BIRRONG BULLETIN

The Newsletter of Birrong Girls High School

Cooper Road, Birrong 2143 Telephone: 9644 5057

Issue No. 2 **W: birronggir-h.schools.nsw.gov.au** **April 2026**

PRINCIPAL'S REPORT

As we near the end of term, I reflect on how much we have accomplished over the last 10 weeks. What I have learned about Birrong Girls High School as the new principal, is that we are a very busy school, continuously providing support and opportunities to benefit our students in their learning and development. **Inside our classrooms**, we are focused on explicit teaching strategies to improve students' academic outcomes, ensuring our learning activities are challenging, engaging and scaffolded for all abilities. Our **high expectations** have a positive impact on commitment and behaviour, and I appreciate your support as parents and carers when we contact you with any concerns. **Outside of the classroom** we are running excursions and programs to complement learning; many of these events you can enjoy reading about in this newsletter. **Student Wellbeing** is a high priority with dedicated lessons, lunchtime programs and clubs contributing to students being happy and positive contributors to the school.

Year 5/6 Open Morning - 12/03/26

Harmony Week was marked by the school through several events such as speeches on assembly, the Harmony Bazaar, and every student writing messages about inclusiveness and respect to celebrate our diversity. We are a wonderfully diverse community where values of harmony, inclusion and respect underpin the learning culture and disciplinary expectations of our school. At this time in our world, as many families are experiencing distress from overseas conflict, we must remember the strength of being kind and harmonious.

Thank you to the parents who attended Parent Teacher meetings on Tuesday 24 March. This was an early occasion to hear from teachers about how your daughter is settling into the school year, her strengths and areas to work on. If you missed this, you are always welcome to email the school and ask for teachers to phone you with feedback.

Lastly, the CAPA extravaganza was a huge success, showcasing the amazing talent in our school across music, drama and visual arts. The dedicated staff and students involved in the event were key to its success and the support of our Hospitality team ensured we were well fed!

I have enjoyed speaking with, and personally meeting, many of you throughout the term and I encourage you to always get in touch with the school if you have any questions or concerns.

See you in Term 2.

Natalie Hale
Principal

2026 Auburn Young Women's Community Iftar Dinner – 02/03/26

REPORT FROM THE DEPUTY PRINCIPALS

We are fast approaching the end of Term 1, 2026 and there have already been many fantastic opportunities for our students so far this year. We celebrated International Women's Day on 8 March, with our students participating in various activities across the week to mark the occasion. Congratulations to Sireen, who represented the school at the Zonta International Women's Day Breakfast on 6 March at Bankstown Girls High School. It was a wonderful opportunity to acknowledge some outstanding women and to reflect on what the day means to us all. Students also participated in targeted lessons during Wellbeing.

International Women's Day is a reminder of the strong connection between education and life outcomes for women. Every great success story is a series of little choices, moment by moment, that have an enormous impact on learning, life experiences and opportunities. There is such a strong connection between students' success at Birrong Girls and their active participation in learning. It is one choice at a time; attending school every day, being on time, being prepared, doing your best and getting involved. Many of our students are already thriving this year and we can't wait to see what they will achieve in 2026.

We also celebrated Harmony Day across the week of 16-20 March with two Harmony Bazaars, assembly presentations and a reflection activity in the Wellbeing lesson that asked students to record what Harmony Day means to them. Students were asked to engage in random acts of kindness to students and teachers throughout the week.

Year 12 will be participating in our annual *Study Skills* program, which reinforces the valuable study tools required that will continue to support their preparation for future assessments, examinations, and tertiary studies beyond the walls of Birrong. The VET Hospitality and Business Services students have participated in their week of Work Placement. It was a great time for students to experience the world of work and put their skills into action.

Year 11 students have commented on how much work they are doing during the early stage of their journey towards the HSC in 2027. The Year 11 VET (Vocational Education and Training) students completed their 'Work Ready' day to prepare themselves for the 70 hours of mandatory work placement that will begin during Term 2 this year for the Retail Cert lll, Business Services Cert lll and the Hospitality Cert ll students. They have also participated in their *Study Skills* program, where students were supported in gaining greater insights into effective study habits. Selected Year 11 students have continued supporting the Year 7 students in the Peer Support Program this term and have assisted the Year 7 students to adjust into high school.

