

# BIRRRONG BULLETIN

## The Newsletter of Birrong Girls High School

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### PRINCIPAL'S REPORT

*Before my newsletter piece commences as it was intended, it is vital to acknowledge and reflect upon the terrible events that unfolded in Christchurch on Friday, 15 March. We have all been deeply affected by this act of terror and the needless loss of innocent lives. Our deepest condolences and expressions of sympathy, compassion and concern are extended to those directly affected, in addition to our New Zealand and Islamic communities both here and abroad.*

*Later this week, we will meet with our student leadership team to discuss and decide how best to express formal condolences to the relevant communities in New Zealand. Any student who feels they need further support has been encouraged to speak with their parents in addition to referring themselves to our school counselling service or year adviser. Students have also been encouraged to speak out if they were worried about one of their friends, to notify a teacher.*

*During the first assembly that followed the tragedy, our school community was reminded by our School Captain to promote love, unity and respect for fellow human beings no matter who they are, what they believe and where they are from. She also empowered them never to condone violence, hatred or revenge because we only have evidence of its destructive effects. We then observed a minute's silence in honour of the victims and in solidarity with their families and loved ones.*

As we find ourselves into the heart of Term 1, the Birrong Girls High School community finds itself filled with purpose, celebrating exciting student and teacher achievements as well as preparing for important challenges.

I would like to express heartfelt gratitude and appreciation to our community for receiving me so openly, warmly and hospitably. I feel blessed to lead our incredible staff and delightful students placed in our care.

At BGHS we encourage high levels of communication between school and parents. We are firm believers in our purpose- to develop the whole girl and provide her with the skills, knowledge and values that will propel her forward,

onwards and upwards to success in her post-school life.

I cannot be emphatic enough about this purpose. It drives all our teachers every single day. For this reason, I would like to remind our parent community of some key expectations about their conduct when interacting with staff and engaging with our community on the school premises.

The Department of Education is on the verge of publishing a parent code of conduct outlining what we feel and assume is considered common practice of individuals motivated by sound values.

Parents are reminded of the following:

1. Calm, polite and respectful language is expected at all times when communicating with staff in person or on the phone.
2. If you are willing to place the legal responsibility of your child's education and wellbeing in the hands of our school, it must be accompanied by trust and the provision to do our jobs.
3. When you enrol your child in our school, you are committing to our rules. They are not negotiable and apply to all students without exception.
4. If you have concerns about any incident or issue raised by your child, we advise that you seek to understand the school's version/perspective. It is rare for students to confess their wrongdoing voluntarily. As young people, they are still learning how to reflect and evaluate their own behaviour and decision making. They still find it difficult to understand and accept the decision making and responses of those tasked with their supervision. What we have been observing far too often lately is that parent reactions are misinformed and the negative talk about staff and school at home is encouraging some students to display brazen behaviours towards teachers. This we will not accept. Seek first to understand and then to resolve.

### School Uniform

Now that the expectations around school shoes have been firmly established, there are some key adjustments we will be making to our uniform in support of our students.

We have requested samples for a long senior skirt in order to secure a consistent, elegant and

practical look. We will also be seeking a more comfortable tracksuit pant for all our student needs. Once this is arranged, alternatives will not be acceptable as uniform.

Our next focus will be ensuring that students are wearing white socks that cover their ankles- as per our uniform policy. Students are encouraged to comply prior to being reminded. We will also be consulting our students about stockings to finalise this detail just in time for Terms 2 and 3 as the weather becomes colder.

### Mobile Phones

After more than half a term at the school and in response to parent feedback, teachers/staff observations and a series of serious incidents involving students, it is clear that our mobile phone policy must change. This is driven again by our fiercely protective attitude towards the safety and learning of our girls. The Deputy Principals and I will be attending year meetings to discuss the issues and lead problem solving group discussions in pursuit of a whole school response. Preliminary dialogue with the executive team and whole staff have already been undertaken.

### P&C

We held our first P&C meeting this term and were thrilled to meet the enthusiastic parents who showed genuine interest in the learning and teaching delivered at our school. We are passionate about focusing on improving student outcomes and value the parents who want to work actively with us. We hope more parents will attend our next meeting and also intend to host some day events for parents that cannot meet in the evening. What a fantastic way to model the active participation that has been the theme for our students this term!

As you peruse through the Bulletin, you will read about exciting learning experiences and opportunities our students have engaged in this term and there are still some weeks to go.

We have launched our Facebook and Instagram sites with the intention of heightening our community's awareness of the rich and diverse days of learning at our school.

