BIRRONG BULLETIN

The Newsletter of Birrong Girls High School

Cooper Road, Birrong 2143 Telephone: 9644 5057

Issue No. 7 **November 2025**

RELIEVING PRINCIPAL'S REPORT

Dear Parents,

Acknowledgement and Congratulations – Ms Zena Dabaja

It is with mixed emotions that we acknowledge and congratulate **Ms Zena Dabaja** on her recent promotion to **Director, Educational Leadership (DEL) - Canterbury Principals Network**.

We are extremely proud of Ms Dabaja's unwavering dedication to public education and deeply appreciative of the outstanding support she has provided not only to Birrong Girls but to all the schools she has worked with during her relieving DEL role. Her professionalism, commitment, and leadership have made a lasting impact on our school community.

Ms Dabaja joined Birrong Girls High School in 2019 and demonstrated an unwavering dedication and her leadership has inspired both staff and students alike.

While we are saddened to see her leave, we are delighted that her talents and hard work have been recognised through this well-deserved appointment. We wish Ms Dabaja every success in her new role and look forward to seeing the continued positive influence she will have across the Canterbury Network. Please read Ms Dabaja's message on pages 10-11.

HSC

Our Year 12 girls marked the end of their years at Birrong Girls at the joyous, and for some, emotional Graduation Ceremony held on Thursday 25 September. Wearing their formal graduation robes and school sash, the girls were presented with their school portfolios in front of an enthusiastic crowd of very supportive parents and guardians. The Year 12 girls commenced their HSC examinations on Thursday 16 October with their first English paper and our final examination is on Friday 7 November. I look forward to celebrating the end of high school with them at the Class of 2025 Formal on the evening of Thursday 20 November.

On the previous day, Wednesday 19 November, they will return textbooks, sign-out and collect their school reference. We will all be relieved and delighted when the HSC results are published on Thursday 18 December.

I wish, on behalf of our school community the 2025 Year 12 girls the best of luck in their examinations and success in their future studies and career paths.

Congratulations go to…

- Gabriella Wright for winning the South West Stage 5 Speaking Competition. We are so proud of you. Good luck in the finals on Tuesday 18 November.

Gabriella with her award

Inside this issue:	*Page/s*
Relieving Principal's Report	*1-2*
Report from the Deputy Principals	*2-3*
Careers News	*4-5*
Student Wellbeing Report	*5*
Year 9 Science Incursion – Tick Tick Boom	*5-6*
Social Sciences Faculty Report	*6-7*
Next P&C meeting	*7*
School Calendar	*7*
Attendance Procedures	*8-9*
Message from Ms Zena Dabaja	*10-11*
Notices to Community Members of BGHS from NSW Department of Education	*12-13*
Special Religious Education (SRE) at BGHS	*14*
Saver Plus initiative	*15*
50th Anniversary – Sefton Infants Preschool	*16*
PCYC Safer Drivers Course	*17*
Learner Driver Log Book Run – For drivers in Canterbury- Bankstown	*18*
Term 4 Transition – Six strategies to help prepare for the end of school	*19*

- The newly elected Captains, Vice Captains and Prefects for 2025 – 2026:
  School Captain: Aurora Beaumont
  Vice Captains: Nourel Al Darraji, Kayla Tang and Bassma Alameddine
  Prefects: Saira Ali Zada, Suelayma Badra, Inez D'Adam, Jessica Lien, Rayan Noureddine, Ruby Phung, Yara Shahin and Precious Sukpen.

  These girls display excellent leadership qualities and are great role models for the rest of the student body. We look forward to working with them across 2025 – 2026.

2025 – 2026 Prefect Body

Year 10 Final Exams
Year 10 final examinations are scheduled for Week 4: Wednesday 5 to Friday 7 November. Please make sure you are all working on your student routines to ensure you are fully prepared for your exams. You will be receiving your Year 10 RoSA Certificate if you have completed the necessary requirements at Presentation Day in December.

School Upgrades
We are completing the final stages of our school hallway, stairwell and foyer painting project. The painters have been onsite since last term and the internal walkways are looking very fresh and bright.

We are continuing with the construction to the new building where the open learning commons are being closed in which I have mentioned in the past. This will result in three large and usable teaching spaces. We are looking forward to the completion of this project.

We will also have three very old demountable classrooms being demolished and removed from the school site after the HSC examination period has concluded. This will open up some green space behind the toilet block.

New Support Class for 2026 – Supporting Young Girls with Autism
We are working hard in preparation for our new integration class in 2026 designed to cater for young girls with autism. This exciting addition reflects our ongoing commitment to providing inclusive, supportive, and specialised learning environments that meet the diverse needs of all students.

The new class will offer a structured, nurturing setting where students can access individualised learning programs, social skills development, and emotional support. This class will form part of our wider commitment to fostering understanding, acceptance, and belonging for all learners within our school community.

Welcome
We welcome Ms Hale who will be joining the Birrong Girls community as Principal in 2026. Ms Hale comes to us with a wealth of experience in education and a passion for inspiring students and staff. We look forward to great things we will accomplish under her leadership.

P&C meeting
I extend a warm invitation to all our parents to attend the next meeting which will be held on Wednesday 12 November at 4pm at the school. At this meeting we will be discussing 2025 school achievements and our continued path supporting the school's direction into 2026 so come along and offer your feedback.

