening of the, 'Curiosity and Powerful Learning', team to provide professional learning opportunity to build collaborative expertise in teachers to enhance student curiosity, learning, engagement, critical thinking and achievement. Core focus of the strategic implementation and explicit understanding of learning intentions and success criteria by all teachers.

Continue to strengthen and build a culture student leadership, responsibility and citizenship through strategically planned opportunities as student's progress from Years 7-12. In 2017, the Interact Club looks forward to continue the development of student leaders and supporting worthy causes through fundraisers, school events and attendance at youth leadership courses.

Strategic Direction 2

Commitment to and engagement in lifelong learning.

Purpose

To develop a consistent and collaborative environment where staff are lifelong learners and strive for continual improvement.

Overall summary of progress

Implementation of Curiosity and Powerful learning program

The Curiosity and Powerful Learning, implemented in 2016 is a teacher professional learning program, based on current educational research to support teachers to advance the learning of every student and build each student's knowledge and skills about how to learn. Professional learning involved gaining an understanding of proven teaching strategies to engage students effectively in the classroom through a series of six theories of actions for teachers and four whole school theories of action to enhance student curiosity and powerful learning.

Prioritising high expectations and authentic relationships was the key whole school message to increase our students' confidence and curiosity; energising their commitment to learning. Implementation of learning intentions and success criteria across all classes was the main theory for action for teachers. This involved teachers explicitly sharing with students the learning intention or goal(s) and the success criteria for the lesson. The success criteria described what the students were required to know, do and understand because of this learning. It also gave students an indication of how well the teacher expected the intentions to be learnt. This gives students more ownership of their learning, explicitly sets out the reason for the lesson and allows student to self-evaluate to what extent they have achieved in that lesson or in a series of lessons.

Prioritising professional learning

With the implementation of Performance and Development plans for all teachers, linked to accreditation for from 2018, professional learning is targeted to support the achievement of the schools' strategic direction as well as, the individual's professional learning needs and the Department of Education priority areas. This identified a group of teachers interested in developing their leadership skills and resulted in their participation in 6 months of leadership training. Throughout the year a range of staff were provided with an opportunity to present workshops to their colleagues to build a culture of collaborative practice.

Introduction of recognition letters

Recognition letters were implemented as a strategy to recognise students who consistently work well in class with their teachers and who demonstrate cooperative work habits and positive behaviours for learning. This has proven to be a very effective way to communicate to students, parents and carers about their child's positive habits for learning. Tremendous feedback was received as many parents replied with a positive comment, often thanking the staff for informing and acknowledging their child's progress and commitment to learning. Recognition letters are issued twice a year in Terms one and three, while school reports are issued in Terms two and four. This means each Term parents are receiving feedback about their child's learning. This positive strategy is aimed at encouraging all students to have a life long love for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework. 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.	All teachers received professional learning in the Curiosity and Powerful Learning Program with a key message of high expectations and authentic relationships across the whole school. Implementation of learning intentions and success criteria in all classrooms. Inclusion of Curiosity and Powerful learning theories of action in professional development plans for teachers that clearly linked to the	\$100,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework. 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.</p>	<p>Australian professional teaching standards which supported teachers to gain proficiency or to maintain accreditation.</p> <p>Development of teams of three teachers (triads) to observe colleagues in the classroom to provide feedback to the teacher on aspects of their teaching.</p> <p>A team of eight teachers, self nominated to participate in a six month National Colloquium course for leadership training.</p> <p>Teachers successfully achieving promotion at higher levels, with two teachers promoted to Deputy Principal and three to the position of Head Teacher.</p>	

Next Steps

- Plan to implement and increase the number of triads in each faculty and cross faculties to observe classroom practice and to provide descriptive feedback on theories of action for teachers.
- Increase collaborative expertise in staff by implementing range of strategies such as increasing opportunities for staff to work together to develop teaching programs and assessment, including peer observations, the development of learning intentions and success criteria for lessons and units of work.
- To provide professional learning in leadership for an additional group of teachers, including the inclusion of a fourth Deputy Principal to lead professional learning in the school.
- To strengthen the induction program for new and beginning teachers to provide quality professional learning, coaching and support.
- Identification and support for teachers who are interested in gaining a higher level of accreditation.
- Develop cross faculty school teams for each priority area of the school plan for implementation.
- Systematically monitor over time the progress of students in each cohort by using recognition letters as a tool to track student engagement.
- To connect data to provide feedback to students and parents to demonstrate student progress.

