Principal’s Message

NSW Department of Education Reforms

The NSW Department of Education strives to ensure that each child receives the best possible education at all public schools. It is currently implementing a range of reforms designed to: improve the quality of teaching in schools, to improve outcomes for all students and to enable schools to do what is best for their local community.

The reforms are widespread; some are aimed at Primary Schools while others are aimed at rural and remote communities. The reforms that will have an impact on the development of the young people at Birrong Boys High School include:

- **Great Teaching, Inspired Learning** is the NSW Government’s plan to improve the quality of teaching and learning in the state’s schools. This begins with supporting beginning teachers as well as managing teacher underperformance.

- **New Award initiatives** have reformed teacher pay scales which are now aligned with the achievement of certain standards rather than being about the number of years a staff member has been in our profession.

- **Local schools. Local decisions** has given schools the authority to make local decisions to best support the needs of our boys. These local needs and decisions are categorised as; managing resources, staffing, working locally, reducing red tape and making decisions. In light of this, school funding is now delivered as RAM, Resource Allocation Model, which allows schools to have more freedom in the way we utilise our funds.

- **The School Excellence Framework** is based on a review of national and international practice at the system and classroom level. Within this framework schools are provided with structures to aim at improving in the key areas of learning, teaching and leading. There are important elements in each of these three areas such as wellbeing, assessment and reporting etc. that enable a school to undertake an audit and align school plans to ensure that policies, procedures, people and practices move the school from a level of ‘delivering’ through ‘sustaining and growing’ to ‘excelling’.

- **Supported students, successful students**, as part of the Wellbeing Framework, is designed to enable all students to connect, succeed and thrive at each stage of their development and learning. Within this a new Behaviour Code for Students has been produced. This
behaviour code has been included on the rear cover of this newsletter.

At the next Parent Meeting I will discuss these reforms in greater depth. In the next newsletter I will highlight how these Departmental reforms will transform things at Birrong.

Mr D Stevens
Principal

Deputy Principal

Celebrating a Rich and Diverse Community
On Tuesday 23 June, Birrong Boys’ High School hosted our fourth annual Ramadan Iftar Dinner.

The Iftar was held in the school’s common room and staff, students and guests enjoyed a buffet of tasty choices especially prepared by the staff and students.

This yearly event, which celebrates the holy month of Ramadan, brought our diverse and rich school community together in a peaceful, inviting and relaxed environment. It was great to see special guests along with a number of local principals, DEC consultants and university staff reserve time in their very busy schedules to celebrate the event with the Birrong Community. A huge thank you goes to all staff and students who demonstrated enthusiasm and commitment towards making the event a successful one.

Well done to staff and boys!

Our Boys Perform for our Local Primary Schools
On Thursday 25 June 2015, Birrong Boys High School worked collaboratively with Birrong Girls High School to put together a performance display for our local primary schools.

Birrong Boys High School
This initiative aims to reinforce relationships with our local sister school and primary schools, improve the transition process between primary schools and high schools and minimise disruptions to primary schools by hosting simultaneous events.

The display consisted of a range of performances and school presentations. Paul Alai and Tupou Taufa led our Pacific Islander students in putting together a number of performances including a Hakka which was one of the highlights of the morning. Paul Alai joined Mr Hill in a number of singing performances. Students from Years 7 - 10 also put on a number of songs to entertain the crowds.

Mr Papanikolaou ran a couple of experiments that amazed the crowds while Feeras introduced our mentoring program to our primary schools through a clip the Year 11 mentors compiled. The mentoring program is a leadership program that involves Year 11 students working with the Year 7 cohort on transitioning successfully into high school.

A huge thank you goes to Mr Hobbs, Mr Hill, and Ms Metcalfe and all the staff and students that made the event a successful one.

Year 12 Students Complete their HSC Studies this Term
Students in Year 12 will be completing their HSC studies this term and will commence HSC exams next term. It is important that students prepare well for all of their subjects in order to progress to achieve their best for their HSC. Interviews will be conducted throughout the term with the Careers Adviser to ensure that students complete preferences for further study. It is important for parents to encourage their sons to prepare well and try their best. Good luck Year 12!