I invite you to contact the school (Tel: 9644 5057) to make an appointment with me if you have any issues that you wish to discuss about your daughter's education. I hope you enjoy reading about the achievements and activities of the school in the following pages.

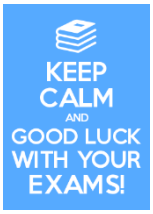
Warmest regards,

Renee George
Relieving Principal

REPORT FROM THE DEPUTY PRINCIPALS

Welcome back to Term 4, a time to work hard towards future goals.

We wish all the 2025 Year 12 students the very best as they embark on their HSC examinations. These examinations end their secondary schooling and prepare them for continued success in future endeavours. So many of the girls have received early entry to university, congratulations girls. Good luck in your HSC examinations! Year 12 should review the Year 12 Welfare Google classroom for updates regarding the formal and sign out processes.



Our Year 11 students have completed their yearly examinations at the end of last term, and they have already begun their preparation for the HSC in 2026. Students have received their reports and should spend some time reflecting on their performance. Students are encouraged to seek assistance from their teachers to identify how they could achieve improvement as they embark on their Year 12 course of study. The Year 12 Handbook (assessment outline and HSC processes) has been distributed and students are encouraged to plan their term carefully, taking note of when assessment tasks are due and ensuring that they are well organised to complete all required work.

Students are reminded to adhere to school procedures for assessment tasks and examinations which are explained in the handbook. Nightly study habits and a clear focus on completing work to develop deep understanding are essential in achieving the best possible future outcomes. It is also important that students achieve a balance between family, study and extracurricular activities. Students should get the right amount of sleep and rest, as this often impacts on the effectiveness of your study routines. If students have trouble maintaining a balance, or need assistance with setting goals, we encourage them to be proactive and seek help from Ms Xerri, Ms Katkarovski, Ms Salvagio, Ms Tselepi, Ms Thai, Ms Ferris or Ms Andrews.

Throughout Term 4 Year 10 students are expected to continue working diligently, making sure they complete all class and assessment tasks to a high standard to ensure they achieve all course outcomes. Students should also be preparing for their Year 10 formal exams which will be held in the hall during Week 4. All Year 10 students have now chosen their preliminary HSC subjects for Year 11 2026. Students were required to reflect on their selections and consider if their choices were best suited to their capabilities and future career aspirations. It is important that students listen to the ongoing advice from staff and continue to make effective decisions allowing them to achieve to the best of their ability. For some students, the prospect of gaining a traineeship or apprenticeship (working and undergoing training whilst being paid) may be a more appealing and appropriate pathway. Parents/Carers of Year 10 students considering an alternate pathway are encouraged to make an appointment to discuss the best options and opportunities for success post Year 10 with Ms Shinas, the school's Transition/Careers Adviser.

Year 9 students are encouraged to continue to engage with their learning for the remainder of the school year in preparation for Year 10 in 2026. Students received their NAPLAN results earlier in the year. These results allow parents/carers to reflect on some areas of their child's progress in literacy and numeracy and allow teachers to plan to further develop literacy and numeracy skills through targeted teaching practices.

Year 8 students are also encouraged to ensure they complete all the required tasks and prepare for their yearly examinations. It is important for all students to attend school every day as we progress through Term 4. All Year 8 students have selected their Year 9 elective subjects for 2026. These electives will continue to be studied in Year 10 2027.

Year 7 students also received their NAPLAN results earlier in the year. To improve, it is vital that parents provide an environment that encourages regular reading which will assist students to improve their comprehension as well as vocabulary. Preparation for yearly examinations is also important for all the students to prioritise. Year 7 experienced a day at Birrong Leisure Centre for Swim School. The weather was fantastic and students had a great day developing their swimming and water safety skills. The students engaged in a STEAM unit, designing and constructing small scale rollercoasters and were invited to attend Luna Park to coincide with the conclusion of the unit.

Parents are reminded that the Homework Centre is available for students to complete work and seek assistance when they experience difficulty. It operates on site Tuesday through Thursday and is supervised by qualified teachers from the school. This term will be a busy time studying for and completing assessment tasks, and preparing for yearly examinations. Now is the time to work especially hard to ensure that reports reflect students' efforts and capabilities.

Every day your child should be spending a minimum of 2 hours on her homework, assignments and revision as well as extra time for study and reading. To help students, parents should discuss their work and outwardly show interest in their learning. This could involve regularly asking them about their learning and helping them to establish a study plan to achieve their goals. Successful students always identify family support as a key element to achieving their success and acknowledge the support accordingly.

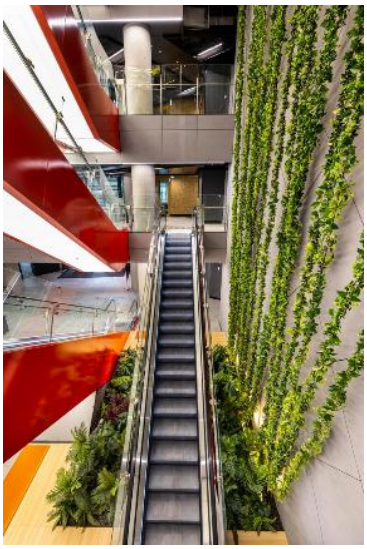
Please regularly check the school's communication channels such as the website, Facebook and Instagram for school updates.

