

Bossley Park High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

Once again we have seen continued improvement in our HSC results with 22 students achieving an ATAR above 90 and ten HSC courses achieving results above the State average. This is a wonderful achievement from our students and staff. Students achieved 76 Band 6 results (ie. a mark between 90–100 in a course) with the highest ATAR of 98.68 achieved by Tia V, Damien M was placed 5th in the State for VET Entertainment Industry examination, while Jovana K an accelerated Year 11 mathematics student, achieved a perfect score of 100 in Extension 2 Mathematics. Our gifted and talented dance program continues to strengthen as highlighted by outstanding HSC results. Seven of our HSC Dance students were nominated for CALLBACK – which is a selection of outstanding performances from all NSW HSC Dance students. Three HSC Drama students were also nominated for possible inclusion in OnSTAGE, for their outstanding HSC drama performance, called 'Undertaking for Dummies.' Additionally, HSC Visual Arts continues to achieve tremendous success with SIX nominations to be considered for inclusion in ARTEXPRESS. These outstanding results reflect the commitment and dedication of our students and their teachers, working together to achieve excellence and success in the HSC.

HSC Courses above the State average included–

Advanced English – (1.20 above State mean)

IPT – (1.17 above State mean)

Visual Arts – (5.86 above State mean)

Dance – (5.78 above State mean)

Drama – (3.41 above State mean)

Modern History – (2.01 above State mean)

Studies of Religion 1 unit – (1.08 above State mean)

English Extension 1 – (2.06 above State mean)

English Extension 2 – (1.59 above State mean)

Mathematics Extension 2 – (0.68 above State mean)

STEM Education is a school priority area and this has seen the establishment of the Bossley Park High School Robotics

club. The Robotics team competed at the National First Robotics Competition, making the final in the South Pacific Regional Championships, competing against teams from China, Taiwan, Brazil & all around Australia. Subsequently they were selected to represent Australia at the World Robotics Championship travelling to Houston Texas, USA in April 2017. The opportunity for our students from Years 7–12 to compete on a huge scale overseas was mind blowing, exciting and challenging all at once. Our students came home from the experience transformed. It was an amazing year for the BPHS Robotics Club and for STEM education. Further STEM highlights of 2017 include – our teachers hosting and presenting at the Future Learning Innovation Tour in September, showcasing our Robotics program to other schools across NSW. Our STEM teachers invited to present at the “Ultimo Directorate's STEM Symposium 2017 and 2018”. Engaged with local newspapers to showcase student's achievements. Increased student engagement with the wider community. (In 2017 students in the Robotics club supported Condell Park Primary School to compete in the First Lego League competition. Our students built and supplied the Condell Park team with a game table, and assisted with a fundraising event at their school). Supported the establishment of the Daily Hustle Apparel established by students from the Robotics club.

It was a privilege this year to see our students performing in the Schools Spectacular, "Own the Moment," to witness the varied and amazing talent of our Performing Arts students and from many other NSW public schools. I was so proud to hear our own Year 8 student, Olina L., as a featured artist singing a wonderful duet, 'If the World only Knew,' with her brother Ezra. Nikolina M (Year 9) was selected and performed as a featured dancer in the Tap Ensemble and Holly M (Year 11) in the Girls Hip Hop along with Combined Dance Group. Danilo G (Year 11) was successful in being selected as part of the VET Entertainment Crew.

The Talented Football Program produced outstanding student results in 2017, with Dalibor M (Year 10) selected in Joeys U17 Australian Team that toured Cambodia and Thailand and has been signed with the Melbourne City Football Club. Justin V (Year 12) George M (Year 10) and Nick R (Year 12) were selected in the NSW All Schools U19's to compete in a tri series tournament against QLD and SA. Alexa C (Year 12), selected in the CHS 2's Thomas A and Brendan L selected in the NSW All Schools U16 Team to compete at School Sport Australia National Championships (Pacific School Games) with a Shadow Squad – Anton M, Darian D, Connor S, Alex B, Blake R and Fabian M Sheridan R (Year 12) selected in the Young Matildas training squad to play against USA and Canada at the AIS and Mohamed A (Year 11), invited to the Australian U20's camp in Perth.

Bossley Park High School promotes and offers students a broad curriculum and a wide variety of extra curricular opportunities enabled by the expertise and enthusiasm of outstanding teachers. These experiences strongly support student engagement and life long learning while focussing on excellence and success.

Message from the school community

Excellence and Success – these words from the school motto proudly define Bossley Park High School. The staff and 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. During 2017, the students represented the school across many disciplines: in Performing Arts at the NSW School Spectacular, both performing and controlling the event; Dance students at Callback, Drama students at On Stage, Visual Arts students in Art Express; students represented Bossley Park High School, South West Sydney, NSW and Australia in a number of sports. The School's Agriculture group compete at a number of Agricultural shows including the Royal Easter show with great success. The Robotics Club qualified for and competed in the FIRST Robotics Championships in Houston Texas. All achieved with the dedication of the staff and involvement of the wider community.

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 the third Tuesday of each 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, and the opportunities available to their students at Bossley Park High School.

Message from the students

2017 was another busy year for the Student Representative Council of Bossley Park High School. Our 41 representatives from across all years worked hard to make a difference in our local community through school based initiatives, and in our broader community through fundraisers and events. We welcomed Ms Simic as our SRC Co-ordinator, along with Ms A. Manley.

In the school community, we developed and participated in a number of initiatives to make our school a better place. In Term One, we spread love around the school by delivering roses and teddy bears, raising money through our Valentine's

Day for our own initiatives. With the momentum of this success and the exceptional heat of the summer, our School Captains worked with the Senior Executive team to develop a new uniform policy for extremely hot days, allowing students to wear their sports uniform on days predicted to be above 37 degrees. Throughout the year, we also worked on the new PBL initiatives, getting our staff and students involved in lunch time competitions and rewards days to promote positive behaviour.

We represented the school in a number of events and opportunities this year. We had our first camp in a number of years at Outdoor Adventure Camps in Wiseman's Ferry, where we participated in team-building and leadership skills activities, as well as having some good fun in the process. Our Captains and Vice Captains visited our local Federal representative Chris Hayes at his office in Canberra, where they were lucky enough to tour the nooks and crannies of Australian Parliament House, as well as visiting Old Parliament House and the Australian Electoral Commission. Our Captains also visited NSW Parliament House, where they met with the Governor of NSW, His Excellency General The Honourable David Hurley AC DSC (Ret'd). We also represented the school in Remembrance Day and ANZAC Day commemorations. Late last year, we were excited to be in the audience of ABCTV's Q&A High School Special, where we listened to politicians and social commentators discuss current events and issues. We participated in local charity events such as Relay for Life, the Salvation Army's Red Shield Appeal, and the Fairfield Trolley Drive, donating food to Fairfield Uniting Church's kitchen for the disadvantaged.

We also raised significant amounts of money and awareness for a variety of charities this year. In Term Two, we held a bake sale for the RSPCA's Cupcakes for Canines drive, as well as participating in the local Cabramatta Salvation Army's Red Shield Appeal door knock. We supported Beyond Blue in our annual Wellbeing Week, and encouraged students to get active to support the Cerebral Palsy Alliance during our September initiative. We also showed our support for the annual Fairfield Relay for Life, having over 40 students participate in the Relay itself, as well as holding bake sales and a Jersey Day before hand to raise as much money and awareness as we could for the Cancer Council.

All in all, the SRC are proud to serve their school and local communities through their support for initiatives and charities. We look forward to another big year in 2018!

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

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

For our Academic program, we continued our focus on involving students in extra curricular programs and tournaments which were designed to challenge thinking, and provide students with the opportunity to meet other like minded students from other schools across the state, to further expand knowledge, skills, ideas and understandings. Students of Year 7 and 8 Gifted and Talented classes were invited to participate in the Tournament of Minds Challenge. This was organised by Ms A. Manley. This program allowed participants to develop skills in the areas of: team building, communication and co-operation; creative, critical and creative thinking; including deep understanding and problem solving skills through a variety of workshops. This program saw two teams entered, with a pleasing result for all who participated.