Over the past week there has been an intensive focus on inspirational women and the female experience as we celebrated International Women's Day. I could not select just one highlight to share because there were so many that were equally special. It would be remiss of me, however, not to mention some of the proudest moments- watching Sarina Abdallah (Year 11) participate in the IWD candle ceremony as our Zonta Citizenship Award winner and experiencing our School Captain Sarah Al Helfy deliver her inspiring speech about what young women could be doing as active participants and drivers of

change, followed by the announcement that she had won the areas Young Women in Public Affairs award, leading her to compete at the next level. We are also grateful to Mrs George for arranging Mrs Ireana White, a former BGHS student from 1964-1968, address our school assembly. She is an inspirational woman who is currently undertaking a PHD. Her stories about school life, accompanied by some wonderful photos mesmerized our student audience. Mrs White's question, 'What will your friends remember you for in 50 years?' was particularly thought provoking, considering Ireana was about to attend her high school reunion lunch that same week.



Being remembered does not just come when you are old or no longer on the planet. A more current and focused question to reflect on each day in the present would be 'How did the people around you today benefit from your contributions?' Imagine how powerful it would be if students approached every school day with this intention?

Ms Dabaja  
Principal

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### REPORT FROM THE DEPUTY PRINCIPALS

Students' success at Birrong Girls High is closely linked to attendance, involvement in the range of experiences that the school offers as well as home study and revision. Many students have

already signed up for a range of extracurricular activities across the school.

All of Year 12 has participated in the **Study Skills** program, which reinforced the valuable study tools required that will continue to support their preparation for future assessments and examinations.

Year 11 students have commented on how much work they are doing during the early stage of their journey towards the HSC in 2020. The Year 11 VET (Vocational Education Training) students completed their 'Work Ready' day to prepare themselves for the 70 hours of mandatory work placement that will begin during Term 2 for both the Retail Cert III students and the Hospitality Cert II students. The 'Work Ready' day included guest speakers from the community covering a range of topics such as **WH&S** (work, health and safety) and **The World of Work, Preparing for Work Placement**- advice from our work placement provider MWPL Courtney Ditton. The day was successful and Year 11 students reported that they had gained meaningful insights into the world of work. The compulsory Year 11 the **Study Skills** program will run Friday 22 March.

Year 10 students enjoyed an excursion to Cronulla where they participated in field work that complemented the work they are doing in the classroom. On 28 March they will participate in the **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.

Year 9 students are enjoying their elective courses and displaying a mature approach towards their learning. We hope that Year 9 students will begin to take on some of the leadership roles in the extra-curricular clubs and teams of the school as the year progresses.

A reminder: NESA announced changes to the requirements for students to meet the minimum standard of literacy and numeracy to be eligible for the award of a Higher School Certificate. Year 9 NAPLAN tests are not linked to the minimum standard for the HSC. 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.

Students in Year 8 are settling back into the school routine, many of them receiving achievement awards from their teachers and then coming to claim their Certificates of Merit. Well done girls! Don't forget swim school in Week 8, 21 and 22 March.

Year 7 students have settled in well and have been mentored by Year 11 peer support leaders. The peer support sessions organised by Ms Petrovska, 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 GHS.

#### **The 'Tell Them from Me' student feedback survey**

This term, our school, like many others in the state, will once again participate in a Department of Education initiative: the 'Tell Them from Me' student feedback survey. The survey aims to help improve student learning outcomes and will measure factors that are known to affect academic achievement and other student outcomes. The NSW wide survey will focus on student wellbeing, engagement and effective teaching practices.

The survey is a great opportunity for students to provide our school with valuable and effective feedback about their thoughts on school life, how engaged they feel at school and the different ways that teachers interact with them. Schools in Australia and around the world have used the 'Tell Them from Me' survey to help improve school systems and student satisfaction.

To clarify, the survey information is confidential and school staff will not be able to identify individual students from their responses. The survey is conducted on line and will take 30 minutes to complete. It will be administered during school hours between 18 March and 29 March. Participation in the survey is entirely voluntary. If you do not wish your daughter to take part in the survey you need to have returned the 'Parent Information Sheet' that will be sent home via your daughter.

#### **Homework and Revision**

A reminder, 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 - one hour each night
- Years 9 and 10 – a minimum of two hours each night
- Years 11 and 12 – at least three hours each night

Ms George and Ms Andrews

**Deputy Principal and Relieving Deputy Principal**

### 2019 SCHOOL SWIMMING CARNIVAL

On Wednesday the 20th of February Birrong Girls High School swimming carnival was held at Birrong Leisure Centre. The day was full of excitement and apprehension; all students looked the part supporting their team in their house colours.

The day began with the Year 12 parade and they provided us with an array of interesting costumes and themes. Thank you Year 12 for your creative and fun filled ideas to get our carnival underway.