Students attend HSC Trial Preparation Lectures at UTS
During the July holiday, a number of Year 12 students attended UTS for trial preparation
lectures. Students were able to choose lectures from a range of subjects including Maths, Chemistry, Biology, Physics, Business Studies and English. Students received complementary tickets to the lectures due to the strong partnerships between the school and the university. Many thanks go to Mr Prasad for organising the tickets and liaising with the university.

**Practicum Teachers Learn From Our Staff Expertise**
Student teachers from the Faculty of Education at The University of Sydney visited our school twice this term. BBHS has a strong partnership with Sydney University and teachers have been sharing their expertise with practicum teachers for years. The days offered enormous enjoyment and learning for the early careers teachers. It was an opportunity to learn about the realities and practicalities of teaching in schools, a learning opportunity that can only be gained by practical and hands on experience. Kate Keeley, a Lecturer and Curriculum Coordinator from Sydney University, expressed her gratitude to BBHS with the following comment: “Every year, all students, every one of them, say how great the unit was and that to a very large extent is due to the people at Birrong”.

Mr Hobbs and I were also invited to Sydney University to talk to pre-service teachers about planning effective learning experiences for students especially those with significant language needs. I was able to share the good practices we have at BBHS. Pre-service teachers also shared with the senior executive team reflection papers they wrote about the learning they gained while at Birrong about effective teaching in South West Sydney High Schools.

**Ms Ramadan**
**Deputy Principal Administration**

**BBHS Upcoming Events to Remember**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Parent Meeting 9:30am</td>
<td>14 August</td>
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<tr>
<td>Parent Meeting 9:30am</td>
<td>11 September</td>
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**Deputy Principal**

**Meet the Teacher Night**
On Tuesday 21 July we held our Parent Teacher Night; this was a very successful night with many parents having the opportunity to discuss the progress of their son. On the night the Half Yearly reports were also distributed. For those parent who could not attend the meeting the Half Yearly reports will be mailed home, and if you wish to discuss any issue related to the progress of your son please make an appointment, by phoning our school on 9644 5200.

**Preliminary Students Getting Ready for the HSC**
This term is the last term for our current year 11 students, as they complete their Preliminary courses. Their Yearly exams will commence on the last two weeks of term. Students need to put in place a thorough revision program to, as this will give them a good indication of their abilities. Some students may reduce their courses as they commence their HSC course, this will mean instead of six courses as the minimum requirements they can still be eligible for their HSC with only five courses.

**Valuable Items and Large Amount of Money**
Students are requested not to bring valuable items to school and large amount of money. For safety reasons and lost items, the school cannot take responsibility for unnecessary items that students bring to school. Especially mobile phones, these items can be dropped, lost and damaged. On occasions items can be damaged and broken accidently and this puts pressure on students to repair or replace them. Please ensure that your son does not bring valuables and large amount of money to school.
Free Help with Homework
The Homework Centre operates on Mondays and Tuesdays from 3.10pm till 4.10pm in our school library. Please encourage your son to attend. They can benefit by having access to free tutoring, homework assistant, help with assessments and assignments. For more information see Mr Derbas.

Congratulations to Fayez Ilahi Firdous Mohamed of year 9 who received the Deputy Principal-Student of the Month for July.

Mr M Derbas
Deputy Principal

Community Liaison Officer

It has been a busy few weeks this term, with parent meetings, and interviews, P&C meeting, supporting our boys at sports competitions, grant applications via Bankstown Council, finalising P&C memberships and insurances, positive promotion of our school via ethnic media and much more.

Birrong Boys High School Parent & Citizen Association
It gives me great pleasure to announce that the schools P & C met end of last term and office bearer positions have been allocated. A big thank you to those who attended the meeting. The new office bearers are:

- Souhair Harris, President
- Judy Saadeddine , Vice President
- Meyrnah Khodr, Secretary
- Peggie Lee , Vice Secretary
- Lyn Levi , Treasurer

National Youth Week 2015, Birrong Boys High Student Top 10 Finalist
Congratulations to Ameer Harris of Year 10 who was selected out of 75 local Bankstown Council participants who entered the 2015 Youth Week Writing competition. Ameer was selected as a top 10 finalist. All finalists had their works published in a book which was recently released. Ameer was invited to attend the Bankstown’s Youth in colour 2K15 Festival. Congratulations on your success.

