

# 2020 Annual Report

## Bossley Park High School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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While 2020 was like no other because of the global pandemic that is COVID-19, in hindsight there was much to celebrate about in a year filled with disruption and uncertainty. The professional learning that took place quickly and responsively to transform teaching and learning from face to face to totally online and then to a more blended form of some online and some face-to-face teaching and learning was remarkable. The use of Google classroom and Zoom meetings became the new normal. Teachers worked collaboratively to up skill themselves and others quickly and flexibly to enable learning to continue for our students. This was important for all students, but especially for our HSC students, where there was so much uncertainty as to how the HSC examinations would proceed, if at all. It was also a very challenging time for our Year 7 students who only completed a Term of high school before being required to stay at home for online learning for much of Term 2. However, students came through this time safe, resilient, and happy to come back to see their friends and teachers again. Many thanks to our school wellbeing teams consisting of the Deputy Principals, Year Advisers, Counsellors and, Students Support Officers who continued to provide support and connection for students while at home and also to our front office and technical support staff that provided advice, information and support for families as well as the provision of laptops and internet access for those who required these.

While most normal school and external events, such as the school athletics carnival, Years 7 and 9 NAPLAN tests, all inter school, regional and state sporting events, performing arts such as the Schools Spectacular, other vocal, dance and musical events, debating, robotics competitions and all school excursions did not occur in 2020. It was a huge surprise and uplifting to have the Minister of Education the Hon. Sarah Mitchell and the Premier of NSW, the Hon. Gladys Berejiklian visit the school in September to announce that the Department of Education HSC program, called, "Best in Class" would continue and be expanded to offer more HSC subjects to provide high impact professional learning across NSW schools, including regional and remote areas by expert HSC teachers who consistently achieve outstanding results. Our very own Head Teacher Visual Arts, Melanie Cassin has been selected in this program for the past two years. It is wonderful to see her outstanding teaching and leadership be recognised in the State and our students and teachers have benefitted from her expertise.

In 2020 11 students in Visual Arts be awarded a Band 6 - a score of 90 and above, from a total of 17 students, with all VA students achieving a Band 4 (a mark of 70 and above), a truly outstanding result. Despite the disruptions to learning throughout the year, the Year 12 students achieved amazing results with an almost a 6% increase in the number of Band 4-6 results achieved. This is a school target to increase the number of Bands 4-6 and we are extremely pleased with this continued upward trend of excellent HSC results. Nine subjects achieved above State results - including Agriculture, Dance, Extension 2 English, Industry Technology, Legal Studies, Modern History, Society and Culture, Studies of Religion 1 and Visual Arts.

During the Premier's visit she announced that schools would be able to have a school formal to celebrate and mark the end of the 13 years of high school life and achievement. It was a happy day for many HSC students. As a school we had our very first ever Year 12 formal under the stars in the quad. This allowed us to conform to the COVID safe guidelines and have all Year 12 attend and be able to have dancing included. The whole quad was lit with thousands of fairy lights expertly installed by our teachers and the setting looked amazing as a team of teachers and students worked tirelessly to make it the best ever for a year group that endured a pandemic in their final year. The word was out, and SBS came and

did great news story on the school and our Yr 12 formal. Preparations for this event sent a wave of excitement across the whole school in anticipation of the evening. Year 11 hospitality students were also on board to help with the serving. The evening was hugely successful, the weather was perfect and students and staff had a most memorable time.

While many school events did not occur, and while students were not at school it provided the perfect time to completely refurbish the library with new carpet, painting, furniture, shelving and technology. Including new learning spaces and a dedicated senior student area. We also installed new electronic doors at the entrance of the library in response to our students in the support unit to make it much easier for access. Additionally we refurbished two of the science labs in the demountable classrooms that were in a poor state and brought them back to a very useable and inviting learning space. All the demountable classrooms that weren't previously painted were also completed during this time, including new carpet and blinds for many of these rooms. The performing arts faculty also used this time to refurbish a small room into a high tech music room with 20 new Apple computers supporting students to compose music and use technology to help them to engage and learn music. The PA faculty area now looks amazing with the new work done to the rooms and a new mural in this area depicting musical artists during a range of eras painted by visual arts students.

In many ways 2020 proved to be a very remarkable year but we are collectively gratefully of the cooperation from carers/families, staff and students that helped the school to remain open and be safe throughout the year and that we were finally able to be all back together.