We had a host of excellent swimmers who took part in the races, many of them taking part in all events for their age group. Congratulations go to the following students for being awarded age swimming champions for 2019:

- 12 Years Fatemeh Bagheri
- 13 Years Rayane Wazir
- 14 Years Daliya El Helou
- 15 Years Ceydan Yorulmaz
- 16 Years Sarah Steel
- 17 Years Joanna Hutabarat



Congratulations to the following elected 2019 House Captains:

#### **Bundarra**

Inaam Bouobeid (C)  
Marwah Al Eidany (VC)

#### **Inga**

Halima Elsayed (C)  
Shamae El Safadi (VC)

#### **Miga**

Roya Mohammad (C)  
Kathy Le (VC)

#### **Yurong**

Noora Saraya (C)  
Eman Tayeh (VC)

We are sure the girls will take on their leadership role with pride and actively promote sport and participation in sport to all year groups.

The Swimming carnival saw very close competition between house groups.

The house cheering competition was fiercely contested with a range of dances, cheers and house colours in full view of the judges. Congratulations go to INGA house for having the best cheer on the day and for winning the carnival.

The final house points were as follows:

1 <sup>st</sup> place	Inga	306 points
2 <sup>nd</sup> place	Yurong	304 points
3 <sup>rd</sup> place	Bundarra	221 points
4 <sup>th</sup> place	Miga	168 points

Very close finish to the carnival with Inga just winning by 2 points!

Congratulations to every girl who swam in a race on the day. It is not about what place you came but the fact you "had a go".





### REGIONAL SWIMMING CARNIVAL

Congratulations to the following students who competed at the Regional Swimming Carnival which took place Monday, 11 March at Gordon Fetterplace Aquatic Centre, Bradbury.

We had 3 relay teams competing, two by 4 X 50m teams and an open medley team. Daliya El Helou also competed in both the 50m and 100m freestyle. Well done to our awesome competitors!

- Rayane Wazir
- Calais Jones
- Yasmine Charkawi
- Allanah Marshall
- Sarah Steel
- Rayanne Charkawi
- Eden Jamal
- Ceydan Yorulmaz
- Daliya El Helou

They performed extremely well and should be very proud of their efforts.

Mrs Lord & Ms McEwen  
**Carnival Organisers**

### BASKETBALL REPORT



At the Stadium

The team had been selected and trained several Thursday afternoons in preparation for today's challenge. The competition for places was fierce and several bumps and bruises were soon forgotten as we arrived at the Minto basketball stadium.

We entered the stadium and found our place, ready to face the challenge ahead. A short time

later we discover our opponents in round 1 had forfeited. This put us into round 2 against our nemesis from last year Cecil Hills.

The game started evenly with both teams missing early opportunities before settling down to their regular patterns of play. Birrong moved the ball inside and dominated while Cecil Hills relied on their skilful outside shooters. At half time Cecil Hills led by 5 points.

The second half began well for Birrong with the margin cut to just three points after a strong showing by all players. This seemed to spur on the Cecil Hills team who then found their groove as the Birrong team tired. The final score saw Cecil Hills defeating Birrong by 34 – 18.

The next game was against our neighbouring Girls High school Bankstown Girls. It was played in the right spirit with players from both sides known to each other beyond the school. Several of the Bankstown students had been seen at training and selections (some would say spying on our tactics).

The game started well with both teams scoring freely. The scores were close before Birrong surged to lead by 7 points. The teams then needed to conclude the game due to transport arrangements so a draw was called.

A big thankyou to all girls who tried out for the team. It was pleasing to see you grow as players and focus on trying to win the games in a fierce but appropriate manner. MVP for the day was Anaseini Rokolati (Yr 11) who dominated the rebounds and scored strongly.

Mr Saule  
**Basketball Organiser**



With students from Bankstown Girls High School

## WELFARE MATTERS

### National Day of Action Against Bullying and Violence (NDA) – Friday, 15 March 2019

Our school community stands united against bullying. **Say no to bullying.**



### What is Bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying is when someone:

- keeps picking on you again and again and tries to make you feel bad
- says or does lots of mean things that upset you
- makes fun of you a lot
- tries to stop you from joining in or make others not like you
- keeps hurting you such as hitting or punching you.

### Bullying – what can you do?

#### ***If it happens in person:***

- ignore them
- tell them to stop and then walk away
- pretend you don't care
- go somewhere safe
- get support from your friends.

#### ***If it happens online:***

- avoid responding to the bullying
- block and report anyone who is bullying online
- protect yourself online – use privacy settings and keep records.

#### ***If you see someone being bullied:***

- leave negative online conversations – don't join in
- support others being bullied.

#### ***If it doesn't stop:***

- talk to an adult (parent, teacher, counsellor) who can help stop the bullying
- keep asking for support until the bullying stops.

Check out the *Bullying, No Way!* site <https://bullyingnoway.gov.au> for facts and information about bullying prevention and go to

<https://bullyingnoway.gov.au/forkids> for kids friendly information and suggestions.