Strategic Direction 3

Inclusive community systems providing high educational and social outcomes.

Purpose

To develop networks with the community to strengthen parent partnerships with a focus on school culture and consistent high quality education.

Overall summary of progress

Our commitment to student wellbeing saw the implementation of a new approach to support students, based on three key themes of the Wellbeing Framework, to Connect, Succeed and Thrive, so that teaching and learning environments enable the development of healthy, happy, successful and productive individuals. The School prides itself on adopting a proactive approach to support the wellbeing needs of our students, at each stage of their development and learning to provide them with the foundations to grow socially and emotionally. Included in the new approach was a name change of the school Welfare team of Year Advisers and the Head Teacher, to now being the Wellbeing Team.

The school is in its second year of the implementation of the Mindmatters Framework and has had a focused approach on improving staff and student wellbeing to improve their understanding of mental health. The staff and students have completed modules through the Mindmatters organisation and run various activities, which culminate around RUOK? Day and Week Gr8 at the school.

Year Advisers have devised cohort wellbeing plans that are flexible and meet the needs of the particular development and learning needs of students, including each Year group participating in a Study Skills program. The cohorts engaged with many community presenters, including Rocky Biasi, Brainstorm Productions and Tony Hoang– who delivered various presentations focusing on anti-bullying and goal setting.

Students also had the opportunity to participate in Links to Learning, Rock and Water and the Prevention of Alcohol Related Risk Taking in Youth (P.A.R.T.Y) Program. The Wellbeing Team is continuing to engage in professional learning to enhance their skills, with more Year Advisers trained as Accidental Counsellors and in the Rock and Water program to support students to resolve conflict and increase resilience. Further to this, 17 members of staff also completed a TAFE Certificate of Attainment in Mentoring, to further support students, delivered through Blacktown TAFE outreach coordinator, Mark Geerin.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced links between communities of schools to support the school's programs with a 30% increase in data obtained.	The school is involved in a community of schools implementing the Curiosity and Powerful Learning Program including St John's, Canley Vale, Landsvale and Berala Public Schools. Principals collaborate with the community of schools to share ideas and resources and to plan strategies for implementation.	\$25,000
Streamlined, flexible processes exist to deliver services and information that strengthen parental engagement with at least a 30% increase.	The student and parent portal was launched in 2016 providing another avenue for communication and parent engagement. Additionally, the portal allows for online bookings for parent teacher evenings, significantly increasing parent attendance and supporting the initiative of increasing from two parent teacher evenings to three in Term 2 and early Term 3.	\$10,000
Enhanced partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes with a 20% increase in the number of	A continuation of increasing community links within our school including, the Year 9 Fast Forward Program with Western Sydney University, aimed at providing students with high aspirations and support to gain entrance to university; the Links to Learning program supporting disengaged students in Year 10. The Halogen Young Leaders' Day	\$10,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
partnerships formed.	which is an event that has inspired many young members to continue to be successful leaders, not only within school but throughout life. Active involvement in many Fairfield council and local police events such as White Ribbon Day, Bring it on and the Lunar Festival.	

Next Steps

Continue to forge new partnerships with Western Sydney University to strengthen our careers program and promote student engagement for Years 9–12.

Continued refinement of personalised, learning and support plans for students identified with learning support needs, utilised by teachers through Sentral.

Introduction of a school app to increase parent/carers engagement with school communication and provide a means for conducting parent surveys/providing feedback to the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Personalised Learning Plans – to increase student engagement. • Senior student provided with tutoring • Launched MGoals – online tool to enable Aboriginal students to set personal and academic goals. • AIME – set the foundations for this program to be launched in 2017 • Twugia Program – an enrichment program for Aboriginal students who are excelling in NAPLAN. • Nura Gili Program –run by UNSW where students learnt about the various pathways to tertiary education. 	\$3,103
English language proficiency	<p>Employment of an additional learning student learning support officer.</p> <p>Coffee club for parents of refugee students</p>	\$30,732
Low level adjustment for disability	<p>MultiLit and MacLit reading program</p> <p>Literacy and numeracy support through RAS program</p> <p>Employment of additional student learning support officers.</p>	\$110,008
Socio-economic background	<p>Student assistance</p> <p>Provision of student diaries</p> <p>Wellbeing initiatives for each Year group</p> <p>Positive behaviour for learning initiatives</p> <p>Educational resources including faculty resources</p> <p>Provision of a computer coordinator</p> <p>Provision of a technical support officer 3 days a week.</p> <p>Additional teacher to provide relief for teachers to work collaboratively on programming and assessment.</p> <p>Professional learning for teachers.</p>	\$425,784
Support for beginning teachers	<p>Provision of 2 mentor teachers.</p> <p>Induction program</p> <p>Attendance at professional learning</p> <p>Relief for programming and assessment.</p>	\$60,000
Targeted student support for refugees and new arrivals	<p>School refugee week activities and events.</p> <p>Student assistance.</p> <p>Additional student learning support officer.</p>	\$19,234