### Message from the school community

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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 2020, The teaching staff as well as the students truly strived for excellence and success as the Covid-19 pandemic changed the world as we knew it. The teaching system had to be turned upside down with a conversion from classroom teaching to online lessons. The transformation was completed in an amazingly short time with little loss of learning opportunities for the students. Through all of the complications and changes necessary to accommodate the new social environment, Bossley Park High School not only strived for excellence and success but achieved it in providing the best possible learning experience for the students. The school results were again an improvement on previous years, and although many of the traditional representative events did not happen in 2020. Once again, the BPHS GAT programs are proving to produce quality students across many faculties with TFP members signing contracts with National Premier League and A-League Football Clubs, continued success in visual Arts, Performing arts and Industrial Arts, plus of course several high achieving GAT students in HSC. The BPHS Robotics club, continued to host the second largest regional "First Lego League" event in Australia, although this year it was a remote event with all judging undertaken online.

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 the school and the education department. All parents are welcome and encouraged to attend and learn more about the daily lives of their children, upcoming events, the achievements and plans of the school and the opportunities available to their students at Bossley Park High School.

Bossley Park High School continues to provide Excellence in education for the students resulting in Success across all areas of their endeavors, a tribute to the Programs offered and the dedicated Teachers and Executive Staff of this outstanding School.

### Message from the students

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The past year was one of unforeseen circumstances which would have never been imagined in our lifetime. The effects of Covid-19 were felt by all, yet the strength in overcoming the challenges experienced were a testament to the resilience of all in the Bossley Park High School community. The events resulted in a majority of SRC initiatives needing to be postponed or cancelled due to the various restrictions in place. This was to ensure the paramount health and safety of the community in these unprecedented times, including various events in which the SRC and school are involved, such as Relay For Life and the Salvation Army Red Shield Door Knock Appeal. In response to these difficult circumstances, the SRC altered various initiatives by implementing strategies to fundraise for different organisations in need. One focus of the SRC was raising funds for Bonnie's Support Services, a local not-for-profit organisation that provides support for victims of domestic violence and the homeless. The donations from Bossley Park High School staff and students included a variety of toiletries and hygiene products along with the SRC selling individually packaged donuts and cookies to raise funds of over \$1300 for the organisation. The SRC also ran the Christmas Trolley Drive Appeal for the Fairfield Uniting Church Diner, which provides meals for the homeless and those less fortunate where numerous canned goods and staples were donated. Thank you to everyone who supported the above organisations, who were incredibly grateful, especially in a time where there was an increased need for resources and donations. Despite the difficulties experienced

during the year with Covid-19, the SRC and the Bossley Park High School community demonstrated compassion, flexibility and adaptability during such trying times, showcasing the ability to overcome any obstacles or adversity. We hope that 2021 is a safe and prosperous year for all!

SRC representative Amy Vu Year 11

## School vision

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 wellbeing 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 1440 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 130 highly committed staff which includes an executive leadership team of a Principal, four 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 respected in the community for its strong student wellbeing and leadership initiatives that nurture student aspirations. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

Student success as future focused, curious and aspirational learners.

### Purpose

Our students will be literate, numerate and curious. They will acquire foundational and technical skills and learn to use these in increasingly enterprising and creative ways to apply them in diverse environments. They will be challenged to acquire bodies of knowledge and skills to be powerful learners by expanding and making articulate their repertoire of learning strategies.

### Improvement Measures

Increase the percentage of students demonstrating expected growth or greater in literacy.

Increase the percentage of students demonstrating expected growth or greater in numeracy.

Increase the percentage of students that consistently perform at high levels on external and internal school performance measures and reduce equity gaps.

### Overall summary of progress

The Literacy team have delivered targeted lessons to address the literacy needs of the students. This involves mapping lesson outcomes to the National Literacy Learning Progressions. Students completed 'Checkpoint' tasks every lesson and data collected was imported into PLAN 2 to track and monitor student progress. Additionally, 100% of students met the Minimum Standard for Literacy. Students completed revision activities to prepare for the assessment. To further inform our practice, students completed the Check-In assessment in Literacy and that data was presented to the school to ensure teachers were more aware of the Literacy needs of their students.

