BIRRONG BULLETIN

The Newsletter of Birrong Girls High School

Cooper Road, Birrong 2143 Telephone: 9644 5057

Issue No. 5 **August 2025**

RELIEVING PRINCIPAL'S REPORT

Dear Parents,

Welcome to Term 3, a term that is full of exciting activities from subject selections for Years 8 and 10, the selection of the 2026 Prefect body to the conclusion of course study for Years 11 and 12.

Year 12

For Year 12 it is their final term of high school life and they are now finalising major projects and preparing for their Trial HSC examinations which will commence in Week 5, Monday 18 August. Excellent attendance, motivation, self-discipline and hard work are essential to success in the HSC and, indeed, life. Students should also seek out teachers who have the knowledge and expertise to assist them in maximising their success. We wish our Year 12 students the very best for their Trials in the lead up to the HSC in Term 4.

Term 3

The start of Semester 2 is a very important term as it provides opportunities for a fresh start for those students who did not make the progress they had hoped for during Semester 1. For those who had a very positive first half of the year, this is the time for consolidation and further improvement. Students are asked to take the time to read their Semester 1 academic report comments and consider the feedback their teachers have provided. Please encourage your daughter to reflect on her performance and work hard to be the best she can be. I encourage any parents who have concerns about their child's progress to contact the relevant Deputy Principal, Head Teacher or appropriate year adviser. It is important that we keep communication open and that we work together in the best interests of all our students.

Thank you to:

The parents who took the opportunity to discuss their daughter's Semester 1 reports with the teachers at the Parent-Teacher meeting on Tuesday 1 July 2025. The feedback received from the online survey completed by parents on the evening was very positive. Parents indicated they believe very strongly that:

- the teachers are caring and provide a stimulating and challenging learning environment
- the school takes their concerns seriously
- they feel welcome at the school
- the school is always looking for ways to improve what it does
- the school has high expectations of students.

Uniform Matters

Our school community has very high expectations with regard to uniform because it presents a positive image of the school to the public, creates a sense of belonging and improves student safety. Now that winter is upon us, students should be wearing the uniform which includes the woollen school jumper and blazer, available from our onsite uniform shop. Cardigans, jackets, hoodies and black long-sleeved undergarments are not part of our uniform and are not to be worn. Please ensure that your daughter conforms fully to the school's uniform policy, a copy of which can be found in her school diary or on our website and wears her uniform with pride.

School Building Projects

We are in the final stages of two projects at the school. The first is the much-needed toilet upgrade. This project started last term and continued over the holiday break. We were hoping it would be ready for the first week back at school. As of Week 3 the works were completed and we now have access to the upgraded toilet block. Below is an image of the works:

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The second project that has now been completed is the refurbishment of our Café 29. This project started in the last week of Term 2 and handover occurred at the end of Week 2. This space is where our students engage with their nationally accredited VET Hospitality course. A picture of Café 29 in progress:

Attendance Matters
I have been addressing the declining rates of student attendance at assemblies, year group meetings and during parent meetings. I am very concerned with our poor attendance data and the impact of absenteeism on student learning, progress and attainment of related outcomes. If you are receiving letters about poor attendance from the school, it is important that as a family you address these concerns throughout this semester. We all need to work together to ensure our girls are at school each and every day.

Congratulations
Sireen Al Khaled of Year 10 for your representation as a finalist at the Plain English Speaking Competition on Wednesday 30 July. Sireen's preparation was strong and by making it to the finals she was in the top six students across NSW schools out of over 300 entrants. We are so proud of her achievements to be a finalist against students who were in Years 11 and 12. Amazing job Sireen.

Coming Events
- Zonta Birthing Kits assembly day, Saturday 16 August
- Year 12 Trials, 18-29 August
- Year 11 Final examinations 1-12 September
- Year 12 Parent Session – Surviving the HSC (date to be confirmed)
- Year 10 Subject Selection Interviews, Tuesday 12 August
- Year 8 have started their processes to support them select their Stage 5 electives.

I invite you to contact the school to make an appointment with me (Tel: 9644 5057) if you have any issues that you wish to discuss about your daughter's education.

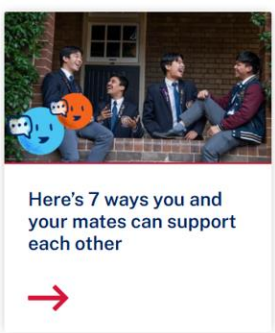
Warmest regards,

Renee George
Relieving Principal

REPORT FROM THE DEPUTY PRINCIPALS

Welcome to Term 3 2025, one of the busiest terms for all students across the school!