Yr 8 Gifted Mathematicians were selected to participate in the "Inquisitive Minds" Tournament, which was held at Bossley Park High School, along with teams from other interested high schools across Sydney, such as Strathfield Girls High School, Freeman Catholic College, Cerdon College and Fairfield High School. Each student found this day to be invaluable and most enjoying manner to "do" Mathematics. This was organised by Ms L. Roby and Ms M. Silveri and is in its third year that it was hosted at BPHS.

The Accelerated Mathematics course, continues to thrive, with this year seeing one of our Year 11 Accelerated students complete their HSC in this course with a perfect score of 100.

Year 9 and 10 students were directed towards being involved in the university links GAT weekend programs. This year we had five students participate in the University of Wollongong: Learning Labs program, each participating in an area of interest for them, for example Mythbusting Physics, Momentum Mathematics and Digging up the Past. They each found the courses to be of high interest and challenge, and enjoyed the independent and problem solving learning styles delivered throughout each course.

We had our Yr 8 Gifted and Talented English students participate in a Writing Workshop in conjunction with the Champion Newspaper where they produced a series of articles which were published throughout the year. The students were proud to see their work published and found the whole process of planning, drafting and publishing to be challenging, yet motivating. This was organised by Ms A. Melville.

Our Home Economics faculty identified a group of 18 students through their Mandatory Technology course to become the first Gifted and Talented group in this course. A new program was developed and implemented so that these students were enriched in using technology in the Textiles industry. It was taught in conjunction with Mr. El-Miski and Ms Sharma as part of a STEM style learning opportunity.

Our Gifted and Talented Technology Students had an amazing time building robots and competing in many tournaments such as the First, Robotics Competition and Lego League Challenge. The team includes members from across Year groups who all work together to research, design, problem solve, create / build, and evaluate the product as a result of their design brief. The team were highly successful as rookies to the tournament to be able to compete in Houston, USA, where they were ranked 49th in their division. This would not have been possible without the dedication of Mr G. El-Miski and Mrs S. Trikiliis, and the highly motivated and supportive parents who dedicated time to the program.

Our Gifted and Talented Artists continue to produce work of high calibre across many facets of the community. Completing projects at a local shopping centre, creating garden monuments, and at the HSC level attaining a significant number of student work qualifying for Art Express.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Critical and creative thinking embedded in our teaching and learning programs and explicitly taught. An increase in student	25,000	Increased opportunities and challenges for students to apply critical and creative thinking skills both in class and in extracurricular activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
confidence in utilising critical and creative thinking skills.		ISTEM elective course established for Year 9 students. Gifted and talented technology program established a Robotics Club available to all students, achieving significant success. Increased numbers of students and parents involved in Robotics Club.
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.	10,000	Student Representative Council and the Student Interact Club are visible and active student leaders in the school and make significant contributions to the school and its community. Visual Arts Faculty approached by a local shopping centre to paint a significant mural – this was completed by Year 9 Gifted and Talented Visual Arts students.

Next Steps

Our Literacy course will continue in 2018 and beyond with a focus across all faculties on addressing the improvement in writing extended responses. This is in response to NAPLAN data which identified this as an area of need. Faculties will also be providing students with exemplars in the writing style required and continue to use success criteria and learning intentions in all class.

In the hunt for a course that would provide our students another opportunity to develop skills of the future, challenging and engaging, the Industrial Arts department has trained up and established a new board endorsed (stage 5) course "iSTEM" (integrated Science Technology Engineering and Mathematics). The course provides students with:

- Integrated approach to teaching previous silos of STEM;
- Use of project and problem based learning as well as enquiry based learning strategies;
- Emphasis on enterprise skills such as: complex problem solving, teamwork, communication, negotiation, and creativity;
- More connected real-world learning, including industry contextualisation;
- Team teaching and flipped classroom approaches to teaching and learning;

In 2018 we hope to build on this course and offer more STEM initiatives across the school, such as Womean in Tech opportunities, a Q&A session with Dr Karl Kruzeniski and other STEM related learning opportunities.

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

Our new Professional Learning team gives teachers an insight into finding ways to reflect on teaching and learning strategies and keep on track of current research and evidence based practice that have a positive impact on student learning and teaching in the classroom. A new Deputy Principal has been appointed who oversees professional learning for staff with the Head Teacher, Teaching and Learning who assists and supports staff in mentoring and in the maintenance of teacher accreditation. 2017 was a productive and rewarding year as many staff were involved in over 340 professional development days. Professional learning ranged from courses to improve the wellbeing of staff and students through to programming for the new syllabus for Science, English, Maths and History and innovative and evidence based teaching strategies.

Teacher Accreditation:

Pre-2004 teachers have been Accredited at the Proficient level, which means that all teachers in the school are now engaging with the Accreditation process. The school is ensuring that all teachers are supported with their maintenance of Accreditation through professional Learning opportunities. These opportunities include Twilight sessions, Staff Development days and funding to attend external professional learning. The school is currently applying to NESA to be approved to offer registered professional learning courses for major events, such as School Development Days, for maintenance of teacher professional learning hours for Accreditation purposes.

The schools currently has one teacher Accredited at the Highly Accomplished level, and a support group has been formed to assist other teachers interested in attaining accreditation at this high level. Teachers have integrated learning goals about accreditation as part of their Professional Development Plans to further support the accreditation process.

Seven newly appointed teachers who are seeking Accreditation at the Proficient level have recently joined the school. External teachers mentors who are experienced teachers/principals have been hired to assist with mentoring new staff under the leadership of the Head teacher – Teaching and Learning. New teachers are also supported through the newly appointed teacher induction program and Beginning Teacher conferences. We are using the Beginning Teachers support funding (BTS) to assist teachers with accreditation and assisting them to improve their teaching practice and classroom management skills. This funding is used for a range of activities including relief time to work on programming for units of work and lessons, accreditation/evidence of practice, coaching/ observations with other staff and other professional learning.

Eight staff have successfully completed the Leading Teachers Colloquium which is a seven month professional development course and all staff members have now been successful at either gaining promotion or relieving on higher duties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	165,000	All teachers completed Professional Development Plans in 2017. Eight teachers completed the seven month Leading Teachers Colloquium Course with all of these teachers successful in gaining a position at a higher level. Beginning teachers team established led by Highly Accomplished teacher to support these teachers to gain proficiency. Increased proportion of teachers interested in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		gaining a higher level of accreditation. Mentoring and coaching staff established to support teachers seeking proficiency and those maintaining accreditation.

Next Steps

In 2018 we will have ten staff participate in the Leading Teachers Colloquium in order to build capacity and leadership skills across the school.

All staff will now commence maintenance of accreditation and work towards completing the required professional development hours and beyond.

The Beginning Teacher team continues in 2017 to support teachers in the first two years of their teaching.

A newly formed Team under the leadership of a Head Teacher who is Highly accomplished, will assist teachers who need support with their accreditation process. This will also include the appropriate mentoring and coaching necessary to support teachers to improve their practice and quality evidence for accreditation.

Professional learning walks to be establish by senior executive to further support high expectations for all students, implementation of literacy and/or numeracy strategies.

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

Throughout 2017, Learning Support Faculty, saw many programs come to fruition to support Staff, Student and the Community.

The Receptive and Expressive Language Program saw the employment of Florence Sinn a Speech Pathologist, one day a week to work with classes and target groups of students to improve language acquisition, comprehension, social skills and academic results in general. A group of 50 students took part in this program, which was delivered in their English and Mathematics classroom. Students were encouraged to work in small groups, as team members, with the focus on enhancing vocabulary development for writing.

Students were highly motivated and engaged with the learning style and were successful in mastering the outcomes for each lesson. Year 7 students saw greatest growth in their school results, as they implemented their new skills into their learning in other subjects. The Social skills group saw a reduced number of negative incidences recorded on Sentral. The success of this program, has meant that we are keen to offer the program again in 2018.