There was an increase in the use of formative assessment strategies across subject areas which enabled teachers to track student progress. These strategies were compiled in 'Literacy Toolkits' and 'Numeracy Toolkit' which complemented to use of Learning Intentions and Success Criteria to drive teaching and learning and provide students with the agency to monitor their own learning.

The numeracy team addressed the numeracy needs of the students in all Mathematics lessons in stage 4 and stage 5. All students met the Minimum Standard for Numeracy. Students completed revision activities to prepare for the assessment. To further inform our practice, students completed the Check-In assessment for Numeracy and that data was presented to the school to ensure teachers were more aware of the Numeracy needs of their students.

### Progress towards achieving improvement measures

**Process 1:** Develop and implement a high quality whole school literacy and numeracy approach.

Evaluation	Funds Expended (Resources)
Teaching staff trialed different strategies and embedded most relevant strategies from the toolkits into teaching programs,	Literacy and numeracy coordinator and additional english teacher for targeted literacy classes in Years 7-9  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$100000.00)</li></ul>

**Process 2:** Implement innovative teaching strategies and improve the consistency of teaching effective evidence based and future focused practices.

Including:

- High Expectations
- Explicit Teaching
- Effective Feedback
- Use of data to inform practice
- Classroom Management

## Progress towards achieving improvement measures

- Process 2:**
- Wellbeing
  - Collaboration

Evaluation	Funds Expended (Resources)
All faculties programs were updated to be live documents and to reflect explicit teaching practices that align with syllabus outcomes and school priorities.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$50000.00)</li></ul>

## Next Steps

In 2021-2024 SIP, 'Explicit teaching of Literacy and Numeracy' will be a major initiative under our Strategic Direction 1 'Student growth and attainment'.

Continued work for staff to engage with the National Literacy and Numeracy Learning Progressions to monitor student progress will be undertaken. A culture of sharing of teacher practice on explicit literacy and numeracy strategies is to be established through teacher collaboration including cross faculty meetings.

A planned and strategic approach to students successfully meeting literacy and numeracy minimal standards through our Literacy and Numeracy Coordinators will continue. This will compliment the current practice of embedding literacy lesson into the timetable for stage 4 and 5 which are taught by English teachers.

Introduction of the covid Intensive Learning Support Program (ILSP). Through using data to target the students in need of support and the employment of a variety of suitable qualified educators, the optimal use of resources will be established. The outcome will be to improve student growth and narrow the gap brought on by a year of disrupted learning.

In the 2021-2024 SIP, 'Evidence Based Teaching Practices' will be a major initiative under our Strategic Direction 2 'Staff expertise and leadership'.

Staff will undertake High Impact Professional Learning and embed evidence-based practices contained in the 8 elements of the 'What works best' Department of Education (DoE) Reform. These elements are: Explicit Teaching, High Expectations, Effective Feedback, Use of data to inform Practice, Assessment, Classroom Management, Collaboration, and Wellbeing. Professional learning will be driven by identified students needs. It is expected that through collaborative and applied professional learning, teaching practice will be strengthened.

A strong whole school focus will be placed on the High Potential and Gifted Education Policy developed by the DoE. This will be driven by the Teaching and Learning Executive Staff Team under the leadership of the senior Executive. In 2021, the HPGE policy will be a key document that staff will begin to unpack through professional learning and further differentiation of teaching programs. Understanding and embedding this policy will be a journey conducted over the course of the 2021-2024 SIP.



## Strategic Direction 2

Excellence in teaching, leading and learning.

### Purpose

Staff will engage in the accreditation process and seek professional development opportunities to remain aware of the changing conditions which support and uphold the importance of the future focused learner. The achievement and learning of students requires a focus on collaborative practices amongst teachers and strategies that are evidence based that have a track record in accelerating student success and lifelong learning.

### Improvement Measures

All staff engaged in professional learning targeted to achieve the school's strategic directions and professional learning goals.

Increase in proportion of teachers consistently utilising evidence based teaching and learning practices to improve student performance.

### Overall summary of progress

All staff involved in the Leaders Colloquium successfully completed all faculties have engaged explicit programming with the support of Curriculum Advisors from Schools Services to embed evidence-based practices including: LISC, effective questioning, effective feedback and formative assessment. In addition to this, relevant Stage 6 staff have engaged in PL on HSC High Leverage Strategies.