Ad Astra! Aim for your very best this term!

Ms Andrews, Ms Boyle and Ms Winchcombe
Deputy Principal and Relieving Deputy Principals

CAREERS NEWS

Western Sydney University
Year 9 Fast Forward Student Reflections
27 August 2025



Summaya Ali Zada
Western Sydney University On Campus Day was a really fun, enjoyable and great experience. It was an amazing day as we got to engage in new experiences, we got to explore the university and challenge ourselves to communicate and collaborate with different schools like Birrong Boys, Strathfield South, Belmore Boys and Chester Hill High School. Some of the activities we did on campus were hunting for the criminal and answering questions in our groups. Every time we won they would give us points. By the end of the day the team with the most points won prizes. Birrong Girls High School placed 2nd. I really enjoyed this program and I would definitely recommend it to the next Year 9 students in the upcoming years.

Anastasia Elali
My experience with Western Sydney University was great. Western Sydney University has been ranked number 1 for four years due to its work on issues such as sustainability, climate action, equality, inclusivity, and social justice. I enjoyed the way everyone contributed to the program. I could see myself attending Western Sydney University. Also, I liked how the teachers and the students there worked together. When I look back at the photos, I miss it; it gave me an experience I never knew before. Thank you, Ms Shinas, for giving me the wonderful time of my life. A TIME THAT I WILL NEVER FORGET.

Reem Junaid
The Fast Forward program was fun, and I would totally do it again. It was fun due to the lessons that we experienced and how they were taught to us through actual scenarios. This was helpful because it taught me team building skills and teamwork. The investigative nature of the activities really piqued my interest and left me wanting to find out more about the mystery. Overall, I would rate this 4.5/5.

Naya Alahmad
This visit was a pleasant experience, it was full of unexpected adventures, quizzes, and riddles. We got to meet new people and interact with many other schools such as Birrong Boys, Strathfield South, Belmore Boys and lastly Chester Hill High School. The campus was massive with many levels and lecture rooms, studios and cafes/food courts. We enjoyed using our knowledge to solve and interact with the “Top Secret” mission of finding the criminal and uncovering the truth. To conclude, I really had fun and would gladly like to visit once more to experience the university life again.

Retaj Al Darraji
My experience in the Fast Forward program - Year 9: I had a fun and enjoyable day at Western Sydney University, with the Fast Forward program. What I enjoyed most was the group games we played with the other schools, like the game where we had to watch a video and memorise things in it and the flag game too. I also enjoyed walking around the university freely to find evidence of the game we were playing and I liked the teamwork that was happening in between those games. Break time and lunch were also fun as we were allowed to hang out wherever we wanted, but we just had to be back by the time indicated. I will do this again if I can because I had the best time ever and I loved it a lot.

Fatima Kasim
This program was very educational and engaging. It brought to light different aspects of a university and gave me insight on some of the courses Western Sydney University provides. I found it very engaging and interactive. The scavenger hunt was one of my favourite activities as it allowed me to explore the school and impersonate an investigator.

Some new things I learnt whilst attending this program were the differences between soft and hard skills. Soft skills being personal attributes and interpersonal abilities that influence how you interact in work environments. These include communication, adaptability, teamwork etc. On the other hand, hard skills are measurable abilities that can be transferred to everyday environments. This includes knowledge, and leadership. It was overall a wonderful day and great experience.

Maryam Tageddine
The Western Sydney University excursion was an engaging and interactive experience where I learnt new mental skills. During this excursion I learnt the difference between soft and hard skills that may be required for someone to have when applying for jobs. For example, soft skills can be qualities such as teamwork, communication skills, and adaptability. While hard skills on the other hand are more knowledge based and can be something like being bilingual. This excursion opened my eyes to different opportunities to take if I decide to go to university after high school. It identified the direct paths for certain majors and degrees while also highlighting the more indirect paths available for students. This experience summarised how life as a university student could be and widened my knowledge on what is on offer and the opportunities available.

Camila Suni Sallo
My experience at Western Sydney University was wonderful. We played some fun games at the beginning of the day (Icebreakers) which made me more comfortable and less nervous all together. The "mission" was a genius way to get us students to not only explore the university but also do some puzzles and visit different classrooms. The whole day was fun and pretty exciting. My friend and I got lost a few times, but that just shows how massive the university is. Being able to visit the university, I got to experience the environment for the first time, which also helped me think about my future career and possible pathways. The water bottle and hat were pretty nice gifts to remember this day, as well as the notebooks that ended up being really helpful. The freedom given to us was pretty refreshing and nice.

Eman Gmrawi
Going to Western Sydney University gave me a great experience that taught me a lot about future opportunities. I learnt about the difference between soft skills, such as communication, teamwork and adaptability. As well as hard skills, which are more knowledge based, like learning a new language. The excursion also showed me the different pathways into university, whether it's going straight into a degree or taking alternative routes that still lead to the same outcome. This helped me understand that there are many ways to get to your goals in life. Overall, the experience gave me a better picture of what university life may be like and the wide range of opportunities available at Western Sydney University.