Year 10 has recently participated in their *Study Skills* program which introduces effective study techniques and time management skills as well as providing students with tips to build their confidence and increase their motivation to learn. We are thrilled that many of our Year 10 students are the most active participants in the school's Theatresports club. Find out more about how you can get involved in this weekly activity through Ms Wright and Ms Waters in the English Faculty! It's a brilliant initiative.

Year 9 students are enjoying having a greater variety of subjects as they begin their elective courses. As the year progresses there will be increased opportunity for Year 9 students to take on some of the leadership roles in the school's extracurricular clubs and teams. For Year 9, NAPLAN testing took place during Weeks 7 and 8 of this term. We managed to survive the technical glitch and students were engaged whilst completing the assessment.

Year 8 students have settled back into the school routine, and they have also participated in their study skills course this term led by Ms Linquist. The aim of the program was to help students develop good learning habits at home that complement the school learning.

Year 7 students have settled in well and have been mentored by Year 11 peer support leaders. The peer support sessions organised by Ms Tang aim to increase the awareness, support and connectedness Year 7 students have with their new surroundings and to ensure that they understand the expectations we have of students at Birrong Girls High School. For Year 7, NAPLAN testing took place during Weeks 7 and 8 of this term. This testing provides vital information for your child's teachers so they can cater for individual student needs. It was wonderful to welcome so many of our students and parents/carers to our Year 7 Welcome BBQ earlier this term. It was a

wonderful way for our community of staff, students and their families to meet in a relaxed, informal way; having a chat and eating together. A fabulous afternoon making connections.

HSC Minimum Standards
Students will meet the HSC minimum standard through short online tests in reading, writing and numeracy. Tests can be taken in Years 10, 11 or 12 and will be again organised here at school. Students can take the test more than once if they need to. We will provide more advice about achieving the minimum standards throughout the year.

Homework and revision
A reminder that all students are expected to complete homework. This includes formal work set by teachers as well as revision and wide reading. The following guidelines indicate the number of hours students in various years should set aside for homework:

- Years 7 and 8: 2 hours each night
- Years 9 and 10: 2-3 hours each night
- Years 11 and 12: 3-4 hours each night

This type of commitment leads to success through school and beyond. Remember: every huge success story is the result of a series of little choices.

Banned Items
There has been an increase in students bringing items that are banned at school. These include slime, spray/aerosol deodorant and perfume, liquid paper and energy drinks. We ask that students leave these items at home. If these items are seen at school, they will be confiscated and disposed of by the school.

To those who celebrated Eid, we wish you 'Eid Mubarak'. To those celebrating Easter in the school holidays, we wish you a 'Happy Easter'.

We wish all our families a safe and happy holiday break.

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

RESILIENCE IN OUR TEENS (RIOT): SUPPORTING YOUNG PEOPLE TO THRIVE

Adolescence is a time of rapid change, growth, and challenge. As parents and caregivers, we want to empower our teens to navigate these years with confidence and strength. That's where resilience comes in—and why the NSW Department of Education is promoting the 'Resilience in Our Teens' (RIOT) initiative.

The Growing Concern of Child and Teen Anxiety
As you may be aware, child and teen anxiety is on the rise and has been increasing for some time. Anxiety can begin very early in a child's development, and high school is a vital period to help teens establish coping skills to manage life's stresses. While a small portion of anxiety is caused by temperament or genetic factors, most anxiety is learned and heavily influenced by the interactions a teen has with significant adults in their life.

The important takeaway is that by changing these interactions, anxiety levels can be reduced—offering a hopeful message for families and educators alike.

Introducing RIOT at Birrong Girls High School
Birrong Girls High School is proud to be implementing an exciting new wellbeing initiative called RIOT (Resilience in Our Teens). Rolled out across all year groups and taught by trained teachers, RIOT is a series of lessons focused on teaching students skills to self-manage feelings of stress and anxiousness.

The program aims to increase coping strategies so students can keep perspective, manage the regular stresses of life and school, perform well academically, and develop greater resilience. We understand that anxiety among young people is a growing challenge globally, but much of it is learned behaviour—and importantly, it can be unlearned.