### Progress towards achieving improvement measures

**Process 1:** Engage staff in professional learning to trial and implement innovative teaching and learning practices.

Evaluation	Funds Expended (Resources)
Staff will require additional professional learning on relevant innovative practices. The development of the STEM Toolkit provides staff with further information and learning on STEM - this toolkit will need to be continually updated to reflect current innovative teaching and learning practices. Engagement with Atomi as an online learning platform for Stage 6 has been successful and will need to be evaluated to determine if the school will continue to use this online platform.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li><li>• Socio-economic background (\$32000.00)</li></ul>

**Process 2:** Provide staff opportunities to achieve and maintain accreditation levels and become leaders through mentoring, coaching and structured programs.

Evaluation	Funds Expended (Resources)
Successful completion of the Leadership Colloquium by all staff involved has sparked interest for new staff to be involved in future. The PDP process and lesson observations have been successful - these processes are continuous and staff are encouraged to continue observing lesson outside of the PDP process to further improve their practice. Successful Induction Program - evaluate and modify for the future to determine the most effective organisation.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>

**Process 3:** Provide opportunities for collaboration to occur among colleagues via learning walks, team teaching and teams meetings.

Evaluation	Funds Expended (Resources)
Implementation of Collaboration Meeting towards the end of the year proved	<b>Funding Sources:</b>

### Progress towards achieving improvement measures

to be successful. These cross-faculty meetings enable staff to collaborate and work towards a shared vision for the school. All staff have effectively engaged with online learning platforms such as: Google Classroom, Microsoft Teams, Zoom, Google Drive. More PL on these online technologies would be beneficial to staff.

- Socio-economic background (\$10000.00)

### Next Steps

All faculties will continue to engage with explicit programming with the support of HT Teacher and Learning, further embedding evidence-based teaching practices that align with the What Works Best research paper. All faculties will have representatives that complete the HSC High Leverage Strategies PL and share this learning with staff. In addition to this, the Induction Program will continue to be run to support beginning teachers. To further support the professional learning of staff, the High Impact Professional Learning policy will also be implemented to ensure that all future PL is driven by student needs.

### Strategic Direction 3

Engaged school community to support a positive learning culture and resilient citizens.

#### Purpose

To increase real world experiences and opportunities between students, teachers and the wider community, contributing to a culture which promotes a positive learning environment. Through our wellbeing programs and teaching practices we will know our students as learners and as people so they will be caring, resilient and principled citizens.

#### Improvement Measures

Increase of the proportion of students demonstrating active engagement and connectedness with the school and its community.

Established a consistent school wide system to embed positive behaviours for learning.

Improve student and staff wellbeing results.

#### Overall summary of progress

Due to Covid-19, a lot of changes had to be made to our Wellbeing initiatives in 2020. We were unable to run our programs as well as we would have liked due to external presenters and educators unable to enter the premises. This however, enabled us as a staff to re-think our programs and how we deliver them. Engagement with the school community continued online with parent teacher interviews being conducted via Zoom. Year meetings were delivered online and streamed directly into classrooms to ensure that support networks were maintained despite the physical distancing. PBL expectations were delivered online and were also adapted to the demands of online learning in the form of short, instructional videos. Tell Them From Me student survey results from 2020 demonstrated an increasing in student belonging, sense of achievement and school advocacy. Tell Them From Me teacher survey results from 2020 indicated an increase in staff morale and collaboration.

#### Progress towards achieving improvement measures

**Process 1:** Develop and strengthen current student engagement programs and opportunities for students to work with community partners.

Evaluation	Funds Expended (Resources)
These programs have supported our students to promote meaningful learning experiences outside normal classroom activities. We have seen an increase in motivation and positive behaviour as a direct result of these programs. They provide leadership opportunities and challenge students to reach their potential and set them up for success. Getting involved and participating in a supportive group setting, builds a sense of ownership and belonging. Through the modelling of positive relationships with each other as well as teachers, guides them to become active members of the community.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

**Process 2:** Revise and relaunch student and staff wellbeing programs that support a caring, positive, learning culture and increases student engagement.