Ms Shinas
Careers Adviser

STUDENT WELLBEING REPORT

Many students from Years 7 to 11 are congratulated for maintaining high levels of attendance for Term 3. Students with attendance of 95% and above during Term 3 will be acknowledged and awarded with a recognition certificate. Congratulations to the following students who had 100% attendance of whole days in Term 3.

Year 7: Zainab ALJEBORI, En Ya FANG, Zahra HASSAINI, Katy HUYNH, Omsin KANBANCHONG, Elizabeth KASHABECH, Isla SCOTT, Mariam SHEHADA and Syrin ZREIKA.

Year 8: Rawan BADRA, Amna DAR, Gloria HE, Anh Thu Nguyen (Skylar) LE, Zainab SAQIB and Lien TRAN.

Year 9: Chalisa ABUS, Cliodhna SHIGGINS and Camila SUNI SALLO.

Year 10: Amani AJAMI, Diane KWAK, Yi Qi LI, Adila MUSAVI, Miley NGUYEN, Charlotte PHAN, Albina THAPA, Monica TRAN and Zainab YAGHI.

Year 11: Inez D'ADAM, Nhi DANG, Vivienne LAM, Jessica LIEN, Rayan NOUREDDINE, Danna RAY, Yara SHAHIN, Precious SUKPEN, Heuifanga TAUTUA'A, An Khanh TRAN and Amanda UNG.

Ms Salvagio
Head Teacher Female Students

YEAR 9 SCIENCE INCURSION – TICK TICK BOOM

On Friday 19 September, students from Year 9 were treated to an explosive science incursion called *Tick Tick Boom*, presented by Fizzics Education. Held in the school hall, the session was packed with exciting experiments, loud bangs, and fascinating science facts that had everyone on the edge of their seats.

Fizzics Education is known for making science fun and engaging, and *Tick Tick Boom* was no exception. Students learned about chemical reactions, pressure, and combustion through a series of live demonstrations. Some experiments even involved fire and unexpected explosions—safely controlled, of course!

"I didn't know science could be this cool!" one student said after the show. "I want to try some of those experiments at home—if my parents let me!"

The incursion was not only fun, but educational too. It helped students see how science works in the real world and sparked curiosity about how things react and why.

A big thank you to Fizzics Education for bringing such a memorable experience to our school!

Ms Hamdoun
Science Faculty

SOCIAL SCIENCES FACULTY REPORT

Term 3 was a productive time for the Social Sciences faculty, with students engaging in a range of classroom activities and assessment tasks that deepened their understanding across **Geography, Commerce, Business Studies, Economics, Work Education, Retail Services, Business Services**, and **Legal Studies**.

Looking ahead, **Term 4** will provide many enriching experiences for students across all year groups, with differentiated, practical, and engaging tasks designed to encourage critical thinking and application of learning.

Business Studies students have begun learning about *marketing* and the *interdependence of business functions*. Later this term, they will visit **Sweet Lilly's Café** to observe small-business operations and customer service in action.

Retail Services students are learning about *merchandising* and *balancing sales terminals*. Later this term, they will attend an excursion to **Westfield Shopping Centre** to learn about retail operations, customer service practices, store layout design, and how merchandising strategies influence consumer behaviour.

Commerce students in **Year 9** are studying *promoting and selling*, while **Year 10** students are learning about *our economy*. Both year groups are preparing for an excursion to **Luna Park Sydney**, where they will explore concepts of consumer behaviour and business decision-making.

Legal Studies students have started their *Crime* topic and are looking forward to visiting the **NSW Police and Justice Museum** and **Downing Centre Courts** to see legal principles applied in real-world contexts.

Economics students are currently studying *The Global Economy* and have explored topics such as *economic integration, globalisation, Purchasing Power Parity,* and the *Big Mac Index.* Later this term, they will embark on a **field trip to experience Sydney's economy in action**. The excursion will include visits to the **Australian National Maritime Museum** to learn about global trade, containers, and supply chains; a **teacher-guided Circular Quay and Barangaroo Economic Walk** focusing on urban economics, investment, and tourism; and **The Rocks**, to explore small business operations and globalisation in practice.

In **Geography**, students are delving into a variety of engaging topics.

Year 8 students are studying *Interconnections* and will attend excursions to the **IMAX Theatre** and **Sydney Aquarium** to extend their understanding of tourism, urbanisation, and sustainability.

Year 9 students are studying *Changing Places*, participating in hands-on activities that develop their planning and analytical skills as they consider how cities respond to population growth.

Year 10 students are studying *Environmental Change and Management*, focusing specifically on *coastal environments*. They are developing extended response writing skills through the **ALARM framework**, **Bloom's Taxonomy**, and structured research tasks to prepare for senior studies.

Work Education students have been focusing on developing practical skills for future employment. **Year 9** students are currently learning about

workplace safety and understanding employer and employee responsibilities. **Year 10** students are learning about *preparing for the workplace* and have begun the term by drafting and refining their *resumes* to support their transition into work experience and post-school pathways.

The **Social Justice Team** will continue its fundraising initiatives this term through the **Harmony Bazaar** and other community-focused events, while the **Environmental Team** will launch a **Lunchtime Clean-Up Challenge** to promote sustainability and environmental care.

The **Geography Riddle Competition** will also continue this term, encouraging students to expand their global awareness and cultural understanding through interactive and fun challenges.