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	777	752	731	734
Girls	712	732	748	717

Bossley Park High school's enrolment shows a slight decrease due to declining local students. However, student numbers overall remain high due to our range of outstanding Gifted and Talented Programs and the provision for International students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.1	95.5	94.1	95.1
8	94	94.1	93.6	93.8
9	93	93.7	92.3	93.6
10	93.1	91.5	90.8	92.2
11	94.2	91.6	92.1	91.4
12	93.4	93.4	91.5	92.1
All Years	94	93.3	92.4	93
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Maintaining high attendance continues to be a priority for us at Bossley park High School and we continue to assess and modify our procedures in dealing with non attending students on a regular basis. We have continue to message parents and carers during the morning when students are absent in order to maintain accurate rolls and identify wellbeing areas of concern. Our Year Advisers work collaboratively with the Head Teacher Administration and the Deputy Principals to get to know our students while working with families to minimise absenteeism.

Our attendance rates continue to be well above the State average and this in part is due to our communication about the importance of regular attendance with our community and families. We have encouraged families to make specialist appointments outside of school hours and to modify their transport routines to make sure the students are in class on time. Our community has responded positively to our emphasis on students being in class in order to maximise their achievement and progress.

Our Head Teacher Administration and Deputy Principals also continue to work closely with our Home School Liason Officer (HSLO) on serious cases on non-attendance and in a preventative way with students with high absences in order to modify behaviour early.

Our Deputy Principal, Head Teacher Administration, Year Advisers and HSLO interview students on a regular basis and correspond with parents via letters and phone calls; this has been a productive and effective method of minimising students having attendance concerns.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.03		0.4
Employment	3	1.5	7
TAFE entry	1.5		2.9
University Entry			57
Other		7.7	6.2
Unknown			26.5

Year 12 students undertaking vocational or trade training

In 2016 there were 58 students who studied a VET course at school. Most popular was a Certificate II in Kitchen Operations with 31 students, 16 males and 15 females, then a Certificate II in Live Production and Services with 27 students, 13 males and 14 females. In addition, 12 students studied a TVET course at TAFE as part of their HSC, 3 females and 9 males. Courses included Animal Studies, Automotive, Beauty Therapy, Construction Carpentry, Electrotechnology, Plumbing, Sport, Fitness and Recreation. While seven students gained a schoolbased apprenticeship/traineeship such as Certificate 3 Construction(Carpentry), Certificate 3 Retail Operations and Certificate 2 Retail Operations.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 207 students gained the qualification of a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	17
Classroom Teacher(s)	71.6
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	21.25
Other Positions	3.2

*Full Time Equivalent

In 2016 we we have two full time staff members who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Bossley Park High has 18 new teachers seeking proficient accreditation, a mix of perm and temp. We have approximately 40% of the staff who are not involved in accreditation (ie the pre 2004 group) who will be involved in 2018. We are currently putting in plans to manage the 2018 group in regards to updates and professional learning. This also means we currently have 60% of staff involved in the proficient accreditation process, either seeking or maintaining accreditation. Pre 2004 staff who are currently not involved in accreditation have received professional learning about professional standards and their link to PDPs. We now have one teacher who is accredited at the higher level of highly Accomplished and 6 teachers