Ramadan Iftar 2015 at BBHS
I attended my first BBHS Iftar and I was overwhelmed with the support and unity I experienced. It was such a beautiful feeling to be part of a special event. Congratulations on such a success. Thank you to Ms Ramadan and team for such a lovely spread.

The local ethnic Arabic paper, El Telegraph was happy to pick up the story and publish it. Thank you to Mr Tony Kazzi, Editor in Chief for his continuous support.
Parent/Teacher Interviews held Tuesday 21 July 2015
I am proud to say the Parent/Teacher Interviews held last week was a huge success. I was happy to see many parents attend and had the opportunity to meet and greet all of them personally. Congratulations to all the teachers and all those who helped in a delicious BBQ and afternoon tea.

Supporting our Boys at Football Competition
Thank you to the parents who came along to The Crest at Bass Hill last week on Tuesday 21 July 2015 to support our boys who played Rugby. They played exceptionally well.
Notice of Change of Day for CLO
I would like to advise that my days have changed as of this term. I will no longer be available on Thursdays, and will be in on Tuesday instead.

My days and times of availability are Tuesday and Friday from 9am to 3pm. Please feel free to contact me on 9644 5200 ext 245 or via email souhair.afiouny3@det.nsw.edu.au for any enquiry or assistance.

Ms Harris
Community Liaison Officer

English Faculty

Spellodrome
Congratulations to Jabir Mohammed, Abdirashid Mohamed and Ali Hamdan for outstanding achievement in Spellodrome. I encourage all Year 7 and 8 students to complete Spellodrome at home. It is a great way to help improve your spelling skills and enhance your vocabulary.

Year 7 Spelling Bee
Year 7 are currently in the process of competing to enter our annual Spelling Bee Competition. Students have been completing weekly spelling lists in their English classes. The top 5 students in each class will then be competing in the final of our competition. The final will be held in week 6 of this term. Good luck to all year 7 students.

Year 8 Creative Writing Competition
Last term we started a Creative Writing Competition that was open to all Year 8 students. Congratulations to Ali Hamdan for his winning entry below. Well done Ali!

Student Creative Writing Article
Swoosh, bush, clash! As the moon gets higher and the dogs howl louder, people start running and screaming for their lives. I walk out of my house and see what is happening. I see police knocking on each door telling people to evacuate as there is an asteroid
appoaching. I instantly know what to do. I get everything I need and quickly pack it into my car. I invite my neighbours so we can leave this target zone together.

As we drive off I can tell that doom is ahead. I saw somewhat of a legend that I did not believe existed in reality. Its sharp claws and gruesome jaws try to attack the town of Lavillah. Its massive body crushed buildings. The only survivors that I could see were near my car. Suddenly, it is coming for us and then we are in the palm of its hand. I knew that this meant instant death. I was screaming so much that tears rolled down my face. I just wanted to wake up because I thought this was a dream.

It threw us to the asteroid and now I was even more scared. My neighbour Fred and I were stuck in its claws. I closed my eyes and told Fred to do the same. I held my breath and hoped for the best. The asteroid was getting closer. All of a sudden, the beast flew up and crushed the asteroid. The entire experience was like a roller-coaster ride. All I was feeling was the adrenaline through my body.

The beast released us to the ground and it returned home. I looked at all the damage that has occurred in the town. There were corpses and all sorts of materials around. It was clear that the beast had returned.

Ali Hamdan
Year 8

PRELIMINARY ENGLISH STUDENTS’ RESPONSES ON THE CONCEPT ‘CONFLICT’ POSTED BY MS. JOSEPH

Conflict is a part of everyday life and can happen to anyone. Conflict can result in either positive or negative outcome depending on what type of people are involved. The main reason for conflict between two people is because they may have opinions that differ. It’s most likely to have a negative impact when an agreement is not arrived at. The ideas of conflict have been portrayed in David Williamson’s play ‘The Removalist’, Antoine Fuqua’s film ‘Training Day’ and Blake Neely’s TV series ‘Arrow’.