Year 12 students are working exceptionally hard as they near their Trial HSC Examinations, which commence in Week 5. This is the last term of course work for students before they embrace their HSC Examinations in Term 4. All students will need to work hard and knuckle down into strong home study habits to assist their examination preparation. Take your teachers' advice and don't let obstacles get in the way of your success. Make sure you take advantage of the Homework Centre and any HSC clinics made available to you for each of your subjects. Students should also have a look at the NSW Department of Education's Stay Healthy HSC website which contains fantastic resources and strategies for study techniques, exam tips and maintaining a healthy lifestyle. https://education.nsw.gov.au/schooling/students/stay-healthy-hsc



Year 11 students are also engaging in the last term of their preliminary studies before they commence their HSC course of study in Term 4. Year 11 will also be involved in the nomination and selection of the 2025 – 2026 Prefect body in the second half of this term. This process is about selecting students who represent and uphold the ideals of Birrong Girls High School in all areas of life. Prefects who are selected are role models and ambassadors for our school community and the process is taken very seriously. Year 11 students also face their final examinations starting in Week 7. The tips provided on the previous page on the Stay Healthy HSC website are equally recommended for Year 11 students.

Year 10 students are currently engaging in the Year 10 subject selection program, including a Subject Market, a student and parent/carer information session and targeted interviews with our Executive teachers. The aim of the subject selection process is to introduce information about the range of courses that students can select for Year 11 and continue into Year 12 from 2026 to 2027. Students will gain valuable insights into the rigour required for all courses before having to make their ultimate selections. The subject selection information session focused on the Year 10 subject selection process regarding appropriate course selections, Preliminary and HSC requirements and ATAR information to assist in the overall selection of 2026 courses. Thank you to the many parents/carers who participated in these important sessions. If students or parents/carers have any concerns with subject selections, please contact the school and speak to Ms Zomaya, the relevant Head Teacher, Ms Winchcombe, or Mrs George.

Year 9 students are enjoying participating in a range of extracurricular activities! Congratulations to our Year 9 debating team who have been out and about persuading adjudicators with well thought out arguments and representing the school with pride! Our spoken word competition is also underway for Year 9 and requires our students to compose and perform their own piece of poetry about any aspect of their life experiences. Class winners have already been selected to compete in the final during Education Week in Week 3. We look forward to what is sure to be an inspiring final.

Year 8 students are preparing for the selection of their Year 9 2026 elective subjects. All Year 8 students have been issued with a course booklet outlining individual course information before they must narrow their selections down to the two most appropriate courses for them to study throughout 2026-2027. A parent meeting is scheduled for Wednesday 13 August from 1:50pm. Students have also finished their class presentations of their STEAM projects and design of their sustainable artworks, ready for the final showcase! We are looking forward to seeing the final presentations.

Year 7 thoroughly enjoyed the annual reptile incursion in the last part of Term 2! A fabulous experience of learning and conquering fears! They will also be engaging in a STEAM project this term as part of Project 21, which emphasises the development of the 21st century skills such as communication, collaboration, creativity and critical thinking. STEAM stands for Science, Technology, Engineering, Art and Mathematics – and at Birrong this means students working together to solve a problem. The project will begin with a STEAM-skills immersion development day and will continue to expand their skills during their Science, Technology, Visual Arts and Mathematics lessons. Students will work in teams to create a rollercoaster which incorporates the elements of each subject, as well as those 21st century skills!

Year 9, 8 and 7 students will be undertaking the annual Check-in Assessment during Weeks 3, 4 and 5. These online literacy and numeracy assessments support schools to assess and monitor student learning. The assessment supplements existing school practices to identify how students are performing in literacy and numeracy and help teachers tailor their teaching more specifically to student needs.

We encourage students to attend the after school Homework Centre onsite every Tuesday to Thursday. Please contact the office for specific details.

Ms Andrews, Ms Winchcombe and Ms Boyle
Deputy Principal & Rel. Deputy Principals

STUDENT WELLBEING REPORT

Maintaining attendance over 90% is extremely important for ongoing and consistent student learning and achievement. All students should be at school every day unless they are sick or require medical attention. Every student can improve their attendance percentage by coming to school every day from this point on. Look at this example to see how every student can make great improvement - if in Semester 1 you had 10 days absent, then you have an attendance rate at 89% attendance. If you have no more absences in Term 3 then your 10 days absent will put you at 93% attendance. If you have no more absences in Term 4 then your 10 days absent will put you at 95% attendance. You can improve your attendance by being present everyday.