having initial conversations who are interested in highly accomplished. 10% of the staff attended the initial HAT support group meeting. We are using the beginning teachers support funding (BTS) to assist teachers with accreditation and improving their teaching using the money for a mix of things including relief time to work on accreditation/evidence of practice, coaching/ observations with other staff We have now employed a new position – Head Teacher Teaching and Learning for 2017 who is involved in supporting teachers through the accreditation process is worth mentioning. We have also been running the new teacher induction program.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 487 956.21
Global funds	818 502.07
Tied funds	1 358 442.14
School & community sources	764 799.34
Interest	38 594.97
Trust receipts	168 218.41
Canteen	650 117.94
Total income	5 286 631.08
Expenditure	
Teaching & learning	
Key learning areas	422 097.22
Excursions	112 684.73
Extracurricular dissections	53 851.74
Library	16 762.25
Training & development	1 398.73
Tied funds	935 337.11
Short term relief	185 349.85
Administration & office	334 372.21
School-operated canteen	499 966.67
Utilities	134 211.24
Maintenance	88 976.24
Trust accounts	153 963.02
Capital programs	0.00
Total expenditure	2 938 971.01
Balance carried forward	2 347 660.07

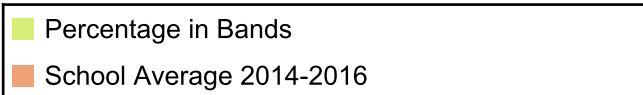
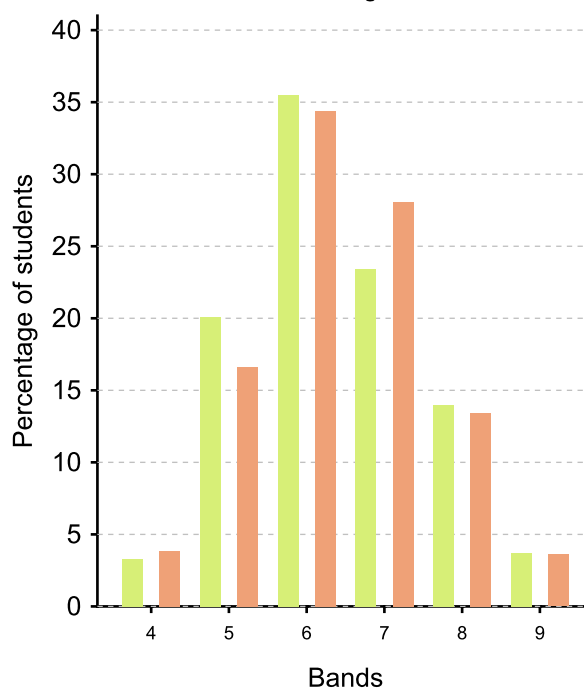
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

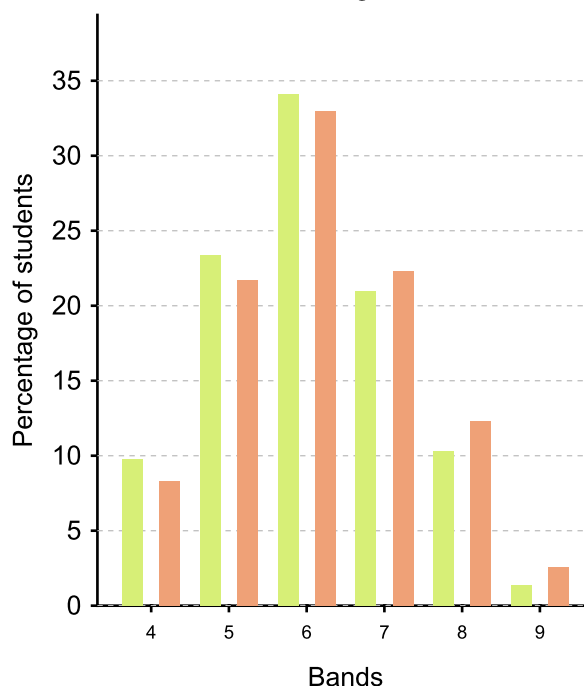
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