Ideas of conflict have been depicted in Williamson’s play ‘The Removalist’ and nearly all times it had a negative outcome for the individuals involved. Williamson shows us how abuse of power can be the main reason for conflict. In a scene of the play, where Simmonds in his role of Sergeant takes his anger on Kenny Carter after being provoked to go from controlled violence to uncontrolled violence as described in the stage direction, “The Sergeant goes berserk. It is as if Kenny’s words have found the trigger switch from controlled violence to uncontrolled violence. He beats Kenny about the face.” This shows how conflict has a negative impact on Simmonds for taking his furiosity out on Kenny which is unlawful and could have led to his dismissal. This example shows how conflict can have disastrous consequences when people differ in their opinion about the use of offensive language.

Williamson’s play also portrays a different type of conflict between Sergeant Simmonds and newly recruited Constable Ross who has just joined the force. As soon as Ross starts, Simmonds expects him to listen and take every advice he gives. The conflict then starts when Ross disagrees with some of Simmonds’ advice. The Sergeant then yells at Ross with animosity, “You don’t know anything about life, about the force, about yourself. You don’t even know why you joined here. I’ve been on this earth thirty years more than you have
Ross.” This conflict could only lead to a negative result. Ross is new to the force and is easily influenced and slowly picks up Simmonds’s corrupt attitude. This is demonstrated at the end of the play when Ross tries to cover up Kenny’s death by punching Simmonds and compelling Simmonds to punch him back so that he could make the death look like an act of self-defence.

Antoine Fuqua’s film ‘Training Day’ shows the same themes as Williamson’s play where abuse of power is once again the main reason for conflict. In the film newly recruited officer Jake Hoyt from LAPD is influenced by Senior Narcotics division officer Alonzo Harris. Alonzo Harris is a corrupt officer who makes up his own laws and follows his own ways while dealing with criminals. Jake Hoyt’s is completely opposite and wants to do things by the book. Medium shots were used to show Jake’s look of disapproval at Alonzo’s way of doing things his way, especially in the scene where Alonzo takes money and drugs from two drug dealers who attempted to rape a school girl instead of booking them. In this instance conflict lead to a positive outcome as Jake refused to be a corrupt officer and stands up for what is right and believes that everything should be followed by the book as he had learnt at the academy.

In Blake Neely’s TV series ‘Arrow’ conflict occurs when Oliver Queen (the main character, the Green Arrow) contends with criminals he faces everyday while disguised as the Arrow. Arrow and the criminals have their own ways of dealing with people and issues which results in conflict for both the parties. Sound effects of gunshots, fighting and punching were used to portray the conflict. This is quite similar to Fuqua’s film ‘Training Day’ where at the end Arrow defeats his adversaries. In this case conflict ends in a positive outcome which is rare.

In conclusion, the three texts all have some sort of conflict. In ‘The Removalist’ abuse of power is the main reason for conflict just as in ‘Training Day’ and different opinions, goals or outlooks as in ‘Arrow’. In all these three texts composers have demonstrated that conflict could lead to both positive and negative outcomes.

By Ahmad Gourbandy
11.2 English

Conflict occurs in everyday life and can lead to varied outcomes. Conflict could happen to anyone and can sometimes be resolved satisfactorily and when resolved unsatisfactorily could lead to negative outcomes. Conflict mostly starts when people have different goals and opinions. Conflict can escalate from bad to worse and can lead to violence and killing. This has been heavily portrayed in David Williamson’s play ‘The Removalist’, Antoine Fuqua’s film ‘Training Day’ and Wilfred Owen’s poem ‘Dulce Et Decorum Est’. These texts present the theme of conflict through visual techniques, language techniques and music.