The Social Sciences faculty looks forward to another rewarding term filled with meaningful learning, student engagement, and opportunities for growth across all subject areas.

Ms Elmir
Head Teacher Social Sciences

UBS Young Women's Leadership Academy

From **7 October to 9 October**, we (Ruby Phung and Celestia Elali) attended the **UBS Young Women's Leadership Academy** at Chifley Tower. The three-day program featured a series of workshops, guest speakers, interviews, and panel discussions with professionals from various sectors, particularly those in the financial industry.

Each day ran from **8:30 am to 5:00 pm**, during which we learnt about the operations of a global bank, developed essential leadership and communication skills, and received valuable advice from accomplished professionals in the corporate world.

On the **first day**, we explored topics such as global banking, media, venture capital, asset management, the UBS Cadetship Program, and the stock market. We also toured the Trading Floor, where employees provided insights into their roles and daily operations.

The **second day** began with a seminar by guest speaker **Pippa Gardner** from PG Communications, who discussed personal branding and effective communication. This was followed by workshops on interview skills, wealth management, and marketing.

The **final day** included an "In Conversation" session with **Carrie Gray** about project management and consulting, a panel discussion with four women working at UBS, business pitch workshops, a graduation ceremony, and a networking session where students engaged with professionals and built industry connections.

Attending the **UBS Young Women's Leadership Academy** was an incredible opportunity to gain insight into the corporate world, collaborate with like-minded students, and further develop our leadership, communication, and critical-thinking skills.

By: Ruby Phung and Celestia Elali, Year 11

BIRRONG GIRLS HIGH SCHOOL
PARENTS & CITIZENS ASSOCIATION

Parents are invited to join the
P&C MEETING at the school
on Wednesday 12 November 2025 at 4pm
Please register your attendance
by phoning the school office

BIRRONG GIRLS HIGH SCHOOL CALENDAR

November:	
Wednesday, 5th	▪ Year 10 Exams – English am, Mathematics pm
Thursday, 6th	▪ Year 10 Exams – Science am
Friday, 7th	▪ Year 10 Exams – PDHPE am, Geography and History pm
Wednesday, 12th	▪ P&C meeting at school, 4pm
Monday, 17th	▪ Edmondson Cup at Bankstown Girls High School
Wednesday, 19th	▪ Year 12 Sign out, school hall, 8:30am – 10:30am ONLY
Thursday, 20th	▪ Year 12 Formal
Friday, 21st	▪ Year 11 Life Ready Day
Monday, 24th & Tuesday, 25th	▪ Year 10 Peer Support
Wednesday, 26th to Friday, 28th	▪ Year 10 Leadership Week
December:	
Monday, 1st to Friday 5th	▪ Year 10 Work Experience
Tuesday, 2nd	▪ Year 6 Orientation Day, 9:10-11am

PROCEDURES: What do I do ……?

What do I do... **If I COME LATE TO SCHOOL**

- School starts at 8:30 am. Aim to be here at 8:15 am.
- If you are late you must go to the reception office, scan your ID card and get a printed late note.

What do I do… **WITH THE LATE NOTE**

- Show the printed late note to your teacher.
- Take the late note home to your parents and ask them to explain the reason for your lateness.
- Return the late note the next day to the Student Reception office. Unexplained/Unjustified lateness can result in **after school** detentions.

What do I do … **IF I KNOW I WILL BE LATE TO SCHOOL**

- You should bring a note from home explaining why you are late.
- Hand this note in at the Reception office when you arrive.
- You will be given a white late note.
- Show this white note to your teacher.

What do I do … **IF I COME TO SCHOOL AFTER ROLL CALL IS FINISHED**

- If you arrive late to school, no matter what time, you must always sign in at the front office.
- Don't just go to class. The school must know you are here.

What do I do … **IF I AM ABSENT FROM SCHOOL**

- Ring and notify the school **or** reply to the text message sent to your parent.
- Include your name, roll class, date of absence and reason for your absence in the text message.
- If you are away for a few days or miss an assessment task you should bring a Doctor's Certificate.

What do I do … **IF I AM GOING ON A HOLIDAY**

- You must inform the school that you are going on a holiday. Do not just leave.
- Your parents must provide a letter explaining where you are going, your date of departure from school and your date of return to school.
- If you are going overseas you must bring a photocopy of the plane ticket.

What do I do…**IF I NEED TO LEAVE SCHOOL EARLY**

- You must never just walk out of the school.
- Bring a note from your parents explaining what time you must leave and why you must leave.
- Include your name, roll class and date on the letter.
- Give this letter to the Student Reception office no later than **8.20am** on the day you need to leave. You will be issued with a yellow School Leave Pass.
- If your parent/carer is picking you up, they must bring photo identification with them.

What do I do **… IF I AM AT SCHOOL AND I FEEL SICK**

- Never just contact your parents to pick you up, there are consequences for using your phone at school.
- Get a note from your class teacher to leave the room.
- You must then see Student Reception.
- They will contact your parents or family member.

What do I do …**IF I AM MARKED ABSENT AT ROLL CALL BUT I WASN'T** (e.g. work placement)

- Speak to your roll call teacher.
- If you receive a letter asking where you were, bring this letter to Mr Clark or Student Reception.