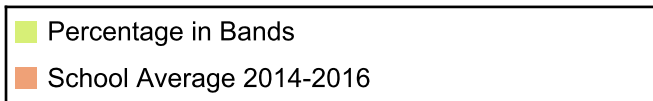
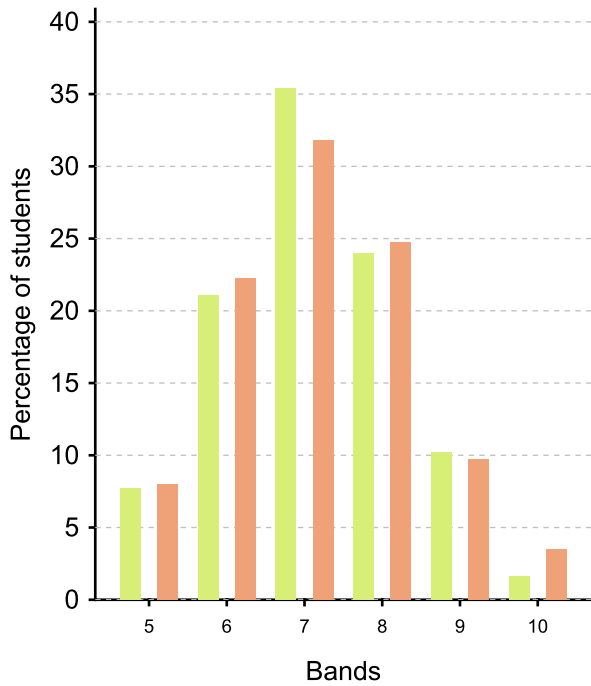
Percentage in bands:
Year 7 Reading



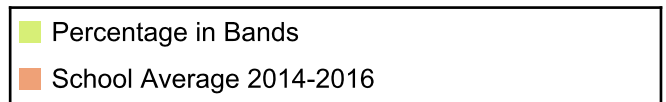
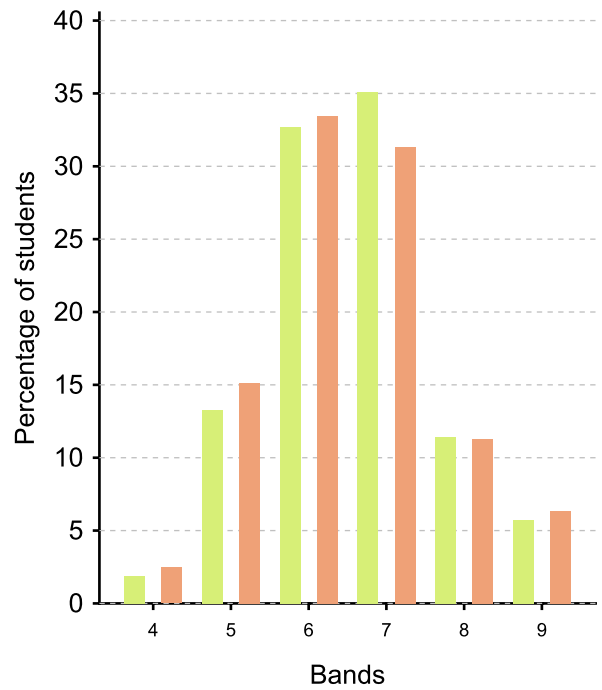
Percentage in bands:
Year 7 Writing