Conflict is evident in David Williamson’s play ‘The Removalist’ and in most situations. Conflict starts because there has been a disagreement between the individual’s involved. Williamson uses dialogue to show you the conflict between Fiona and Kenny. For example, “I was beaten by my husband. ...all I want is a separation at the moment.” Fiona went to the police station and lodged a complaint against her husband for domestic violence. Fiona did not like the way she has been treated by Kenny and she thinks that she should be treated equally whereas Kenny thinks that being the man/husband in the relationship he had the authority to abuse her. In this example, conflict is inevitable because the individuals’ involved have different outlooks.

David Williamson’s play ‘The Removalist’ conveys the concept of conflict and in most situations conflict starts because there is a difference in opinion. The dramatist uses angry tone to show you the conflict between
Sergeant Simmonds and Constable Ross. For example, “you don’t know a thing about life, about the force, about yourself; you don’t even know why you joined up.” The new recruit Constable Ross disagrees with the way how Sergeant Simmonds deals with Kenny and thinks that Sergeant Simmonds’s way isn’t the correct way. Therefore, conflict has been evident in the play between Constable Ross and Sergeant Simmonds because they have both had different outlooks about police force.

Antoine Fuqua’s film ‘Training Day’ provides responders with an idea of what causes conflict and how disagreements could impact on individuals involved in it. Fuqua uses dialogue as a technique to show the friction between newly recruited Jake Hoyt from LAPD and Senior Narcotics division officer Alonzo Harris. For example, “unlearn the bullshit they teach you at the academy. That shit’ll get you killed out here.” On Jake’s first day as LAPD officer Alonzo tells him that he should not follow what the academy had taught him. Jake, however, disagrees and thinks that the academy’s way is the right way with dealing criminals.

Conflict is portrayed in ‘Training Day’ through the main characters and their different outlooks about corruption being the only way to last long in the Narcotics division.

Fuqua’s film ‘Training Day’ conveys the concept of conflict and the disagreement between the individual’s involved. The cinematographer/director uses medium shots to show Jake’s look of disapproval on how Alonzo deals with criminals. Jake wanted to file a report on the two drug dealers who attempted to rape a school girl in the alleyway but Alonzo’s way was to take the criminals’ money and drugs and let them go scot-free. This explains why Jake looked disapprovingly at Alonzo as he did not believe that corruption is the right way. In this example, both Jake and Alonzo have a disagreement and this also shows that conflict is inevitable.

Wilfred Owen’s poem ‘Dulce Et Decorum Est’ heavily portrays the theme of conflict and it shows the meaningless of war and destruction. Owen uses simile as a technique such as “Bent double like old beggars, under sacks” to highlight the struggle and the innocence of the young inexperienced soldiers. The soldiers are incapable of movement and hence they are compared to old beggars. The government enlisted and send young soldiers with insufficient training to war to fight for their country. They had joined army for glory and were not prepared for the harsh realities of war, death. The differing outlook between the government and young vulnerable soldiers leads to an inevitable conflict in terms of different expectations.

In conclusion, all three texts demonstrate that when people have different opinions conflict will commence. And in all the texts conflict has been resolved in an unsatisfactory manner. These ideas have been heavily portrayed in David Williamson’s play ‘The Removalist’, Antoine Fuqua’s film ‘Training Day’ and Wilfred Owen’s poem ‘Dulce Et Decorum Est’.

By Thergam Al Khazaaly
11.2 English

Without a doubt, when people have conflicting aims, objectives and opinions conflict is often the result. It can occur when there is little acceptance and tolerance towards one another. Williamson’s play ‘The Removalist’, Philip Noyce’s ‘Rabbit Proof Fence’ and Peter Skrzynecki’s poem ‘Feliks Skrzynecki’ all depict the concept of conflict and how it can be inevitable when differences exist between two people’s views.

‘The Removalist’ shows the concept of conflict by highlighting the violence of the policeman as well as issues of domestic violence. The first issue of conflict is seen where Kenny is physically abusive towards his wife Fiona. Dialogue is used when Fiona goes to the police station and says, “I was beaten by my husband.” The play shows us the outlook that
men have and how they think it is acceptable to disrespect women and be violent towards them because Fiona has a different outlook and believes that women should be treated with more respect; the difference of opinion caused inevitable conflict between them.