The Refugee and International Students Team: This year Bossley Park High School, created a "Refugee and International Student" team which included 9 members from across the school. This team worked very closely with the Refugee Support Leader, Sherin Nair, to develop teacher capacity to support students of EAL/D (English as an Additional Language or Dialect) and Refugee background in the classroom with their identified learning needs. Throughout the year, the team focused on three main projects, closely related to the school strategic directions 1 and 3. Our aim was to ensure that teachers know their students and how they learn as well as ensuring that our community members and parents, particularly of EAL/D and/or Refugee background felt welcomed in the school and part of the decision making process. We also wanted to refine our practices for ensuring successful transition into the new school environment for both student and staff members.

6–7 Transition 2017 into 2018

Students enrolled for Year 7 2018, were invited to attend a variety of transition dates, including our half day program for students with additional learning needs, a two-day high school program, the State Wide Orientation Day and Primary School Visits. These programs allowed for Year Advisers to meet and get to know the students who would be enrolling in BPHS in 2017 and gain valuable information from their primary teachers who currently know them. Everyone who participated and was involved in this program found it to be a valuable program in supporting student transition from one school setting to the next. Parents of students with additional complex learning needs were most appreciative of the time and effort given to make transition from one setting to the next as smooth and positive as possible. BPHS was invited to speak about their transition practices at the "Supporting Successful Transition" conference. The feedback stated that this session was most useful and highly informative, with some great strategies that other schools would look to adopt to better support their students in the transition process.

Bossley Park High hosted and presented at the Future Learning Innovation Tour September 2017. We were invited to present at the "STEM Symposium 2018". This caught the attention of the local newspapers which showcased the student's achievements. In 2017 students in the robotics club have reached out to Condell Park Primary School and currently support them in their efforts to compete in the First Lego League competition. They built and supplied the Condell Park team with a game table, and assisted with a fundraising event at their school.

Wellbeing:

The cohorts engaged with many community presenters, including Rocky Biasi, Brainstorm Productions, Brett Murray, Dan Haeslar and Tony Hoang— who delivered various presentations focusing on cybersafety, anti-bullying and making positive choices. Students also had the opportunity to participate in Links to Learning, leadership programs such as the Halogen Young Leaders Day 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 to support students to resolve conflict and increase student resilience. The staff and students are working towards completing the modules through the Mindmatters organisation and run various activities, which

culminate around RUOK? Day and Week Gr8 at the school. Our Student Mental Health Ambassadors took part in the Youth Mental Health Summit at Casula Powerhouse and also the Generation Next conference held at Town Hall.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced links between communities of schools to support the school's programs with a 30% increase in data obtained.	10,000	Enhancing the Year 6–7 transition program.
Streamlined, flexible processes exist to deliver services and information that strengthen parental engagement with at least a 30% increase.	120,000	<p>Established Refugee Expo</p> <p>New enrolment procedures for Refugee families and International students to increase parent participation in the school and its community.</p> <p>Employment of an Arabic/Assyrian speaking SASS (School Administration & Support Staff) and an SLSO (Student Learning Support Officer) staff member to better meet parental requests at the administration office and to assist with enrolment procedures.</p>
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 partnerships formed.	15,000	<p>Increased number of students in the Western Sydney University Fast Forward Program.</p> <p>Established a Bossley Employability Skills program with the support of local community services.</p> <p>Established links with local TAFE to provide short courses for disengaged Year 10 students.</p> <p>Established links with Core Services a Fairfield Refugee Support Group to offer positive behaviours for learning programs for selected students.</p>

Next Steps

Our school forged links within the community through the Fairfield Youth Workers Network. Members of the Wellbeing team regularly attended meetings held by the FYWN within the community, as well as hosting a meeting at the school for the various agencies to attend which will continue into 2018 and beyond.

The Wellbeing Team will work to relaunch the Check-in Program (CHIP) for 2018 where students are supported by teacher mentors. We will also revitalise the Positive Behaviours for Learning program (PB4L).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	6,000	In 2017, Aboriginal and Torres Strait Islander students engaged with a variety of programs to develop and strengthen their understanding of Indigenous culture and history. Bossley Park High was successful in gaining a grant of \$10000 from the Mary McKillop Foundation which allowed the school to develop a Bush Tucker Garden with assistance of Horticulture Professionals from TAFE. The Bush Tucker Garden project allowed all students to gain an understanding of native plants and how they work in the environment. The Bush Tucker Garden project was a cross-faculty program which faculties from Home Economics through to Visual Arts were involved in the development and the eventual opening in November. ATSI students were also involved in the second phase of the Ngara Wumara research study conducted by the Australian Catholic University. This study commenced in 2016 and is investigating drivers for success and wellbeing in ATSI and non-ATSI students. Other successes included Victoria Eyke representing the school at various Public speaking events discussing Aboriginal and Torres Strait Islander values.
English language proficiency	32,000	The Literacy team, working with English staff and other teachers from across the school, have also started to see their work pay off, with a general trend in Reading, Spelling, Grammar and Punctuation, and Writing move into the higher bands. Under the leadership of Ms Simic, our Literacy coordinator, this course will continue to evolve, and we are confident of further positive growth for our students as they work towards not only achieving the minimum standards of literacy and numeracy, but also towards consolidating the critical and creative thinking skills required for further education and the workplace.
Low level adjustment for disability	120,000	<p>The Learning Support Faculty consists of specialist teachers whose main function is to assist students with their individual learning needs. Within the faculty, there are Learning and Support teachers, English as an Additional Language/Dialect (EAL/D) teachers and School Learning Support Officers. Each member of staff brings with them a wealth of knowledge and experience that benefits the well-being and learning of the students in our care. In addition to this, where required, the faculty also works with a wide range of external agencies and specialists in order to best provide for the learning needs of the students. These agencies include, but are not limited to:</p> <ul style="list-style-type: none"> • Assistant Principal Learning Assistance (for vision, behaviour, hearing, transition and integration) • Occupational Therapists, Physiotherapists,

Low level adjustment for disability	120,000	<p>Speech Therapists</p> <ul style="list-style-type: none"> • Family and Community Services • Northcott (disabilities services) • Children's Hospital • International Students Services; and • EAL and Refugee Support Services
Socio-economic background	425,000	<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>
Support for beginning teachers	65,000	<p>Provision of 2 coach/mentor teachers.</p> <p>Induction program</p> <p>Attendance at professional learning</p> <p>Relief for programming and assessment.</p>
Targeted student support for refugees and new arrivals	25,000	<p>The Learning Support Faculty works closely with the Careers faculty, as well as the Library and the Counsellors, to assist in the transition of students with additional needs. This can include primary to high school transition, cross-school transition and school to work transition. Where required, students work closely with the Careers Advisor in developing work knowledge and skills in order to successfully transition into post school work and/or education.</p> <p>The Learning Support Program caters to the needs of students at Bossley Park High School by:</p> <ul style="list-style-type: none"> •Assisting in the identification and assessment of students with individual/special needs (EAL/D Integration) • Working with school executive, teachers and parents to plan and design appropriate programs for students with individual/special needs (EAL/ LD/ Integration). <p>Working with class teacher predominantly in</p>

Targeted student support for refugees and new arrivals	25,000	<p>a variety of capacities, such as team-teaching, mentoring, resources development and support within classrooms to implement programs for students with individual/special learning needs.</p> <p>Assist school executive and class teachers monitoring and evaluating programs for students with individual/special needs.</p> <p>Throughout 2017, Learning Support Faculty, saw many programs come to fruition to support Staff, Student and the Community.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	752	731	734	727
Girls	732	748	717	702

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.5	94.1	95.1	95.1
8	94.1	93.6	93.8	93.2
9	93.7	92.3	93.6	91.6
10	91.5	90.8	92.2	91.3
11	91.6	92.1	91.4	91
12	93.4	91.5	92.1	92.4
All Years	93.3	92.4	93	92.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

2017 Management of non-attendance

Maintaining high attendance is 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. Parents and carers are notified in 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

routes 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 continue to work closely with our Home School Liaison 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	0	2.6
Employment	2.6	15	9.1
TAFE entry		3	4.8
University Entry	0	0	59.3
Other	1.4	5.5	9.8
Unknown	0	0	14.4

Year 12 students undertaking vocational or trade training

On 24 August 2017, the school VET team underwent an extensive Internal Audit for VET programs. The Registered Training Organisation – Ultimo and the school director were impressed with the commitment the teachers displayed in the delivery of VET courses and noted that teachers, students and resources were of a high standard.