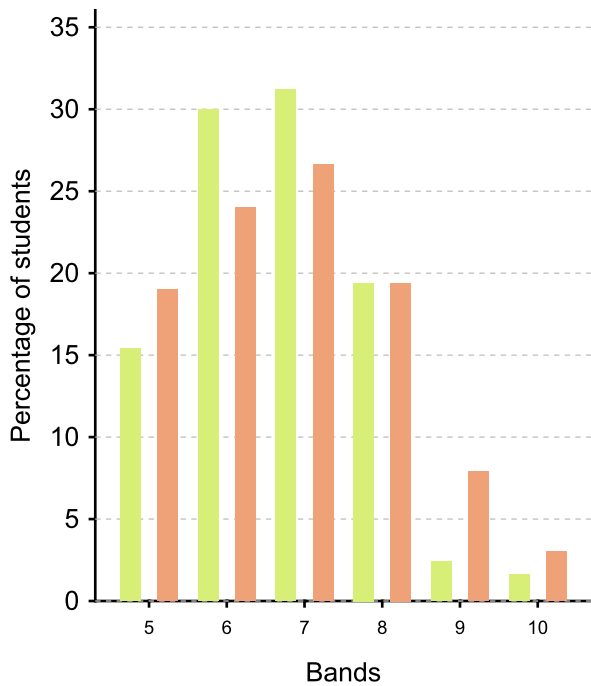
Percentage in bands:
Year 9 Reading



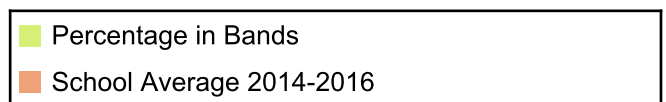
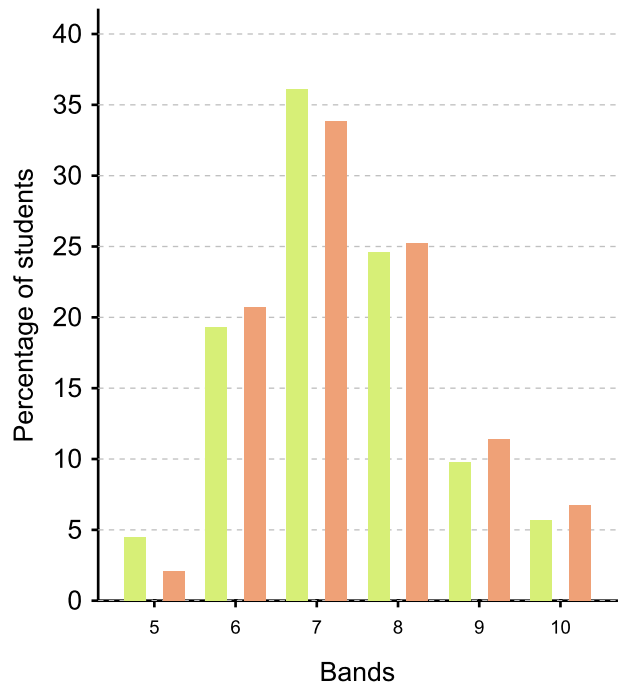
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy

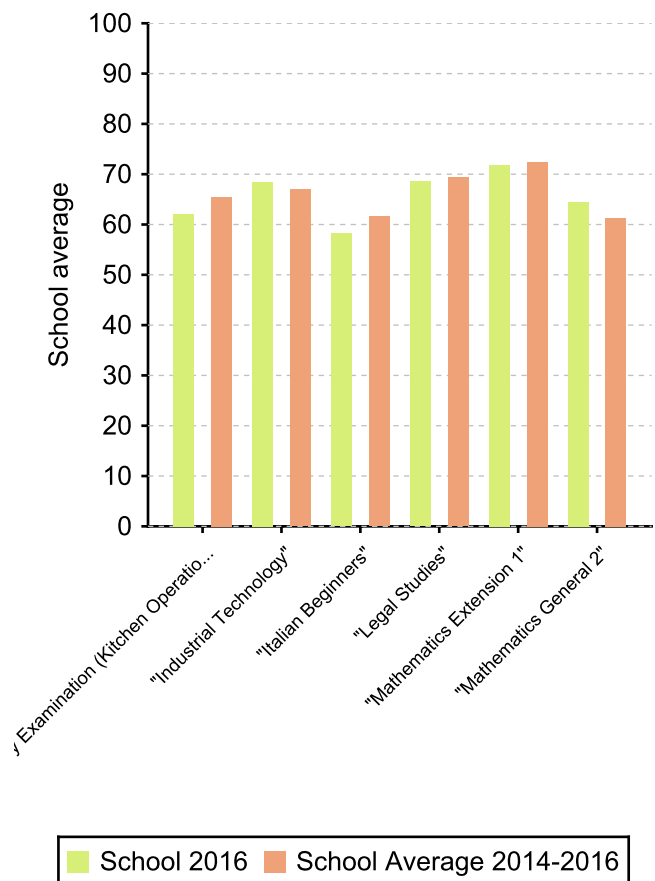
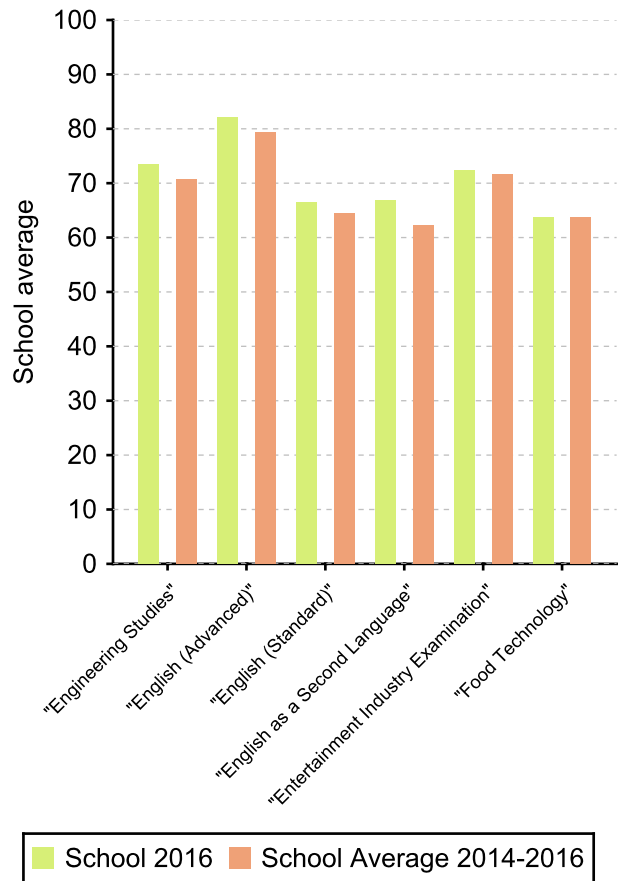
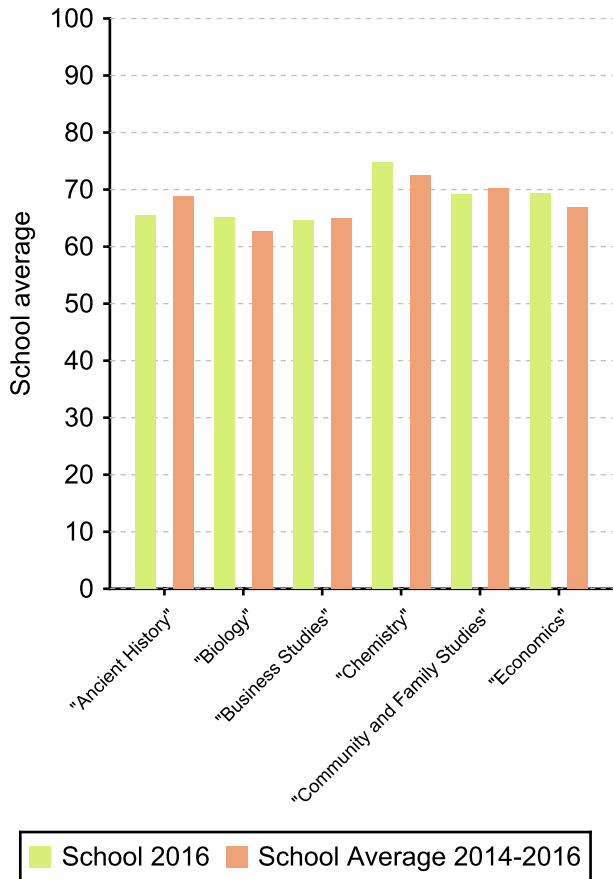