### Study Skills Seminars

Year 11 students will participate in Elevate Education HSC preparation seminars on Friday, 22 March during periods 2 and 3 which will focus on effective learning strategies and study techniques to enhance students' performance as a senior student. Students will also be provided with access to the Elevate Education website and online resources to assist students with study, assignments and exams throughout the year. Year 12 have already completed their Study Skills Seminars for the year.

Year 10 students will participate in Elevate Education seminars on Thursday, 28 March during periods 2 and 3 which will focus on time management and study strategies. Students will also be provided with access to the Elevate Education website and online resources to assist students with study, assignments and exams throughout the year.

All students must attend these very beneficial seminars which will be of a reasonable cost as the school will pay part of the cost. Students need to pay \$10 at the finance office as soon as possible.

### Vaccinations

The first visit for Year 7 Vaccinations was on 27 February for the Diphtheria, Tetanus and Pertussis (Whooping Cough) and the first dose of the Human Papilloma Virus (HPV) vaccination. If students were absent on the day they will be caught up when the nurses return on 16 August.

Year 10 students will be able to receive a single dose of the Meningococcal vaccine on 16 August. Students will be issued the consent forms closer to the time.

Ms Boyle

**Relieving Head Teacher Female Students**

## CAREERS NEWS

Our lunch time presentations have commenced and we have had great interest and attendance from students in Years 10, 11 and 12. The University of Wollongong, UTS and TAFE have presented so far and Sydney Uni, UNSW, WSU and Macquarie are also booked in. Students are encouraged to attend these presentations to support their future career choices and decisions, and also to establish connections with staff from these institutions. Listen carefully to student notices in roll call to learn when the next presentation will occur.



### **Year 10 Work Experience**

Year 10 will go out for their first week of work experience starting Monday 27/5 to Friday 31/5, term 2, week 5A. Students are starting to complete their work experience lessons and learn everything they need to know about this wonderful program. Work Experience is compulsory for all students and parents/caregivers are encouraged to read through the Workplace Learning Guide for Parents and Caregivers and support their daughter/ward in organising a suitable workplace experience. Students are required to take the initiative in organising a placement themselves and are encouraged to do this ASAP to avoid missing out on a particular workplace. Completed student placement records are due to the Careers Office by Friday, week 1 of term 2. If families have any further questions about Work Experience please call the school.

### **Year 12**

UAC applications will open earlier this year for Year 12 students. In previous years, students could start applying in August, however, this year it will open on Wednesday 3rd April. Students will be sent their pins and UAC guides early April and Ms Wailes will run an information session closer to the date. PIN emails will be sent to the email address NESA has on file and students are reminded to update their email address with NESA, preferably to a personal email address (rather than a school email address), so they can be contacted when ATARs and offers come out in December and January. In the meantime, students and parents/caregivers are encouraged to start looking at the UAC website to familiarise themselves and also take a look at the links on SRS, EAS and Equity Scholarships.

### **Careers Resources**

Birrong Girls subscribe to a number of fantastic Careers websites that enable students and their families to stay up-to-date with careers events/news, support students in the job application process, and most importantly; aide students with their future career choices. Please see the following resources that are free for you to use:

[www.jobjump.com.au](http://www.jobjump.com.au) – click on the “I’m New” link at the top right hand corner, fill in your details, school password = puppies.

[www.studyworkgrow.com.au/become-a-member/](http://www.studyworkgrow.com.au/become-a-member/) - enter your details, enter your school code = BGHS19, complete your sign up and start exploring.

[www.myfuture.edu.au](http://www.myfuture.edu.au) – sign up using an email address.

Ms Wailes/Ms Shinas  
**Careers Advisers**

### **STUDENT WORK - MANIFESTOS**

In Year 11 Advanced English, students have been appreciating the benefits of reading and writing as vehicles to personal enlightenment. They have been workshoping compositions which are grounded in a deep exploration of their personal value systems. Below you will find some of the manifestos that students have constructed. They are by no means the final version. They understand that as young adults they are constantly evolving so they will continue to revisit their manifestos and make relevant changes as they grow into adults that are ready to enter the world.

I hope that you find these as thoughtful and insightful as I have.

Ms Bolanca  
**Relieving Head Teacher English**

### **A Gallery of Morals**

Take a walk down the road ahead of you while breathing in the fresh scent of tranquillity and exhaling a swirl of passion. Find your way into the glass room, its clarity and comfort allows you to examine your own gallery of morals. A gallery full of the masterpieces you have created through your experiences and what you hold close to your heart. They cling to the transparent walls with hope that the framed masterpieces will be hanging throughout your existence, as well as hope that they will live on past the short walk and make their way into your legacy.