CONSTRUCTION CPC20211 Certificate II in Construction Pathways

This qualification provides a pathway to the primary trades in the construction industry. Trade outcomes are achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Mr. Agostino and his crew of students dismantled and refurbished some kitchens throughout the school to a high standard. The crew used their concreting skills to fix several unsafetrip hazards around the school.

Students have also constructed an outdoor picnic bench and repaired the school stage.

All students have undertaken work placement during the construction course and this provided them with

firsthand industry experience including bricklaying, joinery, maintenance work and kitchen manufacturing.

ENTERTAINMENT INDUSTRY CUA30415 Certificate III in Live Production and Services.

This qualification is designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

Students throughout the 2017 school experienced working on live productions both inside and outside of the School where they focused on Live Audio, Lighting and WHS. Students attended world class venues such as Sydney Olympic Park, Belvoir St Theatre, Seymour Centre, Channel 7 Studios and Qudos Bank Arena. During these placements, students were able to gain a first hand experience of working in the Entertainment Industry. 2017 also saw excellent achievements being reached by students and staff. Damian. M (Year 12 2017) attained 5th Place in NSW for the HSC Course gaining 95/100 for his exam. Danilo. G (Year 11 2017) was selected out of hundreds of NSW Entertainment Students to form part of VET Team at the 2017 Schools Spectacular along with his classroom teacher Mr. Fitz who was selected to become of the Production Team. New Audio and Lighting equipment was purchased this year to ensure all students had the ability to work with industry standard equipment.

HOSPITALITY – Kitchen Operations SIT20416 Certificate II in Kitchen Operations.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

55 students undertook this course and successfully completed the Workready Program. Many successfully completed their mandated 70 hours work placement with positive reports from employers and some also got part time work. All hospitality students were enrolled with the Didasko Online eLearning system. This technology facilitated and encouraged students to develop 21st century learning skills which will equip them for the workforce. These include: Critical Thinking and Problem Solving, Collaboration, Communication, Creativity and Global Citizenship, as well as competency in using a wide range of technologies. Undertook many school catering functions so students planned menus, preparation, presentation and serving of culinary dishes. This took place in the schools fully equipped commercial kitchen.

Overall, 2017 was a successful year with all VET members participating in school meetings, professional development and upgrading resources and equipment to industry requirements.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	17
Classroom Teacher(s)	73.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher of ESL	2.2
School Counsellor	1
School Administration & Support Staff	21.25
Other Positions	1.2

Workforce information

*Full Time Equivalent

We have two 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	40

Professional learning and teacher accreditation

Bossley Park High School have all staff actively seeking higher levels of accreditation or maintaining proficiency. All pre 2004 teachers are now maintaining at proficient levels with one staff member at Highly Accomplished. There are 25 staff that are in the process of gaining proficiency and one considering Lead.

In order to provide opportunities for staff to gain access to or maintain accreditation, the school offers a wide range of professional development opportunities to cater for the individual teacher's needs. We have early career teachers utilising their funds effectively to engage in peer teaching/coaching and collaborating with staff to help guide and support new teachers in their career.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,923,375
Global funds	613,010
Tied funds	856,010
School & community sources	1,206,808
Interest	30,459
Trust receipts	66,028
Canteen	0
Total Receipts	2,772,315
Payments	
Teaching & learning	
Key Learning Areas	309,321
Excursions	92,369
Extracurricular dissections	37,522
Library	8,378
Training & Development	120
Tied Funds Payments	447,865
Short Term Relief	126,249
Administration & Office	171,512
Canteen Payments	65,238
Utilities	78,632
Maintenance	56,591
Trust Payments	71,351
Capital Programs	49,226
Total Payments	1,514,373
Balance carried forward	3,181,317

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	4,928,422
Appropriation	4,366,662
Sale of Goods and Services	230,635
Grants and Contributions	325,095
Gain and Loss	0
Other Revenue	0
Investment Income	6,030
Expenses	-1,490,557
Recurrent Expenses	-1,490,557
Employee Related	-480,639
Operating Expenses	-1,009,918
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	3,437,865
Balance Carried Forward	3,437,865

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	12,104,683
Base Per Capita	224,930
Base Location	0
Other Base	11,879,754
Equity Total	1,408,728
Equity Aboriginal	8,472
Equity Socio economic	811,876
Equity Language	246,987
Equity Disability	341,393
Targeted Total	1,123,153
Other Total	236,244
Grand Total	14,872,809

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Year 7 – Overall upward trend for Reading and Writing.

Year 9 – Overall upward trend for Reading, Writing (Writing– highest result for last 4 years with 75% .1 of students achieving greater than or equal to expected growth in reading)

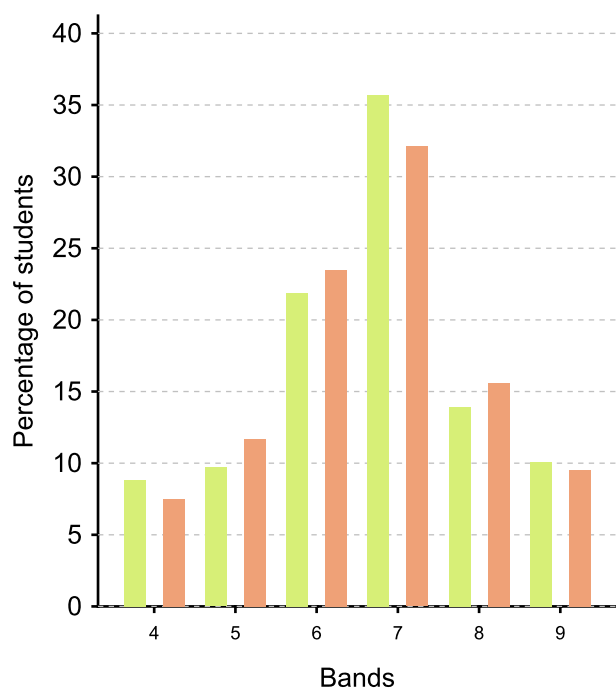
In terms of HSC minimum standards, Year 9 students achieved;

Reading = 45% of students achieved Band 8 or higher

Writing = 23% of students achieved Band 8 or higher

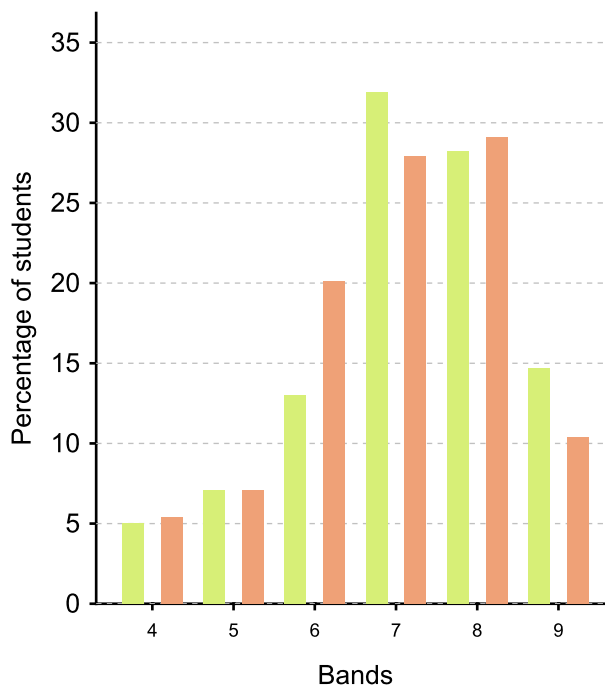
For our new school plan (2018–2020) literacy and numeracy will be a key area for further improvement with a particular focus on improving writing.