Developed by a registered psychologist, RIOT is embedded as our main wellbeing focus for 2026. All Birrong Girls High School teachers have

received specialist training to deliver this program effectively as part of the pilot initiative.

Why Resilience Matters

Resilience is the ability to bounce back from setbacks, cope with stress, and thrive despite challenges. Building resilience helps teenagers manage school pressures, relationships, social media, and the many transitions they face growing up. Research shows that resilient teens are better prepared to maintain positive mental health and overall wellbeing.

How RIOT Supports Your Teen
The RIOT initiative equips students to:

- Understand and manage their emotions, especially stress and anxiety
- Develop effective problem-solving and coping strategies
- Foster a growth mindset to see challenges as opportunities to learn
- Build supportive relationships with peers and adults
- Gain confidence and persistence to face setbacks without being overwhelmed.

How Parents Can Support RIOT at Home
You play an important role in reinforcing resilience. Here are some ways to support your teen:

- Encourage open, judgement-free conversations about feelings and worries
- Share your own experiences of overcoming challenges to model resilience
- Help your teen set realistic goals and celebrate their progress
- Promote healthy habits like sufficient sleep, exercise, and good nutrition.

Working Together for Our Teens' Wellbeing
Birrong Girls High School's involvement in RIOT is part of a larger statewide commitment to student wellbeing and mental health. By collaborating—parents, schools, and communities—we can help teens rise above challenges and become confident, resilient adults.

For more information about the RIOT program and how you can support your teen's resilience, please contact the school or visit the NSW Department of Education website.

STUDENT WELLBEING REPORT

NSW School Vaccination Program
In 2026 the following vaccines are offered for free this year:

- Year 7 students are offered a single dose vaccine for diphtheria-tetanus-pertussis (whooping cough) and a single dose vaccine for human papillomavirus (HPV) **on 13/08/26**.
- Year 10 students are offered a single dose vaccine for meningococcal ACWY vaccine **on 02/06/26**.

Vaccination will only be given at school if consent has been received.

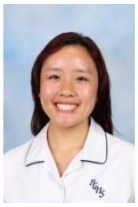
Parents/carers of Year 7 and Year 10 students can give online consent for the above school vaccinations by following the steps in the **2026 NSW School Vaccination Program Newsletter** on page 10 of this bulletin.

A hard copy consent form will be issued to students a few weeks prior to the vaccination date for those who are unable to provide online consent or for those who do not have a Medicare card.

Maintaining attendance over 90% is extremely important for consistent student learning, academic achievement, and maintaining good connections with peers. Maintaining high levels of attendance is also very impressive when applying for work, whether it be in part-time work or full-time work post schooling. 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. Look at this example to ee how every student can make improve their attendance percentage rate - if in Term 1 you have 10 days absent, you are at 77% attendance. That is, you were present 34 days out of 44 school days. If you have no more absences in Term 2, then your 10 days absent will put you 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 for

the year will put your attendance at 95% for the year.

Student of the Month Award



Congratulations to Kayla of Year 12 who has been awarded the Student of the Month award for February 2026. She is a mature and diligent student with a positive attitude to all aspects of school life. Kayla has carried out exceptional school service through her commitment and active involvement in various programs over several years. She has demonstrated dedication and musical talent through her ongoing commitment to the school vocal group and pop band performing as a vocalist at various school events, at Sydney Town Hall and the Opera House. Kayla has been a supportive and keen Peer Support Leader for Year 7 students during their transition to high school. She has also assisted with the literacy development of Year 7 students as a dedicated Peer Reading Tutor. She has been a productive and valuable Media Team member responsible for school social media posts and taking photos during excursions and events. Kayla has been elected as a member of Prefect Body for 2025-2026 in the role of a School Vice-Captain where she has demonstrated leadership, responsibility and citizenship whilst taking part in various leadership events and fundraising projects.

Out of school, Kayla has a part-time job where she is gaining skills in collaboration, communication and teamwork with co-workers and managers and she is learning and maintaining a good work ethic. Her future goal is to attend university to study courses that will assist her to pursue a career as either a chiropractor or in the area of business and human resources.