School Vaccinations
The school vaccinations will take place in Week 5 on Monday 18 August. Year 7 students are offered a single dose vaccine for diphtheria-tetanus-pertussis (whooping cough) and a single dose vaccine for human papillomavirus (HPV). Parents

can register their consent online from now or with a paper consent form that will be issued.

Year 10 are provided a vaccine for the meningococcal disease which is a contagious disease caused by a bacterium called Neisseria meningitidis (also known as meningococcal bacteria). Meningococcal disease is a very serious infection which can develop quickly and can cause severe scarring, loss of limbs, brain damage and death. Anyone with a suspected meningococcal infection needs to see a doctor immediately. Meningococcal disease is a medical emergency. It can kill within hours, so early diagnosis and treatment is vital. Do not wait for the purple rash to appear as that is a late stage of the disease.

Vaccination is a safe and effective way to protect yourself from meningococcal disease. Year 10 students can receive this vaccine in Term 3 on 18 August if consent is given either online or with a paper consent form that will be issued.

How to provide consent:

1. To complete online consent for your child's school vaccinations, visit: https://nswhealth.service-now.com/school

   Or use the QR code in the following image.

2. Follow the steps to log in to your existing ServiceNSW account. This is the same account you may already use to renew your driver's licence. If you don't have a ServiceNSW account, refer to ServiceNSW to create one.

3. Update or confirm your personal details in ServiceNSW as required.

4. Complete the School Vaccination Consent Form for your daughter(s). You will need to:
   a) Enter your daughter's personal details
   b) Provide the Medicare card details for you and your daughter
   c) Read the linked Parent Information Sheet and privacy statement
   d) Provide consent.

If you are unable to give consent online or if you and your daughter do not have a Medicare card, consent can be provided by requesting a paper consent form which will be issued to students soon. The completed and signed consent form needs to be returned to Ms Salvagio at the Learning Support Staffroom.

The Resilience Project
Our school continues to deliver **The Resilience Project (TRP)** to all our students as the program is committed to **teaching positive mental health strategies** to prevent mental ill-health and **build young people's capacity to deal with adversity.**

Our teachers and students engage in weekly lessons and activities around the key principles of Gratitude, Empathy, Mindfulness (GEM), and Emotional Literacy to build resilience.

Gratitude
Practicing gratitude allows us to pay attention to what we have, increasing feelings of happiness and leading to a more positive outlook on life.

Empathy
Developing empathy fosters deeper connections, increases our likelihood of acting kindly, and helps us experience positive emotions.

Mindfulness
Mindfulness allows us to be responsive to our experiences rather than reactive, and to live with greater balance, presence and connection.

There are many ways that GEM can be used with families at home to reinforce the strategies being taught at school to increase student well-being and resilience. Go to the websites on the following page to access information about the program and for ideas for use at home.

Check out their website for more information:
The Resilience Project
https://theresilienceproject.com.au/
And check out TRP@HOME; for videos on mental health and activities for the whole family, to help improve your wellbeing and build resilience. Try the links below.
TRP@HOME
https://theresilienceproject.com.au/at-home/parents-2023/
https://theresilienceproject.com.au/at-home/wellbeing-hub/

Brain breaks
Brain breaks are a great way to increase young people's physical activity time and reduce time spent being sedentary. Australia's Physical Activity and Sedentary Behaviour Guidelines recommend that children aged between 5–17 years should spend 60 minutes a day doing some form of physical activity, and that they should limit sedentary recreational screen time to no more than 2 hours per day.

Brain breaks are also a fantastic way to increase focus, memory, and brain efficiency. Exercise increases blood flow to the brain, which wakes it up.

A simple activity to do at home: walk around the room balancing a paper plate on your head. Add things to the plates to make it more challenging. Challenge other family members to see who can last the longest without dropping anything.

Student of the Month Award
Congratulations to Zaina Hihi of Year 12 who has been awarded the Student of the Month award for June 2025. She has demonstrated citizenship and commitment to the school community. She has a positive attitude to all aspects of her schooling, and she has demonstrated determination to attain improved learning outcomes.