Evaluation	Funds Expended (Resources)
Results from the Tell Them From Me survey of staff in 2020 indicated that staff morale was high despite the difficulties of online learning and the impact of COVID.  The flu vaccination for staff continued in 2020 and was well received by staff.  The employment of a full-time Student Support Officer has supported student wellbeing and developed positive relationships between staff and students in the junior engagement programs.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$100000.00)</li></ul>

## Progress towards achieving improvement measures

The creation of an online Wellbeing Hub allowed students to access resources that focused on mental health, digital citizenship and study skills, as well as an online self-referral for school counsellor intervention.

The engagement of a Headspace personnel to be onsite once a week has increased access to mental health support services for students and their families.

Completion of the PBL Self Assessment Survey by staff evaluated the PBL framework and matrix within the school environment and provided actionable progress measures and priorities moving forward.

## Next Steps

In 2021-2024 SIP, "Strengthening wellbeing culture" will be a major initiative under Strategic Direction 3 "Unearthing the potential, developing the talent". By strengthening this wellbeing culture, Bossley Park High School will continue to be a place where every student is provided with the opportunity to connect, thrive & succeed.

The Wellbeing Team will collaborate, investigate and expand external links/partnerships with outside agencies. Develop further opportunities for growth of established wellbeing and engagement programs as well as introducing new initiatives/strategies. Through continued adoption and embedding of the Wellbeing framework: 'Connect, Succeed and Thrive' students will be known, valued, and cared for through a structured and specific approach to supporting student wellbeing and school engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$8 400.00)</li> </ul>	Student attendance and engagement remained high throughout 2020.
<b>English language proficiency</b>	Additional English Teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$35 800.00)</li> </ul>	<p>Evidence of Language Acquisition and improvement in literacy is evident in our NAPLAN results. The results highlight an upward trend, achieving above state average and seeing a greater shift across the bands towards the upper bands.</p> <p>Once having had the support through the small group intervention, students sitting the minimum standard testing, the majority of these students pass.</p> <p>Student engagement in class has improved as teachers are delivering tasks and using texts that are accessible for students.</p>
<b>Low level adjustment for disability</b>	Two additional learning support teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$166 487.00)</li> </ul>	The Learning Support Faculty was successful in being able to assist in the identification and assessment of students with individual/special needs; work with school executive, teachers and parents to plan and design appropriate programs for students with additional learning needs. and deliver professional learning for staff with a focus on the Early career teachers in making reasonable adjustments for the students in their classes.
<b>Socio-economic background</b>	Provision of additional Deputy Principal, Head Teacher Secondary Studies and Student Support Officer  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$970 271.00)</li> </ul>	The Library usage has increased and is being used by a wide variety of teachers. Senior study has been a popular sit for study periods and new technologies have been adopted.
<b>Support for beginning teachers</b>	All beginning teachers received additional funding and were overseen by the HT Teaching and Learning.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$91 261.00)</li> </ul>	All teachers achieved proficient accreditation as demonstrated in their portfolios of evidence. New staff completed an induction program and ongoing support was provided for classroom management and identified areas for growth.
<b>Targeted student support for refugees and new arrivals</b>	Student administration officer - arabic speaking to support refugee parents and students.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$44 523.00)</li> </ul>	<p>The EALD team were successful in identifying and catering for students with English as an Additional Language or Dialect learning need. This included team-teaching, resource and assessment modification, collaboration times with KLA teachers and other stakeholders.</p> <p>Working closely with Wellbeing team to highlight the social and emotional needs of the EALD learners in the school.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	727	727	715	727
Girls	702	718	691	660

Student enrolment will be reduced over coming years in line with the Departments new Enrolment Policy.

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.1	94.3	93.2	96.1
8	93.2	92.5	91.7	94
9	91.6	91.2	90.1	92.7
10	91.3	89.3	89.3	92.6
11	91	90.9	90.2	92.2
12	92.4	93	92.1	93.1
All Years	92.4	91.9	91.1	93.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

At Bossley Park High we expect all students to maintain attendance above 90%. Strategies are put in place to have regular communication between the school and families when students are absent from school.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a



positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### 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
Employment	2.3	5.5	16
TAFE entry	1	1	10
University Entry	0	0	68
Other	7.8	4	2
Unknown	1	1	3

The majority of students leaving in Year 10 and 11 went to other schools due to families relocating.