The closest artwork plastered in front of you is entitled **Empathy**. The balanced composition and the intertwining of warm tones convey the enriched relationships gained from the experiences of empathy. The important trait that is on the brink of extinction in this ever-changing society is essential to understand humanity and the complex aspects of individuals surrounding you. Putting yourself in another’s shoes is crucial to gain a deeper perspective into what and why others feel and act the way they do. This enriched view can restrain judgements and ignorance which have been the major causes of society’s downfalls like conflict. Without realising it you tend

to make unfair judgements and perceive them as reality, subliminally creating a lack of acceptance of others. Take a challenge and step back from the flames fuelled by the chatter of prejudice and examine a picture as a whole because it's easy to judge something based on a quick glance.

The next masterpiece is labelled **Eccentricity**. The rigid, monochrome patterns of the artwork fade into a colourful and diverse array of lines and shapes emphasising the need to shake off the shackles of society's expectations. By creating a mental distance from the limiting stereotypes plaguing your thoughts you are able to trust yourself. Trust in your decisions, values and beliefs regarding the way you act, look and think. No word spoken by another can make you feel inferior without your consent, so never change for someone else. Don't define outcast by downcast, instead define it as contrast. Contrast against other soldiers of conformity. Join their marching parade only to march the opposite way. Find the grey between the black and white, find your own definition of success, trust the thoughts in your head, trust the heart that beats inside your chest. Don't allow society to rip apart who you are and who you want to be.

Engraved in the frame of another work are the words **Free Will**. The collage of arrows and question marks leading off the page with ambiguity emphasise uncertainty and the need for growth. With free will not only must you accept change, but you must ignite the flames of change and watch them devour negativity. Even whispers into a microphone are able to be heard by many. Inhale courage and speak out. Stand up even when you feel like your legs are bound. They can try to cut your wings but you can still fly on the ground, the gravity of being silenced is not enough force to hold you down. You can use your free will in two ways: to leave behind a legacy that is sure to fade away or to spread love and have courage to be heard by all.

The last masterpiece placed in the centre of the room is a **mirror**. Take a moment to reflect on the image staring back at you. Look within the smooth glass and ask questions like what means most to you? why do you act the way you do? and how do you feel? Understand what is within before twisting the kaleidoscope in your eyes. Demand that the heavy downpour of negative thoughts that sometimes drench your mind ease off and call for the clouds to part and allow the sun's rays in. Listen to the introspective beat of your heart because it is time for the glass room to crack. The masterpieces will remain but the walls enclosing you will break down because life is about imperfection and constant renovation of your soul. Whenever you feel lost, find the road with the gallery at the end and observe your masterpieces.

**By: Safa Laftah, Year 11**

## **Manifesto**

As an artist creating her own legacy I will not let society's fractured dogma dilute my personal integrity. When my brush soaks the richness of each day and moves to display the impacts on my character, I will not allow pride and ignorance to shun self-reflection and growth. I will accept criticism with a ready attitude and with the intent of improvement. I will not be silenced by overpowering voices which may be louder or come from a source deemed more powerful than my own. Rather than be limited by labels assigned to me based on society's definition of "advantaged" or "successful", I will utilise these misleading limitations as a vehicle to drive motivation, ambition and hard work. I will grasp every opportunity presented to me readily and intertwine its experience into my character.

I will resist society's ideas which infiltrate impressionable minds like watercolours spreading from the slightest pressure of a brush on canvas. I vow to defeat the strict criterion that dictates acceptance, which suppresses my being in a tight coil. I will maintain a positive attitude regarding my education and disregard negative and doubt which arise from others. I will allow my goals to fuel my work and will not be slowed down by marks or numbers. I am vaccinated against the lethal disease of social dictation, and will not permit the margins which encompass my page to limit my thoughts, and institutional curriculums to limit my knowledge. I aim to challenge dominant ideologies and form independent opinions on wide topics tainted not by the influence of modern society. Under crippling pressures and social examination I will not cave. For society's expectations, I will not change.

I will dilute the concentrated paint of stress and anxiety with the calming shade of family. I will not forget their continuous support, patience and love when my resilience is tested. In any situation regardless of its difficulty I will exhibit strength and control and will ensure a balance is achieved during the HSC where my wellbeing is paramount. I will work to attend university and study medical science. I hope to stand as witness while my medical work sends a ripple of life-altering joy and relief through families and individuals. I aspire to work until I profoundly influence the community. Although I am conscious of the difficulties that will arise along the corrugated path to this goal I strive to be fuelled by challenges rather than shut down by fear and self-doubt. I hope to use my education as a vehicle to help nurture the world back to humanity and light the fire of empathy and love in the souls of those swept by the crashing waves of consumerism and narcissism. I will not aim for perfection but rather evolution and believe "perfect" takes away from the experience of life.