Ms Salvagio
Head Teacher Student Wellbeing

LIBRARY REPORT

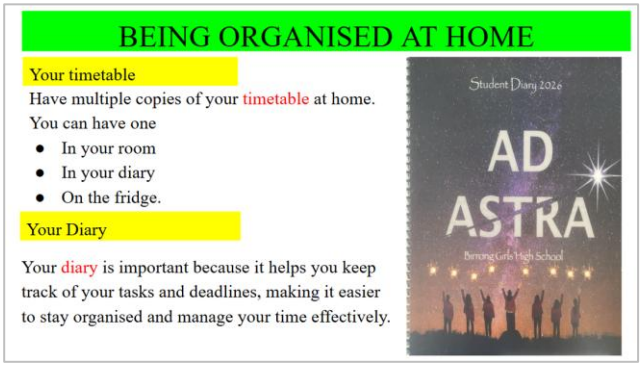
It has been a busy start to the year in the Library, with a variety of ongoing activities and learning opportunities for students. Borrowing rates have been high this term, with Manga remaining the most sought-after genre. During breaktimes, students have been enjoying games like UNO, Chess, Scrabble, Dominos, and building with Lego.

The 2026 Premier's Reading Challenge began on 23 February and will run until 18 September. Students in Years 7 to 10 are encouraged to take part in this state-wide initiative, which not only promotes wide reading but also supports literacy development. Some of the featured books from the Premier's Reading Challenge booklist are highlighted in our Library display and are available to borrow.

Year 8 students have participated in their first Study Skills lesson for the year, aimed at fostering good study habits. Organisational skills, establishing positive learning routines, and effective time management were key themes of the lesson.

Our Library collection now includes many newly released fiction titles ready for students to borrow. Additionally, Stage 6 students are reminded that the Library offers a range of study guides to support their learning. Students are encouraged to utilise the wide variety of resources available in the Library for both their learning and enjoyment.

Ms Linquist
Teacher Librarian



SOCIAL SCIENCES FACULTY REPORT

The Social Sciences Faculty has had a dynamic start to the year, with a strong focus on building student skills in analysis, literacy, numeracy and critical thinking through engaging and differentiated learning experiences.
In Geography, Year 8 students are exploring landscapes and landforms through visual literacy, including diagrams and geographical terminology.

There is a strong emphasis on developing complex sentence structures using bubble writing, supported by ALARM scaffolds and Super 6 literacy strategies to strengthen comprehension and written expression. Year 9 are investigating sustainable biomes, applying inquiry based HPGE strategies to research food scarcity and propose innovative solutions, while also focusing on extending their writing through complex sentence construction, ALARM and Super 6 strategies. Year 10 students are analysing human wellbeing through global case studies, interpreting population pyramids and the World Happiness Index, while applying numeracy skills to evaluate inequality and development. Students are using ALARM to structure extended responses, with a strong focus on interpreting directive terms and applying Super 6 literacy strategies to strengthen reading, comprehension and analytical writing.

In Work Education, Year 9 students are building foundational knowledge of the world of work, while Year 10 are developing workplace safety and communication skills through practical scenarios that strengthen literacy and real world application.

Commerce students are engaging in project based learning to develop financial literacy and entrepreneurial skills. Year 9 are analysing consumer decision making, while Year 10 are preparing for the Mother's Day stall on 8 May. Students are designing and producing goods, applying numeracy through budgeting, pricing and profit calculations, while also demonstrating initiative and creativity. All proceeds will support the Zonta Birthing Kit initiative.

In Business Studies, Year 11 students are exploring the nature of business through case studies and collaborative learning, with a focus on applying key terminology. Year 12 students are studying human resource management and refining extended responses using ALARM scaffolds to strengthen analysis and evaluation. Their learning will be further supported through attendance at a HSC revision day on 19 June.

Legal Studies students in Year 11 are developing an understanding of fundamental legal concepts and sources of law, building legal literacy through the use of precise terminology and structured responses. Year 12 students have completed their study of crime and human rights, applying ALARM to evaluate issues such as human trafficking and modern slavery, and using contemporary examples to support well reasoned arguments.

In Economics, Year 11 students are developing foundational knowledge of economic systems, production possibility frontiers and the circular flow of income, applying numeracy through graph interpretation and calculations. Year 12 students are examining Australia's role in the global economy, analysing the balance of payments, terms of trade and the role of the Reserve Bank, while strengthening their ability to interpret data and construct extended responses.