Percentage in bands:
Year 7 Grammar & Punctuation



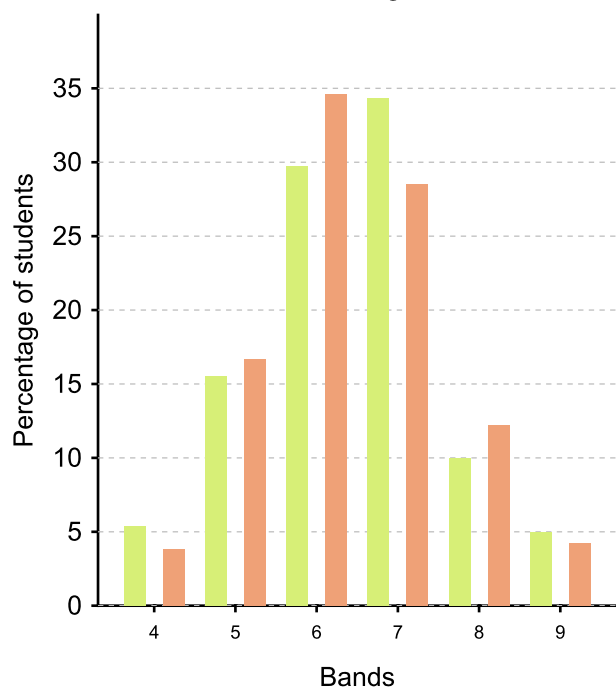
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



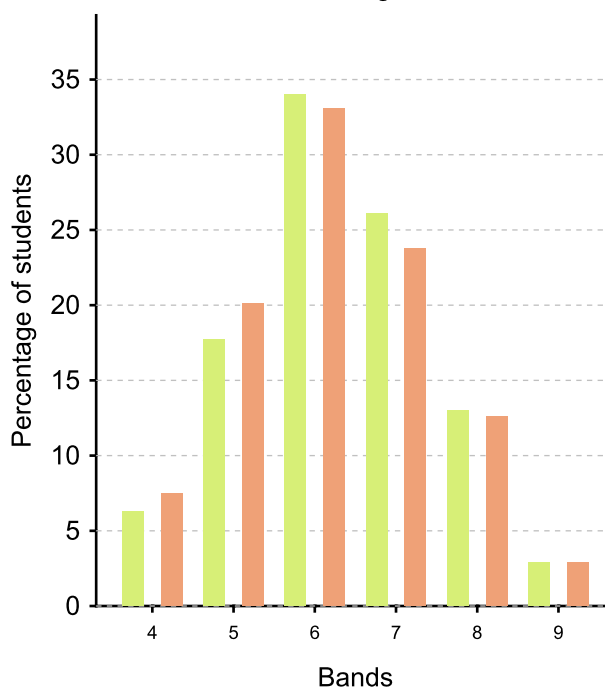
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



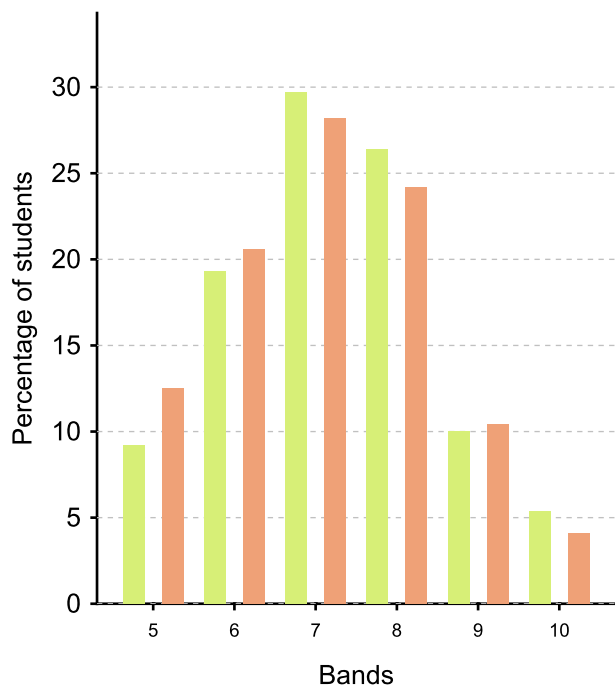
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

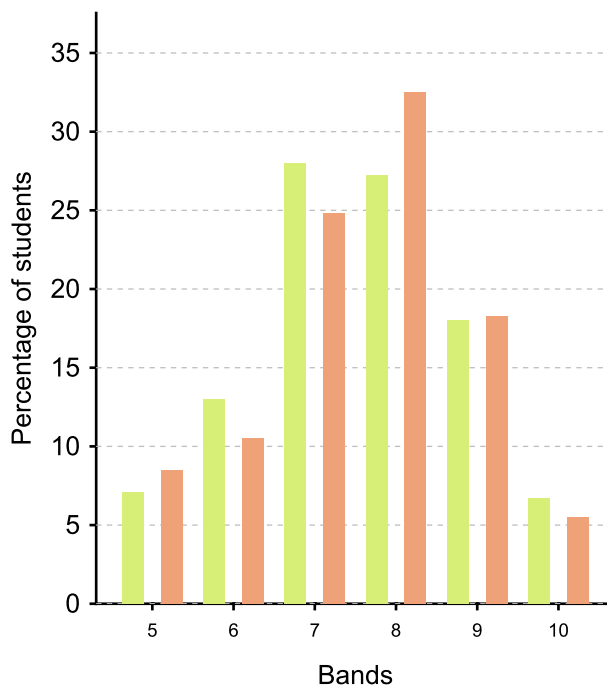


Percentage in Bands
School Average 2015-2017

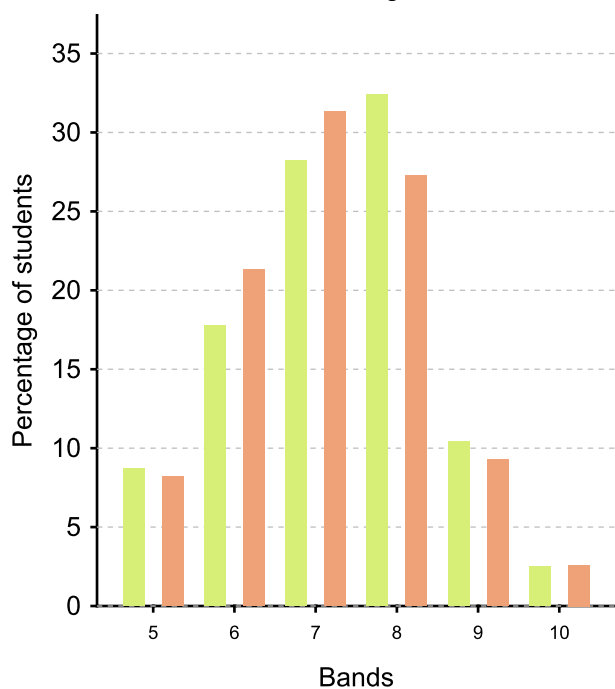
Percentage in bands:
Year 9 Grammar & Punctuation



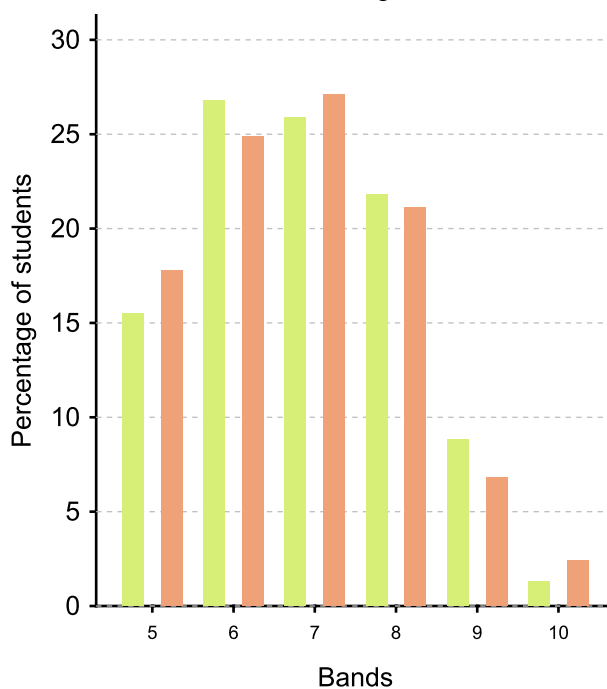
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