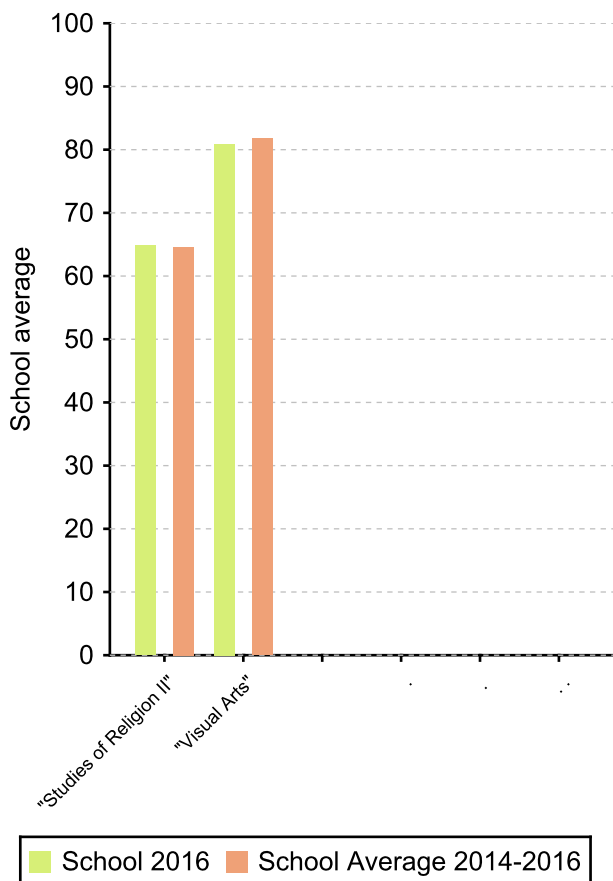
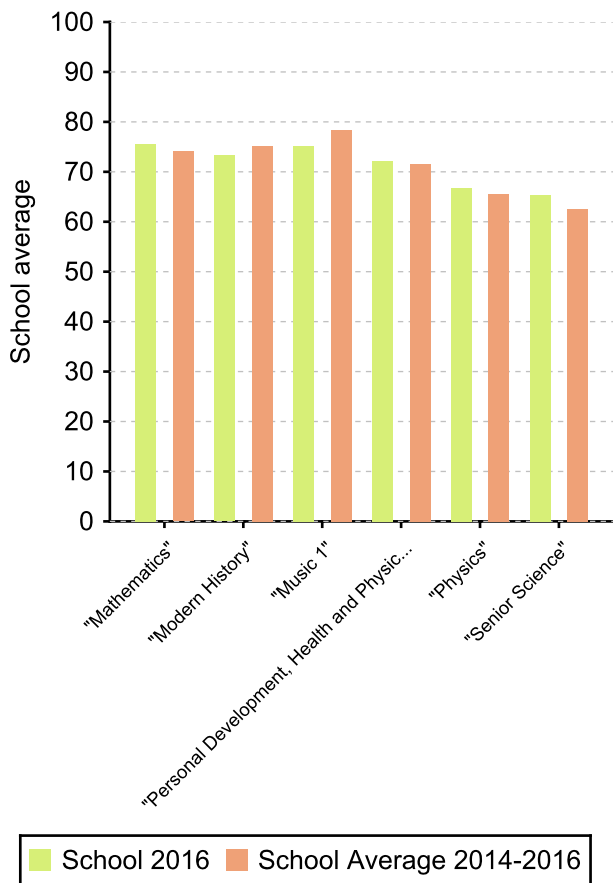
The proportion of students in the top two Bands for Reading in Year 9 is 11.8% of students while the percentage of students in the top two bands for numeracy in Year 9 is 15.5. This is an area for improvement and the school has implemented strategies in 2017 to increase the number of students in