As society paints its picture of a successful man with angry shades of deceit, malice and



dishonesty I refuse to accept success from the hands of ethos but hard work and will not mark the bottom of the canvas with a signature subscribing to the promise of income or wealth. I will stand steadfast in my principles, even in the face of pressure and will not allow a vague "success" to mark the finish line. I aim to continuously evaluate and improve my character and acknowledge the outcomes of my long term efforts. I will use this manifesto as a guide and look at it frequently for inspiration and motivation.

**By: Hanin Al Khaled, Year 11**

### **Vocal**

Voice is a virtue  
virtues spoken  
are  
Dreams

Vitality is dependent  
on our words  
that extend farther  
than arms

The conjured  
but unspoken  
vocals of  
every singer cannot  
be heard  
and therefore can never be  
performed  
Our ears are frequently  
tuned  
to a frequency  
that plays the music of  
pop.  
Sometimes we forget to listen with the  
Naked  
Ear.

Our voices  
contribute  
to the rhythm  
of the Factory.  
What we say can  
change the distribution  
of bread.

Remember to Voice.  
Remember to Listen.  
Remember to Speak.  
And keep the Factory  
Fuelled.

**By: Breanna Davies, Year 11**

Dear child

You are a beautiful being, and although most compare beauty to a flower, a fragile, bright

existence blessed with allure and grace, you are not a flower my love no one is. You are clay, the very nature of earth. Your roots are the ropes of existence. You are soil, the very soil your forefathers-built nations upon, nations that echo throughout time. You are vital, you are the essence of nature itself.

You will provide support to those you love, but you cannot fulfil their every desire. They will take advantage of you, and build houses on your back, all the while disregarding your value to them. Nature is not kind, nature simply exists. Landslides, earthquakes, and avalanches will break you, but most importantly they will shape you. You will be carried onto a stream of time, fluid and unpredictable, feeling every facet of your being as you pass on. Who you were may play a role in what you become, but it does not define you, the past is rippled water, beautifully imperfect. Take comfort and know that still water exists, calm and tranquillity can be achieved, but nothing is certain.

The stream of time will wind and turn in every conceivable direction. You may find something that seems to complete you along the way, carry it with you. It might be something you love or can't live without. If this means fosters your growth, fight for it, go against the stream to construct new pathways.

The torrent will split, moving through and around you vigorously. This sporadic stream will wind furiously, there is a danger in losing yourself to its persuasive currents. Remember you are clay, deep, solid and refined. The stream of time will carry you onto a process of evolution, in which one way change for the better. Do not hold onto heavy depleted soil, it will stunt your growth, forcing you to sink into a state of self-pity and regret.

Life itself is a delicately woven spider web, with long strands connecting to formulate a bigger picture. You may feel as though you are a fly caught in the web, but you are the spider. Your very actions have formulated the web, a fragile rigid structure surrounding you.

Nature will brew storms, wind rain and hail, destroying the intricate web you worked tirelessly to build. It will be left shattered and incomplete, seemingly beyond repair. Recognize the loss, but do not let its bitter claws take hold of you. Stop to acknowledge, the majestic silver beads of rain,

hanging elegantly on the rigid strings of life that remain.

Remember, we all share a 'destination' and it is the same for everyone. It may seem morbid, yet death is our only certainty. Do not let this preconceived fate extinguish your flame, illuminate in the darkness and strive to live fully. Verily life cannot exist without death, so do not fear it, it is not evil, it is nature, it is life. I refuse to feed you poisoned lies, so you must know that life is difficult, it is volatile and destructive. However, life is evidently mirrored in the natural world, and there is beauty within its elusive nature. Just stop to look around.

With love, mum

**By: Kaye Hafda, Year 11**

### LIBRARY NEWS

The 2019 NSW Premier's Reading Challenge has launched!

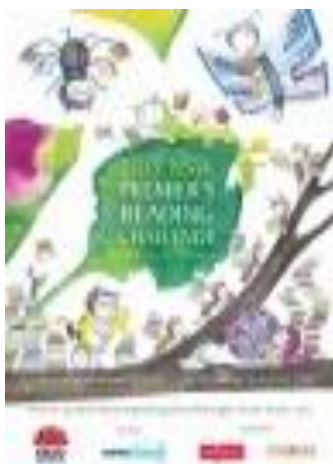
The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

Click on the link and log in with Portal User Name and Password.

<https://online.det.nsw.edu.au/prc/home.html>

At the top left hand corner click on "Student Reading Records" and record books you are reading!

Magic Fudge Parties for students with 5 books will be held at the end of Term 1.



### CAPA REPORT

#### Visual Arts

On Wednesday 6<sup>th</sup> March the Year 12 Visual Arts class visited the Art Gallery of NSW to participate in a Study Morning and a viewing of the annual Artexpress exhibition.

Four exhibiting students in Artexpress spoke about their concepts and the process they went through to create their bodies of work. The curator, Louise Halpin, gave her insights into the exhibition and also provided students with tips and advice for creating a successful Body of Work.