The Department of Education's Attendance Policy can be viewed on this website:
https://education.nsw.gov.au/policy-library/policies/pd-2005-0259

The NSW government stipulates that all students must attend school every day to ensure they have the opportunity to learn and reach their potential. The New South Wales Education Standards Authority (NESA) expects all students apply themselves with diligence and sustained effort and this requires ***more than 90%*** school attendance per year. For some students illness and other circumstances prevent them from coming to school, which is why parents need to account for any absence. It is a requirement of the school to notify families if their daughter's attendance is below the 90% expectation. Some of you may receive a notification letter regarding attendance; our aim is to raise your awareness so we can ensure all students are at school each day to learn and succeed. School begins at 8:30AM every day and it is an expectation that students arrive at school on time every day. We encourage all students to be at school at 8:15AM just to make sure that any delays do not impact on student learning.

S Clark - HT Administration - Birrong Girls HS

Dear BGHS Community,

I write to you following the announcement that I have been appointed as Director, Educational Leadership, Canterbury network and consequently, will no longer be the proud principal of Birrong Girls High School. When I commenced in a relieving DEL role in 2023, I had no idea that this would be the outcome and it is a bittersweet moment, to celebrate commencing a new role that means I have to relinquish and farewell a role and community that I have loved and valued so dearly.

My principalship at BGHS has been one of the most significant highlights of my career. I had always wanted to lead a girls' school because as the mother of two girls, it was important to me to contribute to an environment that focused on promoting opportunity and excellence for female students. Every decision that was made during my time at BGHS was driven by that one intention- to make sure our students understood, we offered everything they needed to be successful in their future, and they could, with dedication and hard work reach for any star and make it. It has been a privilege to do so, over the past six years.

I am conscious that there are at least two whole year groups who do not really know who I am. Time passes quickly through the classrooms and corridors of schools- people come and go. The majority of students don't understand what schools are about until they are older. The reflective conversations with ex-students are often the most rewarding. It is comforting to know that most students finally 'get it' and apply the life lessons, the executive functioning skills and the emotional intelligence that we were developing in them, when they become adults. But I will not pass on this final opportunity, to articulate the values and philosophy behind our school's approach. Behind the scenes, BGHS has a teaching and learning culture that is deeply embedded in collaboration and a focus on quality, explicit teaching. Our teachers are highly skilled professionals in what they are employed to do. This delivery is happening every day in every classroom. The rules in the school, focus on establishing the appropriate environment for this teaching and learning to occur. Prioritisation of school uniform reflects an understanding that we value the community we belong to and that students are prepared to go about the business of learning. It also demonstrates this to the broader community, making a very important visual impression of pride, respect and coordination. Our rule about mobile phones, which has now been implemented state-wide, has always been about safety, security and focusing on learning. Our rules about fake nails, eyelashes and makeup, are about equity, prioritising learning and respect. An all-girls' environment is a safe space, away from the ridiculous external pressures in society and media to make females feel that their value lies in how they look. The global beauty industry is worth $677.19 billion, and it relies on fuelling the insecurities of females. At Birrong Girls High School, we want students to find their inner strength, their life's purpose and provide them with the skills and knowledge to lead them towards their future achievements- this is real power. Education breaks the poverty cycle and has at the very least, positive impact across three generations. Every time a student walks into a classroom at BGHS it is an investment in their future. My message to students at BGHS will always be that hard work pays off and that

working with your teachers to make the most of the opportunities given to you will allow you to reap the rewards in the future.

I have spent time with many inspirational BGHS students. Students who have worked hard to achieve lofty goals. Students who have demonstrated exceptional leadership skills, made incredible contributions to their school community and formulated impressive plans. I have also spent time with students and families who have faced untold challenges and triumphed over adversity. Our school teams' approach has been to walk alongside and contribute with resources and supports to assist in whatever ways were possible. It has been a weighty responsibility, but an honour for us to do so.

The staff at BGHS are the most incredible humans, including our school administration and support team currently headed by Mrs Murphy. They are selfless and nurturing and hard working. Their commitment to our students often involves sacrifice- time away from their families, extra time across evenings, weekends and holidays- I ask our community to never lose sight of the generosity and intention of our staff- they want the best for your children- they are working in partnership with you to develop and prepare them for their future. I thank and acknowledge all our supportive parents, who have worked in partnership with us over the years. The fruit of this partnership has seen incredible results and ongoing success of our graduates, who have gone on to conquer the world through tertiary study, entrepreneurial pursuits, creative and corporate achievements.

Special thanks and acknowledgement must go to my senior executive team- Ms Renee George, Ms Kelly Andrews, Ms Tracey Cross and Ms Jackie Blue, as well as most recently, in relieving capacity, Ms Boyle and Ms Winchcombe. Ms George has led the school in my absence during the major stages of construction with adept expertise. No principal could wish for a finer senior executive. Ms George, Ms Andrews, Ms Cross and Ms Blue could easily have been principals at any school yet chose to dedicate themselves to BGHS selflessly. My executive team are the finest Head Teachers a principal could wish for, and I thank them for their ongoing management and educational leadership. The BGHS staff have been my family since 2019, they will continue to carry this status, and I will love and cherish them forever. I wish every member of our BGHS community well wishes and every success. I congratulate the newly appointed principal, Ms Natalie Hale and send her well wishes. She is the luckiest principal in NSW and I know you will make her feel welcome.