Students in Retail Services and Business Services have participated in Work Ready Day, developing communication, teamwork and employability skills. Year 12 students have completed their work placement and are working towards achieving course competencies through practical application of their learning.

Across all courses, literacy is explicitly developed through structured writing, including the use of ALARM, bubble writing and Super 6 strategies to support comprehension and extended responses. Numeracy is embedded through data interpretation, graph analysis and financial applications. HPGE strategies are integrated through inquiry learning, differentiation, extension tasks and opportunities for critical and creative thinking, ensuring all students are supported and challenged.

Geography Riddle

The Geography Riddle has continued in Term 1 of 2026 to be run by the Social Sciences faculty and to be successfully implemented as a weekly engagement strategy to promote student interest in Geography across Stage 4 and Stage 5. Each week, students are presented with a riddle focused on geographical concepts, including places, cultural landmarks, landscapes, flags and global features.

The riddles are written in a narrative, problem solving format, encouraging students to apply critical thinking, interpret clues and draw on both physical and human geography knowledge. Topics explored so far have included:

• Capital cities (e.g. Canberra)
• Cultural landmarks (e.g. Taj Mahal, Statue of Liberty)
• Natural landscapes (e.g. Grand Canyon)
• Countries and regions (e.g. Chile, Türkiye).

Students submit their responses via a Geography Riddle Box located outside the Social Sciences Faculty, with clear weekly instructions. Participation is incentivised through:

• Merit awards for correct answers.
• A lucky dip prize to encourage consistent engagement.

Winners are recognised on the faculty pin board, fostering a sense of achievement and visibility within the school community.

The initiative has contributed to:

- Increased student engagement in Geography
- Development of literacy skills through interpretation of complex texts
- Strengthening of geographical knowledge and global awareness
- Promotion of a positive and interactive learning culture within the faculty.

Overall, the Geography Riddle initiative has been a popular and engaging strategy, supporting both curriculum enrichment and whole school wellbeing.

Parent Challenge – Geography Riddle

I stand where two worlds meet, yet
I belong to both,
A bridge between continents, tied by
history and oath.

Empires have risen and fallen upon my
land,
From minarets that echo to shores of
shifting sand.

Once called by another name, rich in
ancient fame,
My skyline still whispers of a powerful
past and name.

Across my waters, ferries glide between
east and west,
Where culture, faith and trade have long
been expressed.

Which country am I?
Know the answer? Share your answer with us:
https://forms.office.com/r/xCnUJUy9xC

Harmony Week Message from the Social Justice Team

Harmony Week is an important opportunity to recognise and celebrate the cultural diversity that enriches our Australian community. At Birrong Girls High School, this diversity is reflected in our students, families and staff, with a wide range of cultural backgrounds, languages and traditions represented across our school.

Australia is one of the most multicultural countries in the world, with over 300 ancestries and languages spoken. This diversity is one of our greatest strengths and is something we proudly celebrate within our school community.

The message of Harmony Week, **Everyone Belongs**, reminds us of the importance of creating an inclusive environment where all individuals feel respected, valued and supported. It encourages us to stand against discrimination and to actively promote understanding and acceptance.

As part of Harmony Week, the Social Justice Team organised the Harmony Bazaar, raising funds to support the Birthing Kit Assembly in partnership with Zonta. This initiative helps provide safe and hygienic birthing kits for mothers and babies in developing communities, reinforcing the importance of global citizenship and compassion.

Harmony Week also serves as a reminder that each member of our school community plays a role in fostering a culture of respect and inclusion. Simple actions such as showing kindness, learning about different cultures and supporting one another contribute to a strong and united school environment.

The Social Justice Team encourages all students to continue embracing diversity and to contribute to a school culture where everyone feels a genuine sense of belonging.

By: Sireen, Adila, Georgia, Zeenat, Zainab Y. and Zainab R. (Social Justice Team Members)

Environmental Team (Eco Warriors) Report

The Environmental Team, also known as the Eco Warriors, has continued to demonstrate a strong commitment to sustainability and environmental responsibility within the Birrong Girls High School community.