the top 2 bands. In terms of our Aboriginal students in Year 7 25% were in the top two Bands for both Reading and Numeracy. While in Year 9 the one Aboriginal student scored in the top two bands for Numeracy. This has been a very pleasing increase over time.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Parent/caregiver, student, teacher satisfaction

Student and parent satisfaction remains strong with many parents attending school-organised events such as the Year 7 meet the teacher afternoon, orientation evenings and presentations. A tremendous amount of

positive parent feedback was received in the form of returned slips following the issue of recognition letters twice a year. Parent feedback often included appreciation for acknowledging their child's progress and thanking the teachers for their efforts. In 2017 we aim to introduce a phone app, 'School Stream' to parents to make regular connections with more families using the phone as the medium for communication. We are hoping this will also be a means of surveying parents on their thoughts regarding school programs and service.

Policy requirements

Aboriginal education

Aboriginal education is support by a team of teachers, who also attend the local AECG meetings to keep up to date on resources, events and initiatives for our aboriginal students. This year saw our students participate in a number of initiatives such as the Twugia program, for higher performing Aboriginal students; senior tutoring for Years 11-12 students; linking MGoals to Sentral and ensuring all students have a Personalised learning Plan. Our aboriginal students are continuing to do well in literacy and numeracy and their attendance at school has been outstanding.

Multicultural and anti-racism education

There were only a small number of racial incidents reported to the Anti-Racism contact officer in 2016. All of these were resolved. Harmony Day continues to be a highlight in the school and was celebrated with cultural foods, cultural dance, music, lively drumming performances and stories. Students enjoyed participating and celebrating the diversity of cultural experiences. Refugee week saw students participate in writing stories and working with Artists to create drawings that represented their culture or journey. These were projected on the walls of the learning centre, creating a wonderful display. Classes were invited into the learning centre to listen to audio presentations from refugee families and to view the art works and display created by our students.

Supporting Refugee Students through the Refugee Action Support (RAS) Program. This program is a school-university-community partnership, where preservice secondary teachers from Western Sydney University, provide specialised individual and small group literacy and numeracy tuition and support to students from humanitarian refugee backgrounds. The RAS tutors offer additional personal support and help students to have a greater understanding about learning skills and academic processes. Student attendance is high as this program continues to be worthwhile for both academic and social support for our refugee students.