Zena Dabaja

NSW Department of Education

Ref: DOC25/1847550
22 October 2025

Community Members
Birrong Girls High School

Dear Community Members of Birrong Girls High School,

I am writing to inform you that Ms Zena Dabaja, principal of the school since 2019, has been offered and accepted the position of Director Educational Leadership, Canterbury Principals Network following the completion of a recent public service merit-based selection process. Ms Dabaja has successfully fulfilled the role of long-term relieving DEL for both the Canterbury and Chullora Principals Networks.

Her passion and genuine commitment to the very essence of public education speak for themselves. As principal of the Birrong Girls High School community, Ms Dabaja demonstrated her unique capacity to collaboratively drive school improvement and equitably ensure school decisions are always student-centred. Ms Dabaja's legacy is that of an exemplary principal and educational leader, always focused on student wellbeing and high-quality pedagogical practice.

I know you will join me in warmly congratulating Ms Dabaja on this significant achievement.

If you have any queries about anything in this written correspondence, please contact Mr Andrew Fielding, Director, Educational Leadership, Chullora Principals Network by telephone at the St Peter's Education Office on 131 536.

Sincerely,

Ms Joanna French
R/Executive Director, Public Schools, Metropolitan South Directorate

CC: Andrew Fielding, Director, Educational Leadership, Chullora Principals Network

Executive Director | Public Schools | Metropolitan South Directorate
NSW Department of Education
metrosouthod@det.nsw.edu.au

NSW Department of Education

DOC251884347

29 October 2025

Dear Parents and Carers,

It gives me great pleasure to share the exciting news that Ms Natalie Hale has been appointed as the new Principal of Birrong Girls High School, commencing in the substantive role at the beginning of the 2026 school year. I know you will join me in warmly congratulating Natalie on her well-deserved appointment.

Ms Hale is a highly accomplished educational leader who has demonstrated exceptional dedication and vision in her current role as Principal of Moorefield Girls High School. She brings to Birrong Girls a wealth of experience, deep commitment to public education, and a genuine passion for empowering young women to achieve their best. Building strong, authentic relationships with students, staff, and families is one of Ms Hale's greatest strengths, and she is greatly looking forward to connecting with the Birrong Girls community in the months and years ahead.

Throughout the remainder of this year, Ms Hale will begin engaging with students, staff, and the broader school community to ensure a smooth and positive transition into her new role.

This announcement follows the equally wonderful news of Ms Zena Dabaja's appointment as Director, Educational Leadership Canterbury Principals Network— a fitting recognition of the outstanding leadership she has provided in this role over the past three years in a relieving capacity, as well as her exceptional contribution, dedication and unwavering commitment to supporting schools and their communities.

I would also like to take this opportunity to express my heartfelt thanks to Ms Renee George, who has led the school over the past three years with exceptional skill, care, and commitment. Ms George's passion for ensuring that every girl is known, valued, and inspired to excel has been truly remarkable. Her leadership has strengthened the school's sense of purpose and pride, fostering a positive and supportive environment where both students and staff have continued to flourish. The Birrong Girls High School community is deeply grateful for her outstanding contribution during this period of change.

If you have any questions, please do not hesitate to contact the school. I look forward to continuing to work closely with Natalie and the entire Birrong Girls High School community as we move forward together.

Sincerely,

Andrew Fielding
Director, Educational Leadership
Chullora Principals Network

NSW Department of Education | St Peters Education Office | Church Street, St Peters NSW 2044
T: 131 536 | E: MetroSouthStPeters@det.nsw.edu.au | education.nsw.gov.au | ABN 40 300 172 822

Special Religious Education (SRE) at Birrong Girls High School

NSW public schools offer special religious education (scripture) and special education in ethics, delivered by approved providers wherever available. During enrolment, you can choose a special religious education option for your child from the school's available approved providers. You can withdraw your child from special religious education by selecting alternative meaningful activities, or special education in ethics if it is available. You can update your preference by writing to the school or through the **online form** available at participating schools. Visit the **department's website** for more information about religion and ethics.

At Birrong Girls High School, SRE is delivered in 60-minute lessons in a 5-week block each term on Fridays during period 3 to timetabled year groups.

At Birrong Girls High School, SRE is provided at our school through the following providers:

- **Buddhist Faith**
  The Hwa Tsang Monastery has been accredited to provide SRE in the Buddhist faith to primary and high schools for the NSW Department of Education since 1997.
  For more information, including the authorised curriculum scope and sequence please visit the following site and selecting 'Education', 'Special Religious Education' and then 'Syllabus and Approach':
  - **http://www.hwatsangmonastery.org.au/**

- **Combined Protestant Christian**
  Combined Protestant Christian Churches Special Religious Education (SRE) is being provided through BLAST (Bankstown Local Area Scripture Team). A number of Approved Providers of SRE that meet NSW Department of Education requirements have arranged to partner together to deliver a Combined Christian SRE curriculum.
  The list of providers represent various Protestant denominations:
  - Christian Community Churches of Australia
    https://cccaust.org/
  - Uniting Church in Australia (NSW Synod)
    https://nswact.uca.org.au/
  - Presbyterian Church of Australia (NSW)
    https://pynsw.org.au/
  - Australian Christian Churches
    https://www.acc.org.au/
  - Churches of Christ in NSW & ACT
    https://ccnswact.org.au/
  - Anglican Diocese of Sydney
    https://sydneyanglicans.net/
  - Baptist Union of NSW
    https://nswactbaptists.org.au/

  The name of the curriculum is called Think Faith. Information regarding the curriculum can be found at **http://thinkfaith.com.au**.