This term, students proudly participated in **Clean Up Australia Day 2026**, embracing the theme of *"Step Up to Clean Up"*. Students worked collaboratively to care for the school environment, taking responsibility for reducing waste and protecting natural spaces. This initiative encouraged active participation and reinforced the

importance of individual and collective action in creating a cleaner, more sustainable future.

Looking ahead, the Eco Warriors will be actively supporting **Earth Hour 2026**, centred around the theme *"Give an Hour for Earth"*. As part of this global movement, lights will be switched off during Period 5, and all electricity will be turned off at the end of the school day. This meaningful action highlights the importance of conserving energy and taking practical steps to reduce our environmental impact.

Students will also participate in the Clean Up Australia Day colouring competition, providing an opportunity to engage creatively while raising awareness about environmental sustainability and the importance of protecting our planet. This year's theme, **"The Future Is Clean,"** encourages students to imagine what a cleaner and more sustainable Australia could look like. Run by Clean Up Australia in partnership with Coles, the competition invites students across the country to design artwork that reflects this vision.

Artwork must be submitted by **14 April 2026**.

Students also have an exciting opportunity to:
• Win a **$1,000 Coles voucher** for the school
• Have their design featured on **Coles reusable hessian shopping bags in 2027.**

Through these initiatives, the Environmental Team continues to lead by example, encouraging the school community to adopt sustainable practices and contribute to a healthier and more environmentally responsible future.

Harmony Bazaar Promotes Kindness and Community Spirit

As part of Harmony Week, Birrong Girls High School proudly hosted its vibrant Harmony Bazaar on 13 March and 16 March, bringing together students, staff and the wider school community in celebration of diversity, inclusion and kindness.

The school grounds were transformed into a colourful marketplace, where a student run stall showcased a wide range of creative items. Students demonstrated initiative and entrepreneurial skills through the sale of DIY jewellery, including custom made bracelets, rings and bead creations. A variety of novelty items such as hair accessories, keychains, balloons and small gifts were also available, attracting strong interest and enthusiastic participation. The stall was entirely organised and operated by the Social Justice Team, reflecting their commitment to leadership, collaboration and community service.

The Harmony Bazaar provided a meaningful opportunity for students to work collaboratively, develop communication skills and actively contribute to a cause aligned with the values of Harmony Week. The lively atmosphere reinforced the message that everyone belongs, as students embraced cultural diversity and inclusion across the school community.

A key outcome of the event was its strong social justice focus. Through the collective efforts of students and staff, the Harmony Bazaar raised $800 to support ZONTA Birthing Kits. From this amount, $500 has been contributed towards participation in the Zonta South West Birthing Kit Assembly 20 Year Anniversary on 2 May, recognising the school's ongoing commitment to supporting mothers in developing communities.

Extending this commitment beyond the bazaar, the Social Justice Team coordinated a Community Care Kitchens drive during the month of Ramadan. This initiative involved collecting essential toiletries, including soap, shampoo and toothbrushes, to support members of the local community in need. Donations from students and families have been greatly appreciated.

To further build towards the school's fundraising target of $5000, the Social Justice Team hosted a bake sale at recess on Wednesday 25 March. These funds will support the annual Birthing Kit Assembly on Saturday 1 August from 9am – 12pm, where students and community members will work together to assemble 1000 birthing kits.

Looking ahead to Term 2, the Social Justice Team will continue its fundraising efforts through a bubble tea fundraiser. In addition, stalls will be held at the school Athletics Carnival on 3 June, featuring novelty items, face painting and a photo booth, providing engaging opportunities for students to participate while supporting a meaningful cause.

This year marks the school's 13th birthing kit assembly, bringing the total number of kits assembled by Birrong Girls High School to 13,000. This milestone highlights the school's sustained commitment to global citizenship, compassion and community engagement.

Birrong Girls High School extends its sincere appreciation to all students, staff and community members who contributed to the success of the

Harmony Bazaar. This initiative demonstrates how student led action can foster a strong sense of belonging while creating meaningful impact beyond the classroom.

Ms Elmir
Head Teacher Social Sciences

BIRRONG GIRLS HIGH SCHOOL
PARENTS & CITIZENS ASSOCIATION

Parents are invited to join the P&C MEETING at the school - Wednesday 20 May 2026, 4pm. Please register your attendance by phoning the school office or via email.