After the talk, Birrong girls then had the opportunity to view the artworks that were selected for this year's Artexpress exhibition. On display was a selection of outstanding student artworks developed for the artmaking component of the HSC examination in Visual Arts in NSW. There was an impressive array of artworks from each of the expressive forms including ceramics, collection of works, documented forms, drawing, graphic design, painting, photomedia, printmaking, sculpture, textiles and fibre and time-based forms.

The girls also had the chance to experience several other exhibitions including paintings by Judy Watson, video installations by William Kentridge and Aboriginal and Torres Strait Islander art in the Yiribana Gallery.



The Year 12 Visual Arts students have been inspired and encouraged to explore their own ideas and move out of their comfort zones in the creation of their own Bodies of Work.

This year the Art department will be awarding 'Artist of the Month' to one student who has produced outstanding work.

Congratulations to **Hajara Musthafa** of 8VA2 who has been awarded 'Artist of the Month' for March. Hajara's painting was chosen because of the skilful way she applied the colour and her ability to create a sense of balance and perspective in her artwork.



Painting by Hajara Musthafa Year 8

### Reminders

Year 8 Visual Arts Excursion to Watsons Bay – Wednesday, 27<sup>th</sup> March (Week 9A)

### Music

There are a lot of exciting things happening with Music this term at Birrong Girls. International Women's Day on the 8<sup>th</sup> of March was a highlight with four fantastic performances on various instruments. Aisha Alim, Iesha El-Esh, Catherine Zhang and Alice Cai all showed their musical expertise with outstanding musical performances in the hall at lunch time. The music was thoroughly enjoyed and contributed to the fantastic celebration of International Women's Day. Thanks to all students who were involved in musical items, stalls and other events on the day.

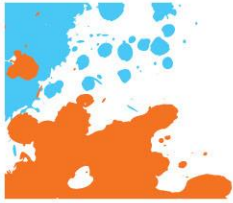


The Birrong Girls Vocal Ensemble and Pop Bands have resumed for the year and practicing hard for up and coming performances. The girls are developing their skills and looking forward to performing at assemblies and other school events in the coming weeks.

All year 8 students are getting involved in their music lessons with learning how to play the ukulele. Every year 8 student is given a ukulele during class to learn to play songs such as "Can't Stop The Feeling!". The students really enjoy the opportunity to get hands on and make music together, and even sing along as they play! Stay tuned for up and coming music events at BGHS!

By: CAPA Faculty

<b>BIRRONG GIRLS HIGH SCHOOL CALENDAR</b> <i>For your diary / noticeboard</i>	
<b>March:</b>	
Tuesday, 19 <sup>th</sup>	▪ Parent/Teacher interviews, 2-6pm
Thursday, 21 <sup>st</sup> to Friday, 22 <sup>nd</sup>	▪ Year 8 Swim School
Tuesday, 26 <sup>th</sup>	▪ Year 8 Jump Rope for Heart ▪ Parent Assembly, 10-10.35 am
<b>April:</b>	
Tuesday, 4 <sup>th</sup>	▪ Years 7 & 8 plus 9 & 10 competitors, School Cross Country
Friday, 12 <sup>th</sup>	▪ Last day of term
Tuesday, 30 <sup>th</sup>	▪ School resumes, all years



# BULLYING. NO WAY!

SAFE AUSTRALIAN SCHOOLS.  
TOGETHER.



Dear parents/carers,

At Birrong Girls High School we aim to create a safe and supportive school community for everyone.

You are an important part of our work to prevent bullying and to respond effectively if it happens. Stopping bullying involves everyone.

We are sending you a pocket card from Bullying. No Way! with tips on what to do if your child talks to you about bullying. Parents know their children best and know the best way to tailor communication to their needs. Adapt these tips to what works for you and your child.



### If your child talks to you about bullying:

1. **Listen** calmly and get the full story.
2. **Reassure** your child that they are not to blame.
3. **Ask** your child what they want to do about it and how you can help.
4. **Visit** [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au) to find some strategies.
5. **Contact** the school.
6. **Check in** regularly with your child.

### If your child talks to you about bullying:

1. **Listen** calmly and get the full story. Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need: who, what, where, when. Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.
2. **Reassure** your child they are not to blame. Many children blame themselves and this may make them feel even worse. You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.
3. **Ask** your child what they want to do and what they want you to do. A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.
4. **Visit** [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au) to find some strategies. The website has tips and ideas for different bullying situations. One idea is to practise strategies at home to help your child feel more confident.
5. **Contact** the school. Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal. Contact the school immediately if you have a concern about your child's safety.
6. **Check in regularly** with your child. Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

If you are looking for support for yourself to deal with a bullying situation, you will find ideas on the Bullying. No Way! website for parents. As well, please feel free to contact the school if you would like to discuss any aspect of our approach to preventing bullying.