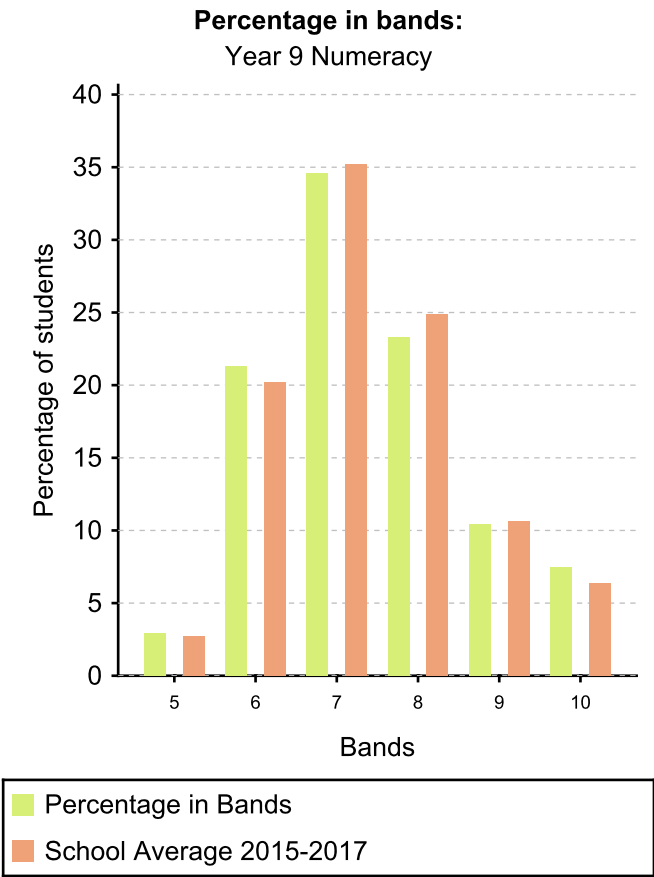
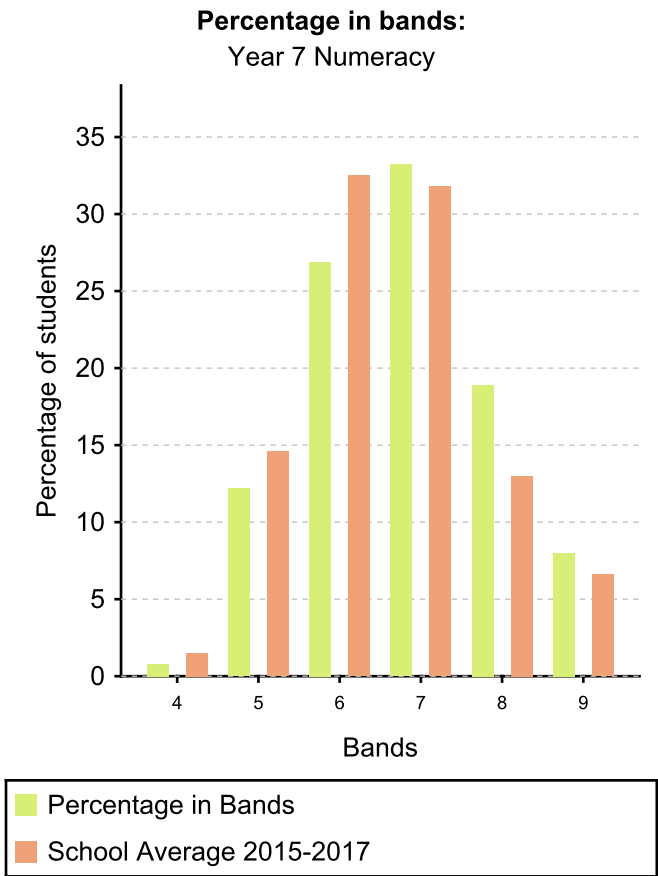


Year 7 Numeracy – Overall upward trend, highest result for last 4 years, with 76.9% of students achieving greater than or equal to expected growth and 27.1% of students in the top 2 bands.

Year 9 Numeracy – Overall upward trend.