### Year 12 students undertaking vocational or trade training

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36.05% of Year 12 students at Bossley Park High School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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99% of all Year 12 students at Bossley Park High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	72.9
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	20.85
Other Positions	1.2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Accreditation program is coordinated by the Head Teacher Teaching and Learning and involves an extensive program of support including the employment of experienced external Teacher Mentors, a 10 week induction program and classroom support. Early Career Teachers receive direct assistance and feedback when compiling their portfolios of evidence. Those seeking higher levels of accreditation meet regularly to collaborate and receive support from colleagues.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	5,479,255
<b>Revenue</b>	17,464,918
Appropriation	16,571,170
Sale of Goods and Services	308,904
Grants and contributions	544,150
Investment income	11,272
Other revenue	29,422
<b>Expenses</b>	-16,275,546
Employee related	-14,703,069
Operating expenses	-1,572,477
<b>Surplus / deficit for the year</b>	1,189,372
<b>Closing Balance</b>	6,668,628

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	185,707
<b>Equity Total</b>	1,716,983
Equity - Aboriginal	8,405
Equity - Socio-economic	970,271
Equity - Language	320,237
Equity - Disability	418,070
<b>Base Total</b>	13,772,331
Base - Per Capita	342,141
Base - Location	0
Base - Other	13,430,189
<b>Other Total</b>	572,378
<b>Grand Total</b>	16,247,399