Zaina has shown commitment to the school community through her involvement in various programs and teams over the years. She has been a dedicated member of the Social Justice Team, playing a valuable role in fundraising and being involved with the assembling of ZONTA Birthing kits over the years. She has been a supportive and encouraging Peer Support Leader to Year 7 students transitioning into high school and an enthusiastic Peer Reading Tutor. Zaina demonstrates leadership and cooperation as a member of the School Prefect Body, participating in various fundraising projects and events. She was recognised as a finalist in the Canterbury Bankstown Youth Awards for Leadership in 2024. Zaina has also participated and raised funds in the annual Ration Challenge over the past four years.

Out of school Zaina enjoys cooking, creating new recipes and experimenting with different flavours. She is passionate about volleyball and regularly plays socially with friends. She attends Arabic school and is enthusiastic to enhance her Arabic language skills. In her free time, Zaina enjoys tutoring family members. She also enjoys trying new things such as skateboarding, basketball, using clay and crocheting. She is also passionate about human rights causes and actively participates in fundraising and events that support human rights.

Her future goal is to attend university to study health or medical science to pursue a career as a pharmacist or in the field of midwifery as these fields will enable her to support people in need. She aspires to be involved in humanitarian aid organisations to support disadvantaged communities, and she hopes to become a member of an animal rescue team.

Ms Salvagio
Head Teacher Female Students

CAREERS NEWS

UTS Excursion: A Day of Discovery, Ideas & Uni Vibes
On 3 June, a group of Year 11 students, including myself, visited the University of Technology Sydney for the UTS@Uni program. The day was designed to give us an insight into university life, what it's like to study there, what courses are on offer, and how our interests could turn into future careers.

Students engaged in specialised programs based on their selected future pathways. These included Science, Media, Law, Medical, Business and Educational pathways.

The students were amongst 500 students from schools across NSW.

After arriving on campus, we were welcomed in one of UTS's lecture theatres and introduced to the university's focus on practical, industry-connected learning. Later we split into different faculty groups, Law, Business, Media, and more, based on our interest and career pathways we were curious to explore.

Law: In today's society
In the Law stream, we were introduced to the foundations of legal study and why the law plays such a vital role in shaping society and protecting individual rights. With guidance from UTS staff and students, we gained insight into what studying law at university actually looks like, including the kinds of topics we'll explore in the upcoming UTS@Uni program. While we didn't dive into case studies just yet, we were given a clear sense of how legal reasoning, critical thinking, and ethical debate form the core of legal education.

Business: Build It, Pitch It, Sell It
In the Business stream, we were introduced to the broad scope of the business world, from entrepreneurship and marketing to finance and leadership. The session offered a clear overview of what studying business at university entails and what to expect in the upcoming UTS@Uni program. To encourage teamwork and creative problem-solving, we took part in a hands-on challenge, building the tallest tower possible using spaghetti and marshmallows. This fun activity demonstrated the importance of strategic planning, innovation, and collaboration, key skills for any aspiring business professional. The session sparked curiosity about the real-world impact of business and gave us a solid foundation for what's to come.

Media: Storytelling with Impact
In the Media stream, we were introduced to the exciting world of storytelling, animation, and filmmaking. The session provided an overview of what studying media at university involves and what to expect in the upcoming UTS@Uni program. We learned about the importance of crafting stories that connect, persuade, and inform audiences, and how media shapes society and influences the way we understand the world. The experience offered valuable insight, especially for anyone interested in careers in filmmaking, or social media, and sparked enthusiasm for the creative possibilities ahead.

Final Reflections
What made the day stand out wasn't just the sessions, it was the opportunity to get a genuine feel for university life. Walking through the campus, spending time in student areas, and speaking with current UTS students and peers from other schools made the transition from high school to university feel more concrete and achievable.

The UTS@Uni excursion also gave us space to think seriously about our interests and future pathways. Whether it opened up new possibilities or reinforced existing goals, it offered clarity and direction.

Thank you to UTS and our school staff for organising a valuable and well-structured experience.

Written by Celestia Elali, Year 11

Winter School Holiday program 2025
During the first week of the school holidays (7th to 11th July) a group of Year 11 students including myself took part in the U@Uni Winter School Program at the University of Technology Sydney (UTS). This one week program gave students a unique opportunity to experience university life while exploring different areas of study based on their interests. Students were placed into faculty groups including Media, Law, Business, Arts and Social Sciences, and Health.