Thanks for your support to make Birrong Girls High School a great school for everyone.

# Approved Footwear for Birrong Girls High School



## HOW TO DISCUSS YOUR SCHOOL SERVICES OR REQUEST CHANGES:

The best way to resolve any issues that your child or children are experiencing with our services is to discuss it directly with your school in the first instance.

We encourage direct communication between the school and Transdev NSW and we will do our best to resolve any issues as quickly as possible. We are also more than happy to visit the school and meet with school staff, when necessary.

If you wish to lodge a complaint or feedback, please direct it via phone to **131500** or [transportnsw.info](mailto:transportnsw.info) to ensure it is lodged correctly. We will then be able to process it and respond to you as soon as possible.

We undertake an annual review of all school services, to help plan the timetables for the following school year. Schools may also request changes throughout the year.

While we carefully consider all requests, please keep in mind, that many of our school services are utilised by more than one school and are often linked with normal route services either before or after the school run operates. This means that some changes may not be possible in the short term, but will be considered as part of future network reviews.



## USEFUL INFORMATION

### YOUR SCHOOL SERVICES:

Your 'school advice sheet' provides you with the current timetable of all your allocated school services.

This document is publicly available via our website – <http://www.transdevnsw.com.au/services/timetables/schools/>.

If normal route services also operate at or nearby your school or home, you can access their timetables on our website or via <https://transportnsw.info/>.

If you have any questions about your school services or any of our other route services, please contact us directly on **02 8700 0555**.

### LOST PROPERTY:

If your child has lost an item on one of our buses, we will do our utmost to get it back to them if we find it.

Parents or students, can call us on **02 8700 0555** Monday to Friday, between 8am and 5pm excluding public holidays, or can submit an enquiry online directly via <https://transportnsw.info>

**Please note:** For safety reasons we may not be able to immediately contact our driver if they are on the road. However, we will contact them as soon as it's safe to do so.

**www.transdev.com.au**  
**(02) 8700 0555**



## SCHOOL BUS INFORMATION GUIDE FOR PARENTS

This information guide gives you everything you need to know about our services and how to get assistance when you need it.



## SCHOOL STUDENT TRANSPORT SCHEME

Transdev NSW supplies your school with school bus services for eligible students. Parents or students over 16 years of age, must apply for a **School Opal** or **Child/Youth Opal** card from [www.opal.com.au](http://www.opal.com.au) before starting school. Please note that Transdev NSW has no involvement in this process.

### THE IMPORTANCE OF TAPPING ON AND OFF - WHY DO STUDENTS NEED TO?

It's essential for all school students to travel with a valid **School Opal Card** or **Child/Youth Opal Card** so that we can understand customer travel patterns and can adjust the services provided if necessary.

**Every time a student TAPS ON and OFF, they are counted on our service - when they don't, they are invisible.**



Transport for NSW watch our school service patronage closely to monitor the need for services and those seen with low patronage may be withdrawn.

Together with our drivers, Customer Experience Ambassadors and other Transdev NSW staff, we ask that you encourage your children to have their Opal cards ready and **TAP ON and OFF** every single time they board our services.

The better data we have, the better we can service your school adequately. This is especially true if you or your school believe that you have capacity issues with your current services.

Please also see our 'Code of Conduct' document for students on buses, published by Transport for NSW.

### WHAT CAN PARENTS DO TO HELP?

We ask that all parents ensure that their children have a valid Opal card for travelling to and from school each day and encourage them to **TAP ON and OFF**.

To apply for a **School Opal** card, you will need to live a minimum distance from your school to be eligible:

- **Years K-2 (Infants)** - No minimum distance.
- **Years 3-6 (Primary)** - 1.6km straight line distance or 2.3km walking or further.
- **Years 7-12 (Secondary)** - 2km straight line distance or 2.9km walking or further.

If you do not meet this criteria, your child/children will need to carry a **Child/Youth Opal** card with funds loaded onto it.

It's important to remember that the **School Opal** card is only for travel to and from school on school days and doesn't cover travel to After School Care, school excursions, sport and other activities away from school,



so it's a good idea to get a **Child/Youth Opal** card for personal travel.

### WHAT ELSE ARE WE DOING?

We are working closely with schools to improve Opal compliance and encourage students to **TAP ON** and **OFF** every time.

Where possible, we are encouraging schools to implement priority boarding for students with Opal cards and those without a card to board last.

**Please note that our drivers are expected to ask students to TAP ON and OFF as part of their duties.**

We will also be conducting random visits to schools to reinforce this message to students. Please encourage your child/children to **TAP ON and OFF** every time they ride.

We believe that a consistent and unified message from our drivers, schools and parents will help to change student behaviour.