- **Islamic Charities Projects Association**
  The Islamic Charity Projects Association (ICPA) is accredited by the NSW Department of Education to teach Islamic Special Religious Education in NSW public schools. The ICPA works under the guidelines of Darulfatwa - the Islamic High Council of Australia.
  For more information about this provider, including the authorised curriculum scope and sequence please visit the following sites:
  - **http://www.icpa.org.au/**
  - **www.darulfatwa.org.au**

- **Australian Islamic Education Services (AIES)**
  The Australian Islamic Education Services (AIES) is authorised through the Department of Education to provide Islamic Special Religious Education lessons in NSW Public Schools. AIES teachers are provided with approved teaching materials and pedagogy.
  For more information about this provider, including the authorised curriculum scope and sequence please visit the following site:
  - **islamiceducation.org.au**

Do you have a health care card? You could be eligible for Saver Plus.

For every dollar you save, you'll get a dollar from ANZ to spend on educational costs, up to $500.

To join, you need to meet all of these requirements:

- ✓ Be 18 years or older
- ✓ Have a current Health Care or Pensioner Concession Card
- ✓ Have a child in school, starting school next year, or be studying yourself
- ✓ Get a regular income (can be you or your partner)
- ✓ Agree to join in free online financial education workshops

saverplus

1300 610 355 **saverplus.org.au**

TSF 25

50th ANNIVERSARY

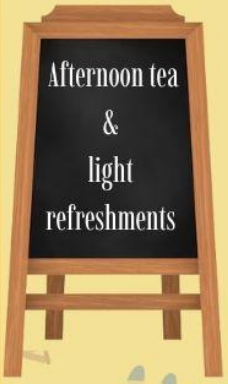
SEFTON INFANTS SCHOOL
PRESCHOOL

Celebrate 50 years of outstanding preschool education with us!

4 - 6 pm

Wednesday 26 November 2025

~ All current and former Sefton Infants Preschool staff, children and families are warmly invited.



Sefton Infants School

Working Together

LEARN TO:

- Recognise hazards
- Reduce crash risk
- Identify safe gaps in traffic

Gift vouchers available

SAFER DRIVERS COURSE

BE A STEP CLOSER TO GETTING YOUR P PLATES

GET 20 HOURS OFF YOUR LOG BOOK

BOOK INTO A COURSE AT AUBURN CLUB TODAY!

PCYC

The Safer Drivers Course logo is a trade mark of Transport for NSW of 18 Lee St Chippendale NSW Australia

CANTERBURY BANKSTOWN

LEARNER DRIVER LOG BOOK RUN

For drivers in Canterbury-Bankstown

Are you a learner driver who would like to get more experience driving on different roads?

Our Learner Driver Log Book Run gives you that and more!

- Drive on suburban streets, rural roads, multi-lane roads and freeways
- Experience what it's like to be pulled over for a random breath test
- Get 1.5 hours for your log book
- FREE program, including morning tea and lunch

Bring your own vehicle and supervising driver, we'll take care of the rest.

When: Sunday 30 November, 10am-noon

Where: Meet at Helen Westwood Chester Hill Community Centre, 25 Chester Hill Rd, Chester Hill

Book now at **cb.city/LogBookRun**

Term 4
Transition

Six strategies to help prepare for the end of school

School is such a big part of your life. You might have mixed feelings as you approach the end of it. You may be excited or unsure about your post-school plans. You may feel a bit anxious or overwhelmed. Whether you're planning to study, work or play – think carefully about the transition from school to your life beyond it.

1 Reflect on what you've achieved.

Finishing school is a huge achievement. Reflect on your last few years of school and make sure any important achievements go on your resume.

▸ myfuture career article: Write strong achievements

2 Understand your pathways.

Whether you're going to TAFE, university or into work, the more you know about how the process works, the better. Browse myfuture's career articles. You can filter by VET or university articles.

▸ myfuture Career articles

3 Line up some work.

Whatever you do after school, having a job will help. It will put money in your pocket and skills on your resume. Check out myfuture's resume templates and guides to job-seeking.

▸ myfuture's Job seeker resources

4 Tidy up your digital footprint.

Social media and email are crucial for your career as well as your private life. Set up a professional address to use while job-hunting, consider setting up a LinkedIn account and review your personal social media accounts.

▸ myfuture Career article: Clean up your digital footprint

5 Take a break from study.

The end of school is a great time to take a break from study, often called a gap year. You might travel, volunteer or work during this time. A gap year can help you recharge and take a bit of time to figure out your next steps.

▸ myfuture Career article: Making gap years work for you

6 Look after your wellbeing.

The end of school can be a complex time emotionally. You might feel excited and anxious at the same time. Make sure to reflect on how you're feeling about things and talk to someone if you need help.

▸ myfuture Wellbeing and resilience hub

myfuture

myfuture.edu.au

© 2024 Education Services Australia Ltd, unless otherwise indicated. This material may be used for non-commercial educational purposes, provided all acknowledgements are retained.