In the Media group, students created flip books and animations, using a range of tools and techniques offered by the university to bring their creative ideas to life. By the end of the week, they showcased their work at an exhibition attended by peers and staff.

The Law faculty explored real legal cases, building their critical thinking and public speaking skills through debates and mock trials. It was an engaging and thought-provoking experience that encouraged students to speak up and voice their opinions with confidence.

The Business students were given real world problems to solve using a business mindset. They developed teamwork, creativity, and communication skills as they worked together to find solutions to global and local challenges.

In the Arts and Social Sciences faculty, students explored what it means to be Australian by creating narratives that reflected the diversity and

complexity of Australian identity. It encouraged deep thinking, collaboration, and the sharing of personal perspectives.

Meanwhile, the Health faculty gave students access to real medical simulation rooms and equipment. Using lifelike mannequins, they learned basic health procedures and explored what it's like to study and work in healthcare.

While the academic experiences were a highlight, what made the program truly unforgettable were the friendships and connections formed along the way. Spending a week together in a completely new environment brought students closer not just within their faculty groups, but across the whole Winter School cohort. Shared experiences, group projects and lunches on campus, created bonds that go beyond the program.

Many students left winter school with lifelong friends, a stronger sense of independence, and the confidence to step into their final year of school with fresh inspiration.

Written by Rahil Sadat, Year 11

Year 12 UTS Holiday Open Day Experience
The UTS open day attended by our schools U@Uni students and other Year 12s, provided an invaluable experience for prospective university students, offering a comprehensive introduction to student life and tasks. The campus was buzzing with energy, with many other Year 12 students also exploring their options. The day was structured around hands-on workshops designed to simulate the practical aspects of university education. Participants were able to engage directly with various activities, gaining firsthand insights into different fields of study and teaching methodologies at UTS.

These workshops not only showcased the academic environment but also highlighted the vibrant campus culture and the resources available to students. By actively participating in these sessions, attendees could assess whether UTS aligns with their academic and personal aspirations. The open day served as an effective platform for students to connect with faculty, current students, and fellow applicants, fostering a sense of community and providing a realistic preview of the university experience.

These activities were not only informative but also genuinely fun, making the entire day engaging and memorable. Getting to participate directly in workshops provided a clear sense of what studying at UTS would be like, helping to gauge whether the university aligns with personal interests and academic goals. Overall, it was an insightful and enjoyable day, solidifying thoughts about future studies and university choices.

Written by Ferdos Haidar

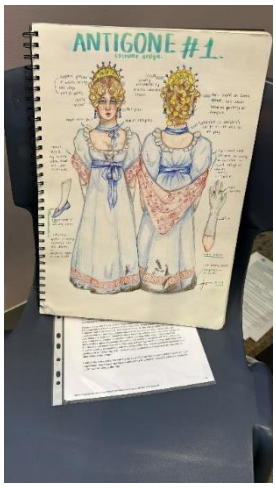
Year 10 Subject Market
Year 10 participated in the subject market on Wednesday 23rd July, Week 1 Term 3 in the new school hall.

Students were provided with a market style presentation to get further insight to every subject available to select from in 2026.

Thank you to the staff presenters and staff who have supported the process by developing videos for the Year 10 Google Careers Classroom. These videos further consolidate the information provided during the subject market.

Year 10 parents and guardians are now requested to book in an appointment for the subject interview process scheduled for Tuesday 12 August. Every student has the link via the Year 10 Careers Google Classroom platform.

Ms Shinas
Careers Adviser



Harding Miller Education Foundation Scholarship - Mastercard Experience

I was grateful to receive the Harding Miller Education Foundation Scholarship which has provided me with access to a range of invaluable resources, including financial assistance, academic support, and exclusive opportunities designed to enrich my education and future career. One such opportunity was through the Foundation's *Future Success* program, which allowed me to take part in a five-day work experience placement at Mastercard during the school holidays. During this time, I gained valuable insight into the world of finance, technology, and innovation, while learning directly from industry professionals.

The experience gave me a clearer understanding of how my interests can translate into real-world careers and motivated me to explore new pathways for my future.

Written by Misk Hassan, Year 10

YEAR 11 BIOLOGY FIELDWORK EXCURSION

Term 3 kicked off with a mandatory excursion for Year 11 Biology students. The three classes and their teachers travelled to Buffalo Creek Reserve in Hunters Hill before following the Field of Mars educators into Lane Cove National Park.