CALENDAR

APRIL:

Wednesday 1/4/26
- Term 1 Excellence Assembly for award recipients and their parents

Thursday 2/4/26
- Last day of Term 1
- Round 2 SSW Knockout Basketball

Enjoy the school holidays!

Friday 3/4/26
- GOOD FRIDAY Public Holiday

Monday 20/4/26 + Tuesday 21/4/26
- School Development Days – staff only

Wednesday 22/4/26
- All students return to school

Monday 27/4/26
- ANZAC DAY Public Holiday

MAY:

Monday 4/5/26 – Friday15/5/26
- Year 11 Retail Work Placement

Thursday 7/5/26
- Opens Knockout Volleyball at Liverpool

Friday 8/5/26
- Mother's Day Stall

Sunday 10/5/26
- Happy Mother's Day

Monday 11/5/26
- UNSW Year 11 Workshop at school, 2:20pm

Tuesday 12/5/26
- UNSW Year 12 Workshop at school, 1:50pm

Thursday 14/5/26
- Zone Cross Country, Kelso Park South

Wednesday 20/5/26
- CVD Volleyball SSW Round 2
- Year 10 Exams – English, Science
- P&C Meeting, 4pm

Thursday 21/5/26
- Year 10 Exams – History/Geography, PDHPE

Friday 22/5/26
- Opens Knockout Netball at East Hills
- Year 10 Exams – Maths

Monday 25/5/26
- Opens Knockout Touch at Liverpool

Thursday 28/5/26
- Year 10 Fast Forward University excursion, Campbelltown

South Western Sydney
Local Health District

2026 NSW School Vaccination Program Newsletter

Vaccines help protect your child from serious diseases.

What free vaccines are offered in 2026

Year 7 students will get

- *one diphtheria-tetanus-pertussis (whooping cough) vaccine*
- *one human papillomavirus (HPV) vaccine.*

Year 10 students will get

- *one meningococcal disease ACWY vaccine.*

Vaccination will only be given at school only if you give consent.

For more information about the vaccines, click here.

COVID-19 vaccines will **NOT** be provided at school.

How to provide consent

1. Go to https://nswhealth.service-now.com/school_vaccination
2. 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 the instructions on this website to create one: https://www.service.nsw.gov.au/services/myservicensw-account/how-to-create-an-account
3. Update or confirm your personal details
4. Complete the School Vaccination Consent Form:
   a. enter your child's details
   b. add the Medicare card details for your child
   c. read the linked Parent Information Sheet and privacy statement
   d. tick the boxes to give consent for each vaccine.

Need Help?

Watch the video on instructions: https://vimeo.com/1106021515/54d221291f?fl=pl&fe=vl.

The video is also available in Arabic العربية, Korean 한국어, Mandarin 普通话, Cantonese 廣東話, Vietnamese Tiếng Việt Nam and others languages.

You can also contact the Immunisation Unit in the Public Health Unit on 1300 066 055.

No Medicare card or internet access?

Ask your child's school for a paper consent form. Fill it out and return it to the school quickly so we can plan the clinic and send you a reminder text.

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**

PROGRAMS

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(5-7 years)

UPPER PRIMARY
(8-11 years)

SECONDARY
(12-15 years)

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https://events.humanitix.com/host/rspca-nsw

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CAREERS NEWS

Year 10 UNSW Workshop

Did you know your values can help shape your future career?

On Wednesday 4 March, Year 10 students participated in an inspiring UNSW Gateway workshop to explore how their personal values can guide them to future careers and degrees. We are also running sessions with years 11 and 12. Through thoughtful discussions with current UNSW Gateway Ambassadors, students explored their personal values and learned how values can connect them to potential career paths and study options. The UNSW Ambassadors shared their own educational journeys from high school to UNSW, encouraging Year 10s to remain open to various pathways for the future.

As a UNSW Gateway Partner School, our students benefit from in-school workshops, on-campus experience days, HSC support, and the opportunity to apply for early entry to UNSW with an adjusted ATAR requirement. For more information, visit UNSW Gateway.