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

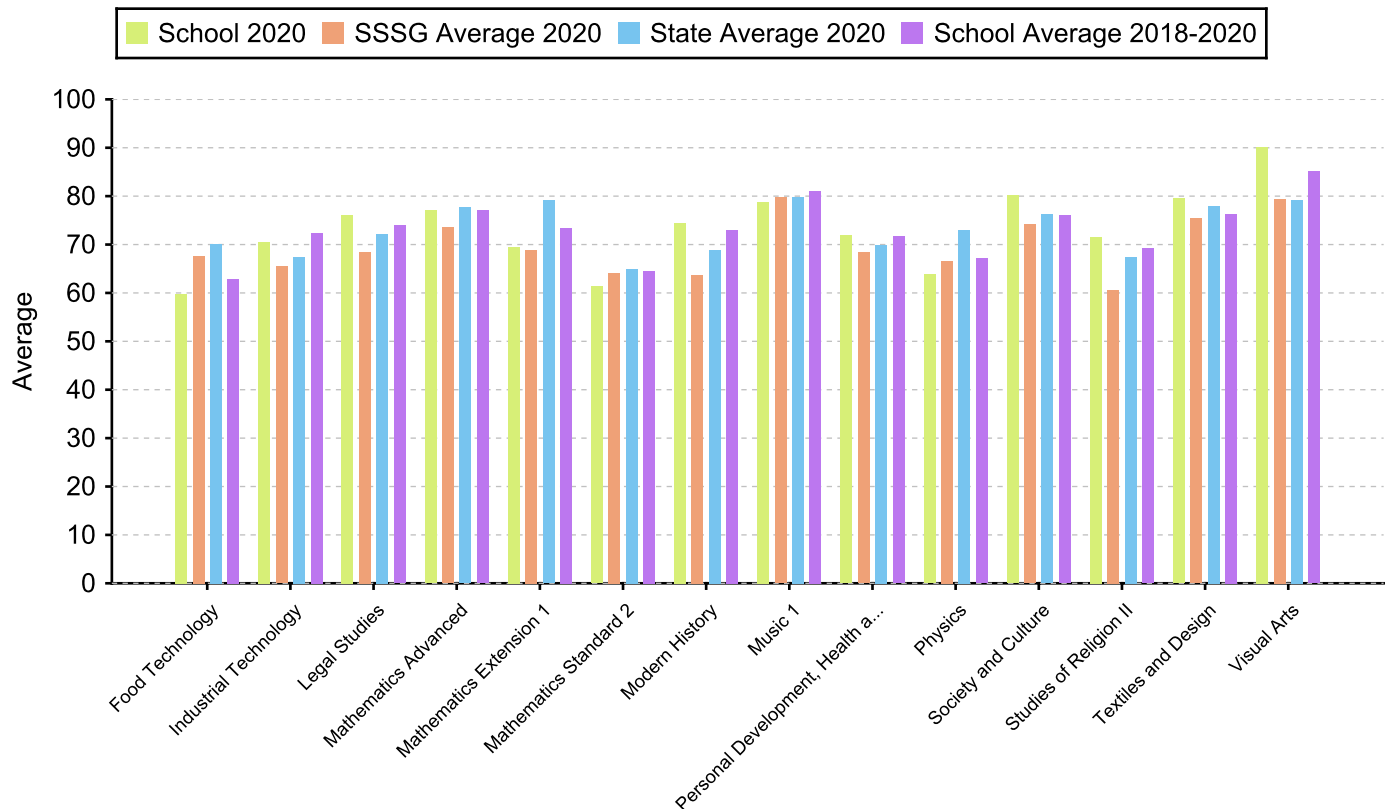
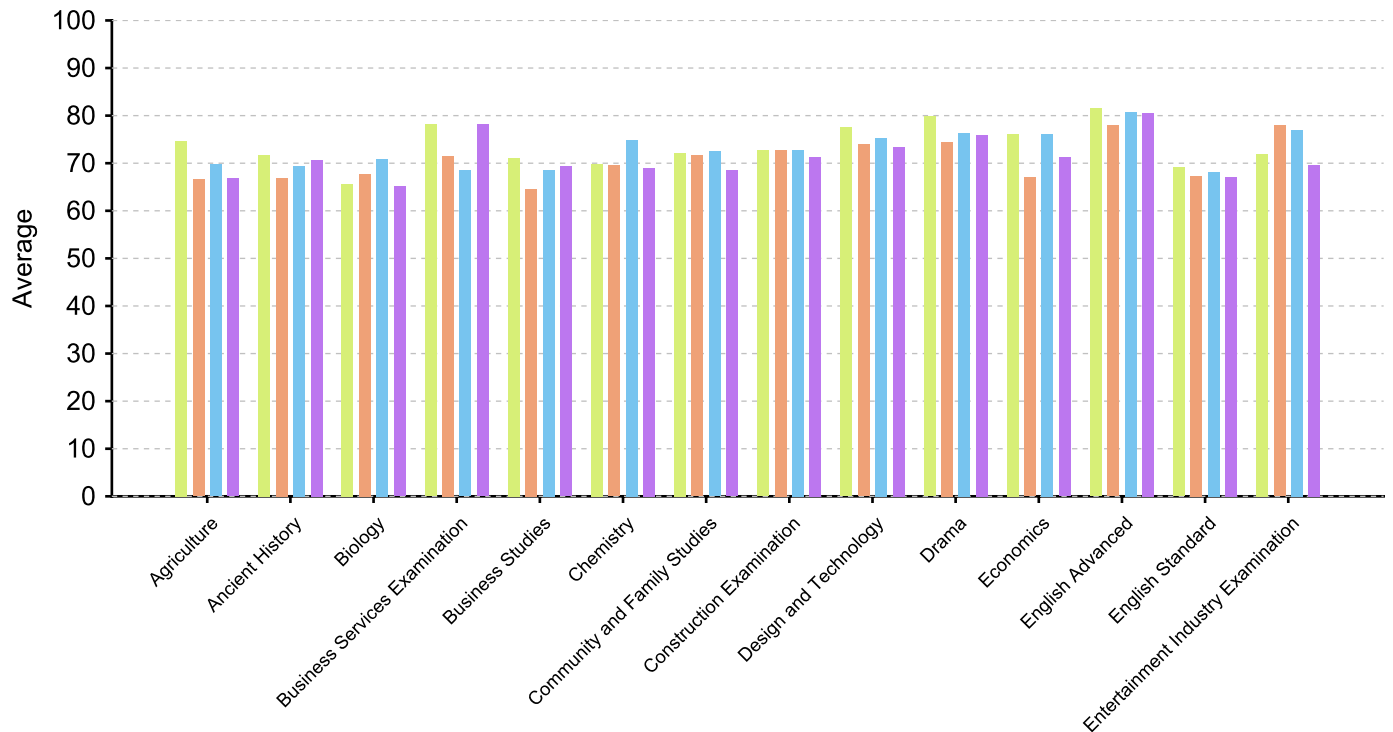
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Agriculture	74.6	66.6	69.7	66.8
Ancient History	71.7	66.9	69.4	70.6
Biology	65.6	67.7	70.8	65.1
Business Services Examination	78.1	71.5	68.5	78.1
Business Studies	71.1	64.6	68.6	69.3
Chemistry	69.8	69.5	74.8	69.0
Community and Family Studies	72.2	71.7	72.4	68.5
Construction Examination	72.7	72.8	72.8	71.3
Design and Technology	77.5	74.0	75.4	73.4
Drama	79.8	74.4	76.4	75.9
Economics	76.2	67.0	76.1	71.2
English Advanced	81.5	77.9	80.8	80.5
English Standard	69.1	67.4	68.1	67.2
Entertainment Industry Examination	71.9	77.9	77.0	69.6
Food Technology	59.8	67.7	70.2	62.8
Industrial Technology	70.5	65.5	67.5	72.3
Legal Studies	76.1	68.4	72.1	74.0
Mathematics Advanced	77.0	73.5	77.7	77.0
Mathematics Extension 1	69.5	68.8	79.1	73.4
Mathematics Standard 2	61.3	64.2	64.9	64.5
Modern History	74.5	63.7	68.9	73.0
Music 1	78.8	79.7	79.8	81.1
Personal Development, Health and Physical Education	71.9	68.4	69.9	71.7
Physics	63.8	66.6	73.0	67.1
Society and Culture	80.1	74.2	76.2	76.0
Studies of Religion II	71.6	60.6	67.5	69.2
Textiles and Design	79.5	75.4	77.9	76.3
Visual Arts	90.1	79.4	79.2	85.1