After a short bushwalk, the students used a range of equipment to measure abiotic factors at two different sites in the environment. The students also made observations of the local wildlife, including invertebrates like centipedes and termites, and the signs left behind by animals such as bandicoots and swamp wallabies.

Lunch on the rocks or down by the river in the warm winter's sun. It was complete with visits from wildlife and the girls encountered brush turkeys and ravens who wanted to share their food!

To wrap up the day, human impacts on the environment were also studied with first and second hand information. The students got to see direct impacts on the ecosystem when we found a deceased long-nosed bandicoot and hypothesised what may have caused its death.

Overall, the students had a great day engaging in tasks done by ecologists in the environment and learned how to make valid conclusions about what they observed and measured. They did an

excellent job representing their school and we were very fortunate to have a beautiful sunny day for our outing.

Miss Rothwell
Science Faculty

All of 11.3BIO1

Sarah taking wind measurements

Rouba, Meeral and Shamma identifying invertebrates in a leaf litter sample

REPORT FROM THE SOCIAL SCIENCES FACULTY – TERM 2 WRAP-UP

Term 2 has been a vibrant and enriching period for students in the Social Sciences faculty at Birrong Girls High School. From financial planning and legal analysis to enterprise initiatives, students across Years 8 to 12 engaged in meaningful learning experiences that bridge the gap between theory and the real world.

A major highlight was the successful completion of 70 hours of mandatory work placement by all Year 12 Business Services and Retail Services students. These placements, held in retail stores, schools, medical centres, offices, and community organisations, allowed students to apply vocational skills in business software, customer service, WHS, sustainability, and communication. Students demonstrated maturity and adaptability while gaining a deeper understanding of workplace expectations. The Social Sciences team extends its gratitude to all host employers for supporting this valuable program.

In the classroom, students explored a wide range of topics that encouraged inquiry, application, and problem-solving.

In **Year 8 Geography**, students examined liveability and assessed how different factors such as safety, transport, and access to services affect quality of life. They conducted surveys and created maps to evaluate their local area.

Year 9 Geography students explored urbanisation and internal migration in Australia. Using case studies and planning tools, they analysed how cities grow and adapt sustainably. In **Commerce**, they examined consumer rights and responsibilities, evaluated unethical business practices, and deepened their understanding of ethical purchasing. **Work Education** students prepared for employment through learning about workplace rights and responsibilities.

Year 10 Geography focused on coastal management, where students assessed environmental changes and evaluated strategies such as dune rehabilitation and sea walls. A major highlight of **Year 10 Commerce and Work Education** was the Mother's Day Stall. Students worked collaboratively to design, price, and sell a wide range of gifts while developing enterprise, financial, and customer service skills. Profits supported the Zonta Birthing Kits project, with a school-wide assembly planned for Saturday 16 August.

In **Business Studies**, **Year 11** students investigated the role of business and began working on their own business plans. **Year 12** students focused on the finance function, studying cash flow, profitability, budgeting, and risk analysis.

During the holidays, students completed a mock HSC trial and are now preparing for their Trial and HSC examinations. Teachers are working on an upcoming excursion to Sweet Lily's Café and a Business Studies workshop, including a food truck incursion with Wheely Gourmet.

In **Legal Studies**, **Year 11** students examined human rights in Australian and international law and the emerging legal challenges posed by technologies like AI and facial recognition. **Year 12** students investigated the effectiveness of legal and non-legal responses to family law issues, such as domestic violence, divorce, parenting arrangements, and care and protection of children. They also participated in a mock exam during the two-week holidays and for their Trial and HSC exams. Teachers are in the process of preparing for an excursion to the Police and Justice Museum and NSW Parliament.

In **Economics**, **Year 11** students developed foundational knowledge in macroeconomics, microeconomics, exploring supply and demand, elasticity, and labour market trends.

Throughout the term, Social Sciences students demonstrated intellectual curiosity, collaboration, and a strong commitment to their learning. The faculty is proud of their achievements and looks forward to another successful term ahead.