Sarah
UNSW Gateway (Student Equity)

Year 10 took part in a workshop led by representatives from UNSW Sydney. Focusing on helping students explore and understand their personal values. During the session, students were encouraged to reflect on what matters most to them and to think about how those values show up in their everyday choices. Through group discussions and practical activities, the workshop created a space for students to connect with one another and gain a clever sense of who they are and what they stand for. Each student also received a small “Values in Action” card box, which contained a range of value cards. We sorted these into three piles: a lot like me, a bit like me, and nothing like me, to identify our top three values at the end.
It was a meaningful experience opportunity for the year group to build self- awareness and begin shaping the kind of people they want to become.
It was a great experience enjoyed by 60 students.

Lily (Year 10)

On 4 March, we attended a program at school run by the University of New South Wales (UNSW). The program focused on exploring different life values and how they influence who we are, our behaviour, and the choices we make.

During the session, we participated in several group activities. In the first activity, each of us received a value card and worked in small groups to answer questions on a worksheet based on that value. This activity was beneficial because it encouraged teamwork, communication, and critical thinking. It also helped us understand that people may have different values, which can affect their perspectives and decisions.

In another activity, we were given a deck of value cards and asked to sort them into three categories: “Like Me,” “Kind of Like Me,” and “Nothing Like Me.” This task allowed us to reflect on our own beliefs and compare them with other values. It was beneficial because it helped us develop self-awareness and think more deeply about what is important to us. After sorting the cards, we selected three values from the “Like Me” pile that best represented us.

At the end of the program, we were given a keychain and wrote our three chosen values on a card to keep. This was meaningful because it gave us a physical reminder of our core values and encouraged us to apply them in our daily lives. Overall, the program was engaging and valuable, as it helped us better understand ourselves and respect the different values of others.

Miriam (Year 10)

Year 11 Workshop

Year 11 Students Gear Up for the Future at UNSW Gateway 'Strengths for Success' Workshop

This week, Year 11 students participated in the UNSW Gateway *Strengths for Success* workshop. Students explored their strengths and tools for success through thought-provoking conversations and reflective activities. Guided by UNSW Gateway ambassadors, students discussed their "backpack of success"—the tools and strategies that will equip them to navigate future challenges and opportunities.

The workshop also introduced students to the UNSW Year 11 Gateway Program. Through registering for the UNSW Gateway online program, Birrong Girls' High School students can access free HSC support, tutoring, and instant access to the HSC4ME app - featuring practice exams, study notes, videos, and more, all developed by senior teachers and HSC markers. To learn more, visit: **Gateway website.**

Year 12 Workshop

Chatter DOES Matter – UNSW Gateway Workshop Inspires Year 12 Futures

This week, Year 12 students participated in the UNSW Gateway *Chatter That Matters* workshop. Students explored their values, strengths and post-school aspirations through thought-provoking conversations and reflective activities. Guided by UNSW Gateway ambassadors, students tackled big questions like "Would you rather be liked or respected?"—a great starting point for further conversations at home.

The workshop also introduced students to the UNSW Year 12 Gateway Program and Gateway Admission Pathway. Through registering for the UNSW Gateway online program, Birrong Girls' High School students can access free HSC support, tutoring, and instant access to the HSC4ME app - featuring practice exams, study notes, videos, and more, all developed by senior teachers and HSC markers. As a UNSW Gateway partner school, Birrong Girls' High School students are eligible to apply for early admission through the Gateway Admission Pathway, with reduced ATAR requirements and tailored application timelines. Applications are now open! To learn more, visit: UNSW Gateway | Early Admission Pathway | UNSW Sydney

Sarah
UNSW Gateway (Student Equity)

Year 12 U@Uni UTS Program

As part of the partnership program with the University of Technology, our U@Uni students participated in their study modules with the ambassadors of the university. Year 12 students are completing 8 modules to support their transition into university life post school. This is an amazing program, which has been extremely successful for over 10 years. Our student representatives are learning valuable information about campus life and the expectations and high demands of a university students' life.

Here are our representatives Aala, Bassma, Celestia, Hajah, Jamie, Jessica, Layal, Marwah, Motahara, Parasto, Rahil, Rayan and Roza at work.

Coming up in Careers this term, we have the following activities running:

- Year 12 NESA information, 30 March.
- Year 9 Fast Forward applications submitted and processed by 2 April.

Ms Shinas
Careers and Transition Adviser