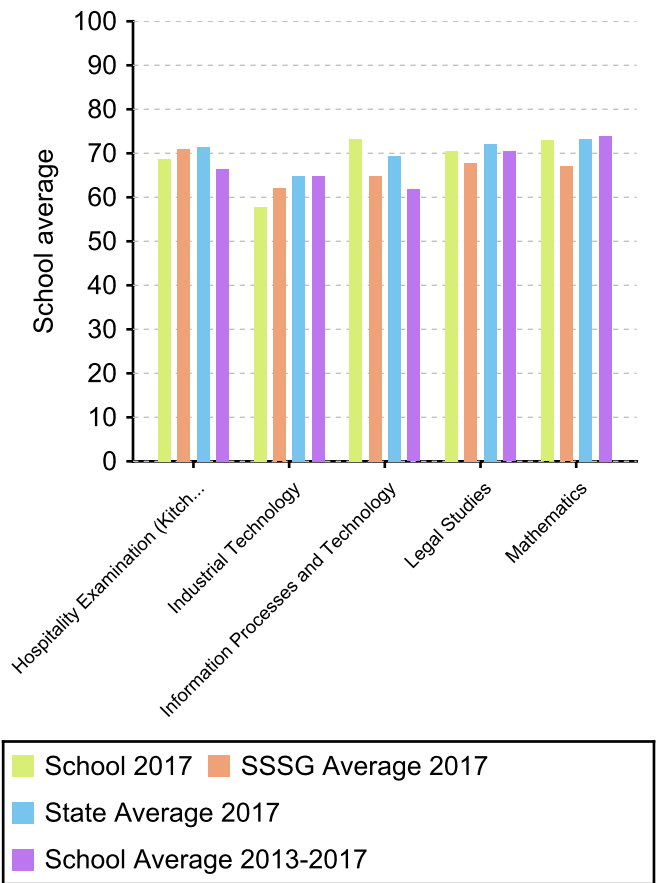
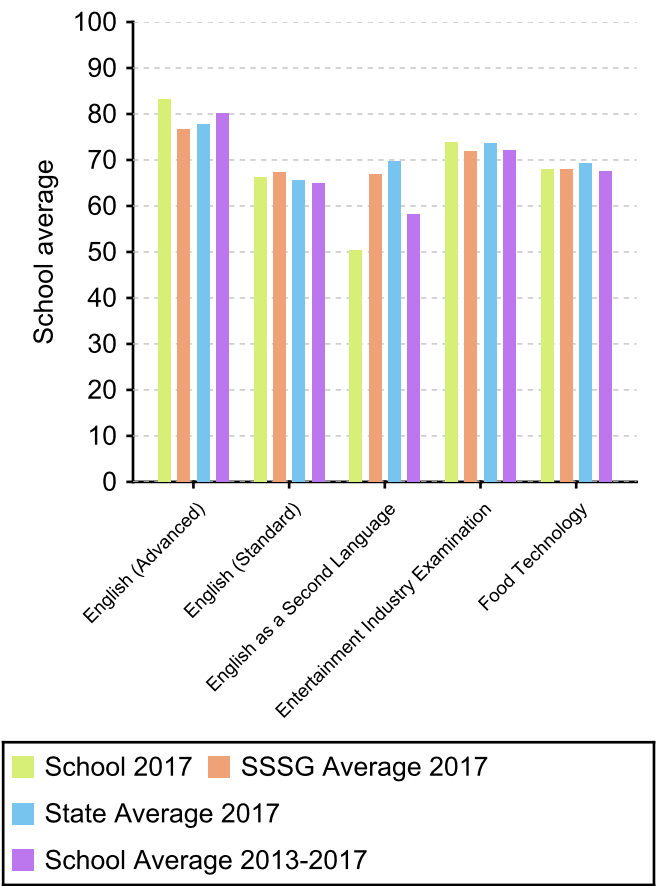
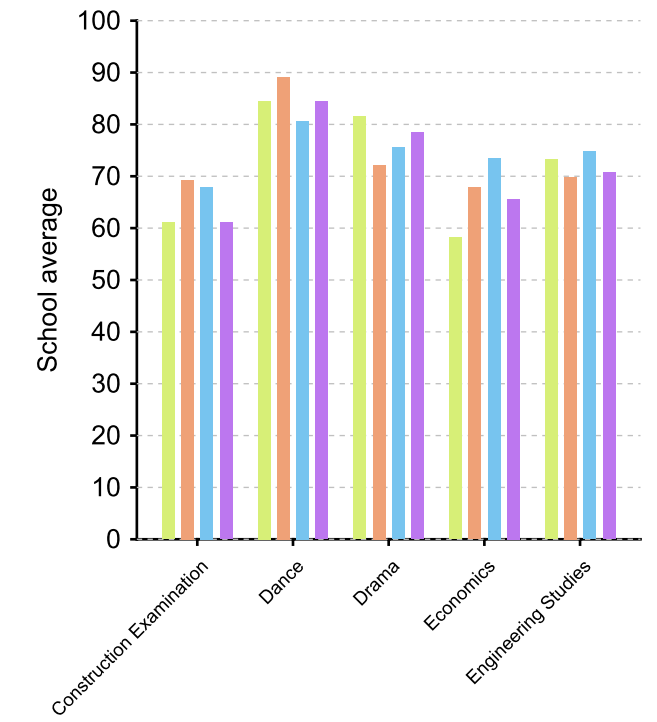
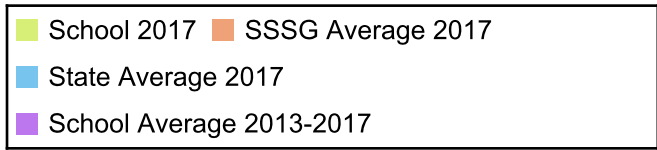
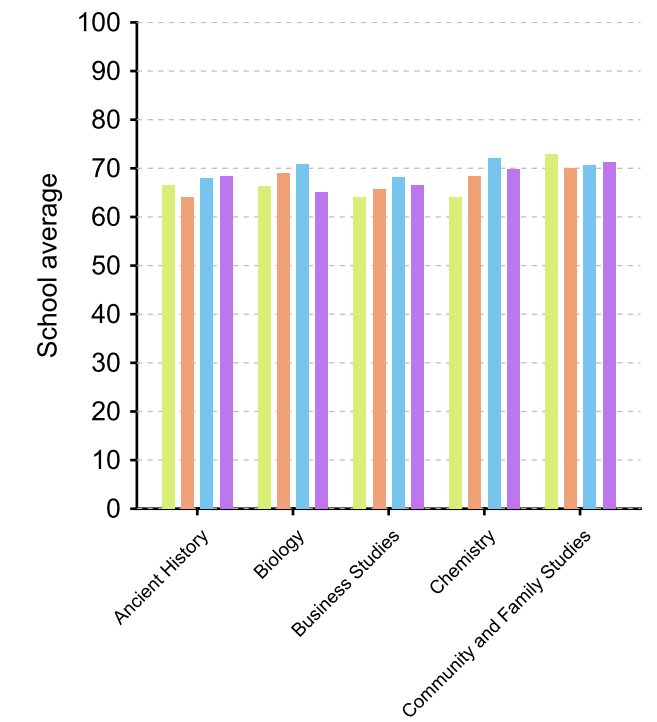
In terms of HSC minimum standards, Year 9 students achieved;

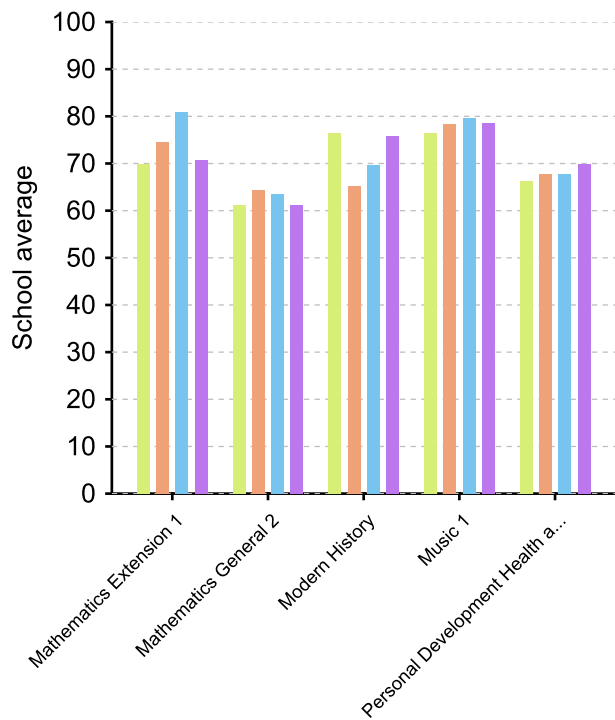
Numeracy 30% of students achieved Band 8 or higher.



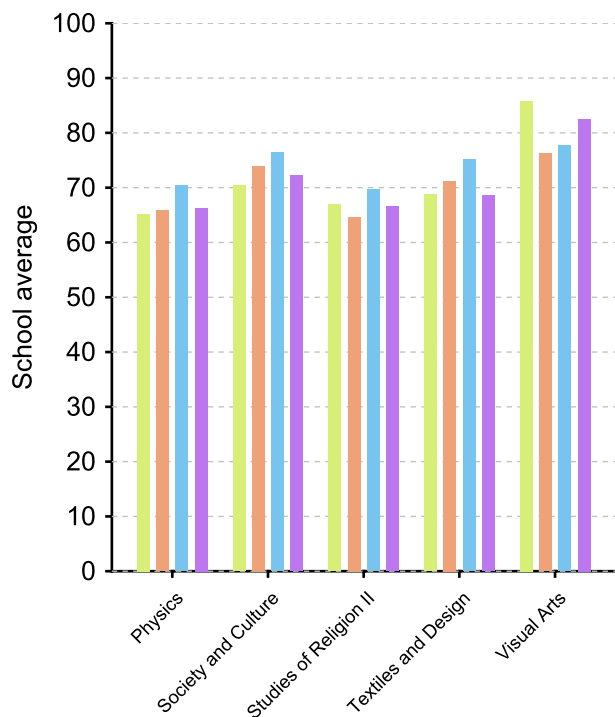
Higher School Certificate (HSC)

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





School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	66.6	64.0	68.1	68.5
Biology	66.3	68.9	70.9	65.2

Business Studies	64.0	65.7	68.2	66.6
Chemistry	64.1	68.3	72.1	69.7
Community and Family Studies	72.8	70.0	70.7	71.2
Construction Examination	61.1	69.3	67.9	61.1
Dance	84.5	89.1	80.7	84.4
Drama	81.5	72.2	75.5	78.4
Economics	58.2	67.8	73.6	65.6
Engineering Studies	73.2	69.8	74.8	70.7
English (Advanced)	83.1	76.6	77.6	80.2
English (Standard)	66.3	67.2	65.6	64.9
English as a Second Language	50.3	66.8	69.7	58.2
Entertainment Industry Examination	73.9	71.9	73.5	72.2
Food Technology	68.0	68.0	69.3	67.4
Hospitality Examination (Kitchen Operations and Cookery)	68.7	70.9	71.5	66.5
Industrial Technology	57.8	62.0	64.8	64.8
Information Processes and Technology	73.2	64.9	69.4	61.8
Legal Studies	70.5	67.8	72.1	70.4
Mathematics	72.9	67.0	73.2	73.9
Mathematics Extension 1	69.8	74.5	81.0	70.7
Mathematics General 2	61.2	64.3	63.6	61.3
Modern History	76.4	65.2	69.6	75.7
Music 1	76.5	78.3	79.7	78.6
Personal Development Health and Physical Education	66.2	67.7	67.7	69.8
Physics	65.2	65.8	70.4	66.3
Society and Culture	70.4	73.9	76.4	72.2