Term 2 Learning Highlights – Social Sciences

- **Year 8 Geography –** Students analysed liveability through transport, environment, services, and safety, creating annotated suburb profiles and maps.
- **Year 9 Geography –** Focused on urban change and population movement, using case studies and digital mapping tools.
- **Year 9 Work Education –** Covered job readiness, career planning, resume writing, and interview skills.
- **Year 9 Commerce –** Investigated consumer rights and financial decision-making in the digital age.
- **Year 10 Geography –** Evaluated coastal issues like erosion and sea-level rise and assessed strategies like community action and sea walls.
- **Year 10 Commerce & Work Education –** Continued developing enterprise and teamwork skills.
- **Year 11 Business Studies –** Students explored business influences and are building their own business plans.
- **Year 12 Business Studies –** Focused on cash flow, profitability, and gearing as part of HSC preparation.
- **Year 11 Legal Studies –** Analysed the intersection of human rights law and emerging technology.
- **Year 12 Legal Studies –** Evaluated legal reforms in family law and access to justice for vulnerable groups.
- **Year 11 Economics –** Studied supply and demand, market equilibrium, and wage setting in Australia.

Education Week Activities Week 3-4 – Get Involved!

- **WOW Factor Geography Challenge:** Submit a photo, artwork, or sketch of a natural or human feature that made you say "WOW." Entries close Friday 15 August.
- **Geography Trivia Challenge:** Monday Lunch, Week 4 -– Test your skills with flags, capital cities, maps, landforms, and more! Prizes up for grabs. Register your interest on notice board outside Social Sciences staffroom.
- **Zonta Birthing Kit Assembly Day:** Saturday 16 August, 9:00am–12:00pm – Join students and staff in assembling 12,000 clean birthing kits to support women in developing countries. See Ms Elmir or Ms Tariq for a permission note. Parents can contact the school directly to register their involvement.

The Harmony Bazaar and **Clean Up Challenge** will be held this term, promoting cultural celebration and environmental responsibility across the school community. Students keep your eyes open for notices on how to get involved!

Ms Elmir
Head Teacher Social Sciences

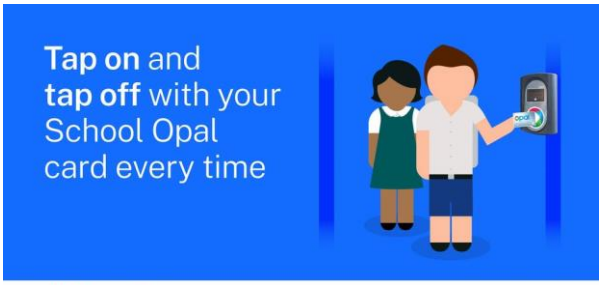
BIRRONG GIRLS HIGH SCHOOL
PARENTS & CITIZENS ASSOCIATION

Parents are invited to attend the
P&C MEETING in the new Admin building
meeting room
at Birrong Girls High School
on Wednesday 20 August 2025 at 4pm
Please register your attendance
by phoning the school office

BIRRONG GIRLS HIGH SCHOOL CALENDAR

August:	
Monday, 11th to Friday, 15th	▪ Year 11 VET Hospitality & Cookery Work Placement
Tuesday, 12th	▪ Year 10 Subject Selection compulsory interviews, school hall, 2-4pm
Wednesday, 13th	▪ Parents of Year 8 (2025) Subject Selection Meeting, school hall, 1:50-2:50pm
Saturday, 16th	▪ Zonta Birthing Kit Assembly Workshop, 9am-12pm
Monday, 18th	▪ Year 7 Vaccinations
Monday, 18th to Friday, 29th	▪ Year 12 TRIALS
Wednesday, 20th	▪ P&C meeting, 4pm
Tuesday, 26th	▪ NEW DATE for Year 8 Field Day at Condell Park
September:	
Monday, 1st to Friday, 12th	▪ Year 11 exams
Tuesday, 2nd	▪ Year 7 Field Day at Condell Park ▪ Year 10 VALID Testing, p3&4
Thursday, 11th	▪ R U OK? Day
Tuesday, 16th	▪ Back up date for Year 7 Field Day at Condell Park
Wednesday, 17th	▪ Parent Assembly for Award Recipients, 9am
Monday, 22nd	▪ Catch up Vaccinations, all students
Tuesday, 23rd	▪ Showcase of Year 7 Rollercoaster
Wednesday, 24th	▪ Year 12 Picnic Day
Thursday, 25th	▪ Year 12 Graduation, school hall, 10:30am
Friday, 26th	▪ Last day of Term 3

OPAL CARD REMINDER



NSW Transport

We would like to remind students and staff of the importance of carrying and correctly tapping on their Opal cards when using public transport services.

Recent observations continue to show low compliance rates among some student passengers, which impacts our ability to accurately monitor patronage and ensure adequate service delivery.