## Parent/caregiver, student, teacher satisfaction

2020 was greatly impacted by COVID guidelines and created the opportunity to modify the ways we communicate with parents, students and staff. An example of this is parent teacher nights were conducted via video conference- overall parent satisfaction was high with 90 % of parents preferring this method of communication. Some feedback provided by parents about the advantages of this change included:

- Appointment times ran to schedule. There was no waiting for parents who take extra time with the teacher. It was also a more personal experience with less noise and interruptions.
- Your time was locked in and no one pushed in when it was your allocated time.
- I live in regional NSW so I enjoyed the opportunity to meet and talk with the teachers.
- No parking or waiting for the teacher and or going from one teacher to another. The interview experience was quiet no need to battle with the noise in the hall. Very confidential.
- Being able to have meetings from home at times that were convenient. Teachers saw me at allocated times. Meetings were friendly and pleasant.
- There is not much difference from face to face to Zoom. You still see the teacher and get to ask questions and get feedback. Convenient in your home space.
- I didn't have to take time off work to leave and go to the school. I could just log onto my phone and do the interviews.

Teachers also found the process had its advantages:

- Having the comfort of the classroom was far less stressful, more convenient, and a lot more efficient. I could have a more detailed conversation about the students learning, especially when both parent and the student were available to be online, it became a real two-way conversation compared to simply talking at the parent.
- It allowed me to summarise the feedback and share my screen with a presentation. It was also much easier to cut off parents to stick to the time limit.
- I didn't feel as rushed speaking to the parents and I was able to provide more feedback.
- I found the experience a lot less stressful. I'm always one of the last to leave so it was better being at home and not leaving in the dark. Also it meant that I didn't have any unexpected interviews.
- I can control the length of interviews more easily. I have the function to screen share to show student work. It is conducted in a less stressful for Parent/Student and Teacher. Really happy with this experience and super keen to continue it moving forward for all year groups.
- Access by parents who may not have the opportunity to come to our school. Students and parents participated during the interviews.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

At Bossley Park High we have a team of dedicated teachers working closely with our Aboriginal students and their families to set goals, monitor achievement, provide support when necessary. While offering them extra opportunities to learn about their culture and meet and participate in activities with other Aboriginal students across the state. The First Nations team also oversee the whole school initiatives for all students so they can learn in an authentic and meaningful way. Activities were impacted by COVID restrictions in 2020.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Bossley Park High our anti racism officer is Mr Chow from PDHPE. Who investigates and support students when any report is made.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

There are 1400 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds.

The school is recognised for its broad curriculum including programs that support the development of talent and high potential in a range of areas, including visual arts, robotics, accelerated mathematics, performing arts - dance, music, and drama, and a selective talented football program for both boys and girls. We also offer HSC Vocational Education and Training (VET) courses in Construction, Business Services, Hospitality, and Entertainment Industry to cater to a variety of career pathways. We foster strong partnerships with universities, businesses, and community groups to provide further opportunities and experiences to strengthen learning and engagement for our students. The school prides itself on outstanding academic success, high-quality teaching, and learning and the inclusion of STEM education across the curriculum.