Studies of Religion II	66.9	64.7	69.6	66.5
Textiles and Design	68.7	71.2	75.2	68.6
Visual Arts	85.8	76.3	77.7	82.5

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

In 2017, Aboriginal and Torres Strait Islander students engaged with a variety of programs to develop and strengthen their understanding of Indigenous culture and history. Bossley Park was successful in gaining a grant of \$10000 from the Mary McKillop Foundation which allowed the school to develop a Bush Tucker Garden with assistance of Horticulture Professionals from TAFE. The Bush Tucker Garden project allowed all students to gain an understanding of native plants and how they work in the environment. The Bush Tucker Garden project was a cross-faculty program with Home Economics and Visual Arts involved in the development and the eventual opening on the 2nd of November. ATSI students were also involved in the second phase of the Ngara Wumara research study conducted by the Australian Catholic University. This study commenced in 2016 and is investigating drivers for success and wellbeing in ATSI and non-ATSI students. Other successes included Victoria Eyke representing the school at various Public speaking events discussing Aboriginal and Torres Strait Islander values.

Multicultural and anti-racism education

The message of anti-racism has been a clear ethos at the school. Peer support mentors are able to promote anti racism and lead by example to our younges tmembers of our school community. Awareness of the role of the ARCO has beenc ommunicated with minimal racial incidents reported in 2017. Diversity is celebrated at the School with Harmony Day a popular fixture on the calendar. The day celebrates our diverse cultures through stories, food, dance and music.

Other school programs

Robotics.

First Robotics Competition Nationals

In 2017, the students competed at the National First Robotics Competition South Pacific Regional Championships, making the final, competing against teams from China, Taiwan, Brazil, and all-around Australia. Gaining the honorific selection to represent Australia at the World Championships of robotics in Houston Texas. Our team Wolfgang 6434 had the privilege of playing the final of the tournament alongside Brazil's Brazilian Trailblazers team 1772 and Taiwan's Raid Zero 4253. Competing against Barker College Redbacks 4613, Macquarie University Thunder Down Under 3132, and Melbourne RoboCats 5648.

World Championships 2017 Houston Texas

Our trip to the World Championships of Robotics in Houston Texas, USA. April 2017 was an experience never to be forgotten for the whole team. We sent 12 students, two teachers, mentors and stack of parents and families. The best way to understand the experience to talk to one of the students that went along. The Bossley Park High School FRC team won a support scholarship from AARNET to support its entry into the FRC World Championships in Houston. The Bossley Park High School FRC team received financial support from the school CSG (Community Support Group) to help the team travel to Houston USA for the world championships. A warm and gracious thank you to all that supported their efforts this year.

First Lego League (Regionals and Nationals)

Our junior Lego teams were once again amazing. The club entered 2 teams into the 2017 Hydrodynamics First Lego League competition, both teams were professional and gracious in competition at the regional competition at Cranebrook. Having the second-best robot at the tournament and winning a special prize for their professional and gracious engagement with other teams. The team was selected to enter the Nationals at Macquarie University once again 3rd year in a row. The team's robot finished as the 12th best robot in the country from among 500+ teams.

RoboCup Junior

Our year 7 students along with 2 student mentors from the robotics club and Mrs Samulski competed at UNSW at the National RoboCup Junior competition for the first time. The team was excellent, working diligently to develop their robot during competition under difficult competitive conditions.

Zero Robotics (University of Sydney and MIT)

The school entered a team into the International Zero Robotics coding competition, which challenges participants to test their coding skills on NASA robots known as SPHERES (Synchronised, Position, Hold, Engage, Reorient Experimental Satellites) aboard the International Space Station. Teams from high schools around the world program the SPHERES to solve challenges. Our team led by Nicholas Cavanaugh managed to get through National level selection and reach the International stage of the tournament, a wonderful start for our rookie team.

Sport Report

2017 has been one of great success. From personal achievements within carnivals, to the achievements of teams in knock out competitions and those within their chosen sports who have excelled.

BPHS participated in 11 carnivals throughout the year, three of those being in the Lansdowne Zone Swimming, Athletics and Cross Country where we came 2nd in each of these carnivals. We had large numbers of students continue on to represent at Zone level and several of these students move on to SSW and CHS level representation

In 2017 BPHS had over 14 teams enter Knockout competitions in a variety of sports from volleyball to softball, table tennis and our GAT netball teams which have achieved new heights this year. We had a number of these teams move on past round 4 and Puma Cup entering the regional finals.

The Talented Football Program

2017 has proven to be a successful year for the Talented Football Program (TFP). In competitions the U15 Bill Turner Cup Boys team finished in the top 8 teams in this national competition. The only team stopping their progress were eventual winners, Pennleigh & Essendon Private College (Melbourne). This is the third year running that BPHS has been defeated by the eventual winners.

The U15 Bill Turner Trophy Girls team finished in the top 32 of the nation wide knockout competition. They were defeated in the Regional Semi-Final 3-1 by Freeman Catholic College. After going into halftime at 0-0 and dominating play, the girls lost their way a little and conceded two goals against the run of play.

The Senior Boys Sports High School Challenge squad finished had their poorest season on record due mainly to the unavailability of senior representative players due to club sanctions and international commitments. The boys that were available played well and without luck, finishing 5th out of 5 schools.

The Senior Girls Sports High School Challenge Squad also experienced a difficult season as they too finished 5th. However, the girls were predominantly U15. So the future is hopefully looking brighter.

The TFP have been successful out of competitions with individual student athletes achieving personal goals as integral member of Sydney South West, NSW CHS, Australian Schools and Australian (FFA) Representatives. In addition to students achieving as players they have managed great success as referees throughout 2017; the fourth year of the referee's course being mentored by Kris Griffith-Jones (FNSW & A League referee) and Rob Nieuwenhuis (FNSW). One of the highlights of 2017 is Year 12 female student, Annie Halls being awarded a full scholarship to study and play at St Edwards University in Austin, Texas.

Gifted and Talented Visual Arts Program

Another successful year as our gifted and talented Visual Arts Program continues to deliver excellent student results.

- "Art-fusion" at Margot Hardy Gallery, Western Sydney University, Bankstown, showcase an eclectic range of artworks by Year 8-10 Gifted and Talented students.

- Our Senior Gifted and Talented students, Christine Halusek and Elizabeth Chea were selected for HSC Intensive Studio Practice workshops both achieving 47/50, which is documented as an extra unit of study on their HSC.

- Visual arts staff attended artist talks at Vivid festival and meet with world renown street artist Shepard Fairey.
- Staff attended the Canon collective network session during Vivid festival and students participated in a photography workshops lead by Canon master photographers.
- Indigenous Contemporary artist Adam Hill (Blak Douglas) presented a talk and workshop to ATSI and yr 8 Elective Visual Arts students.
- Archibald artist Abdul Abdullah presented a talk to yr 12 Visual arts students, as a studied artist from their first case study – artist how express an informed point of view.
- Annual exhibition of HSC artworks, titled “Skin and Bones” resulted in record attendance from both school and local community members and was officially opened by Art-express co-ordinator Kimberly Oates.
- Outstanding HSC results for 2017 cohort. 8 band 6's and 6 Art express nominations.

Sethana M. Transcendent Spectrum

Jennifer M. Cultural Currency

Jessica M. Fragmented Memoirs

Cynthia P. True Beauty

Alice P. Resurrection

Indiana S. Drops of Grace

- The Visual Arts faculty received an award for significant achievement as a Teacher/Team in an Executive role at the Principals Network Awards 2017.