- Students must carry their Opal card at all times when using public transport.
- Opal cards should be tapped on and off for every journey.
- Tap-on data helps assess demand and plan reliable school bus services.

Thank you.
Transit Systems NSW

Transport for NSW

Road safety

Driving and parking safely near schools

The beginning and end of the school day are busy times around schools. That is why you need to take extra care in 40km/h school zones.

Drive safely

- Slow down to 40km/h in the school zone and stay aware of crossings.
- At a supervised crossing, follow the directions of the School Crossing Supervisor. They help manage traffic and assist children to use the crossings on roads near and outside of schools.
- Always give way to pedestrians particularly when entering and leaving driveways.

Park legally and safely

- Parking signs are planned with children's safety in mind.
- Park safely and legally, even if it means walking further to the school gate.
- Always park and turn legally around the school. U-turns and three-point turns are dangerous.
- Never double park as it puts children at risk.
- Never park in a bus zone or in the school bus bay.
- Don't park across the school driveway or the entrance to the school car park.
- Make sure your child uses the 'Safety Door' (rear kerb side door) to get in and out of the vehicle.
- Model safe and considerate behaviour for your child – they learn from you.
- It's always a good idea to use the drop off and pick up area suggested by your school. This will help keep all children as safe as possible during the busiest times of the school day.

Children learn safe road user habits from you and will continue them when they are old enough to travel alone.

For more information on keeping children safe in the road environment visit the families section on **safetytown.com.au**

Stock code 450950005 June 2024 © Transport for NSW

NSW GOVERNMENT

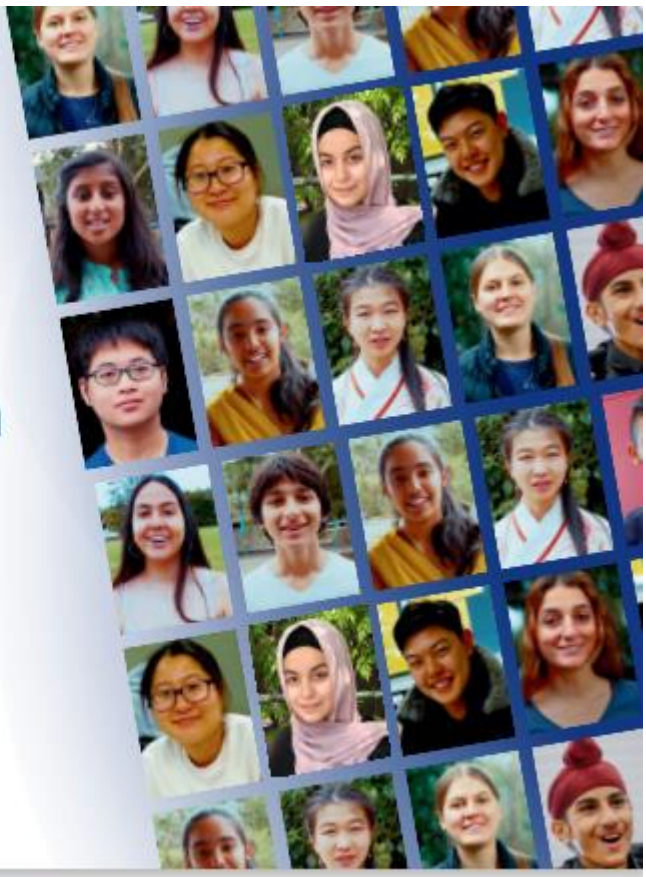
Too many lives lost on NSW roads.
Our goal is zero.

TOWARDS ZERO

SCL Secondary College of Languages

| Connection | Diversity | Excellence

Study a language with us in 2026



ENROLMENTS OPEN 21 July 2025

Scan the QR code or visit our website at sclanguages.schools.nsw.gov.au

The Secondary College of Languages is the leading provider of free face-to-face languages education in NSW.

Our college provides a pathway for students to learn a language when it is not offered at their weekday school.

Our courses follow NESA syllabuses and contribute towards the HSC and ATAR.

Classes are held on Saturday mornings at 13 campuses across Sydney, Newcastle and Wollongong.

Students from public schools and other educational providers are eligible to enrol at our college.

LANGUAGES

Arabic	Macedonian
Armenian	Modern Greek
Bosnian	Persian
Chinese	Polish
Croatian	Portuguese
Filipino	Punjabi
Hindi	Russian
Italian	Serbian
Japanese	Spanish
Khmer	Turkish
Korean	Vietnamese