Conflict is also depicted when the two officers Constable Ross and Sergeant Simmonds argue and Simmonds refuses to cooperate with Ross and his plan to make Kenny’s death look like an accident. Ross punches Simmonds and says, “Hit me where it bruises. Go on Serg! You know how to bruise a man! Go on!” in a hysterical tone which leads the play to end with them desperately beating each other up. This shows that because of the different outlooks they had, the conflict between them was brutal and inescapable.

Moreover, the movie ‘Rabbit Proof Fence’ also depicts the notion of conflict. It shows the conflict between the Australian Government and the Aboriginal people back in the 1930’s. The main conflict that takes place in the movie is between the policeman and the girls and their families as they have forcibly been taken away from their homes. When the women and children struggle with the policemen, the volume of the music dies away and the sound of screaming and moaning of the mother and grandmother was heard to emphasise the pain and struggle they went through. The difference of opinion between them and their outlooks they had caused the inevitable conflict.

They arrive at the settlement very scared and vulnerable. There were a lot of restrictions placed on them to go to church daily and not speak their native language. The girls felt very resentful and wanted to escape the settlement and return back home to their families. Exhaustion of the girl carrying the younger sister was heard as she said, “I can’t go any longer” in a tired tone to show the extreme conditions they went through. As the Australian government had different goals and outlooks from the Aboriginals a lot of suffering and unavoidable conflict occurred.

Peter Skrzynecki’s poem ‘Feliks Skrzynecki’ highlights the difficult relationship Peter had with his dad because his dad continued to live mentally in Poland and Peter preferred to identify himself with Australians as he was living in Australia. They both have a different outlook which caused conflict between them. A simile used in the poem was, “like a dumb prophet/watched me pegging my tents/further and further south of Hadrian’s Wall” which showed the strained relationship between the father and the son due to their differing outlooks. It can be concluded that ‘The Removalist’, ‘Rabbit Proof Fence’ and ‘Feliks Skrzynecki’ all depict the notion of conflict. Even though the conflict in each text was different, they all show us that it can occur at any time and that it is inevitable when people have different goals and perspectives.

By Hussein Al Haeiri
Year 11.2 English

HSIE Faculty

The work produced by year seven students was highly commendable and must be noted! They were assigned the task to take quick notes while watching a documentary on hot deserts. Pauses or breaks were not provided during the 40 minute long feature. However the quality and substantial lengths of the notes taken mirrored the work of professionals! Moments like these make all us teachers proud that our students are working to their full potential and blossoming into profound academics.

Ms R Ramani
HSIE Teacher
Video Review-Important Information Points on Hot Deserts by Tommy Duong Year 7

- Wind rises and falls.
- They have the biggest dunes.
- They can be 3m high.
- Dunes may not be shifted for 5,000 years.
- Few rocks can hold from blasts of wind.
- Rocks can turn into more sand.
- Heavy rock can be moved by sand.
- Jagged rock can be eliminated by sand.
- The desert sun heat can evaporate water supply.
- The sun is a killer for Kangaroos.
- Australia has blistering sun heat.
- Soon heat will reach a critical point.
- Any Kangaroo is a certain point of heat is in a dangerous point.
- In the shade it shields some of the sun’s heat from evaporating the Kangaroo saliva.
- Even in the shade the Earth is burning hot.
- Some survival techniques may not be enough to survive in the desert.
- Most Kangaroos come out of their shelter during the night because it’s cooler at night than daytime so the animals play at night since it’s cool.
- Camels can eat cactus without harming the Camel.
- Wind blows and sweeps the fog away from the land.
- The Cacti soon will drip dew.
- They form liquid like a sponge.
- Moisture does not condense.
- Some rain does fall but not frequently.
- It rains a lot but eventually drips dew.
- Cactus can hold up to 5 tonnes of water.
- Birds can live inside a Cacti and not only birds live in there.
- Catie Cactus can attract Bats by the flower.
- Desert is so big and can refill on their way.
- Most animals live or fly by the Cacti.
- Song so dramatic.
- Deserts are like particles.
- Life in the desert is scarce.

Year 10 Report

Aspire
Four students from Year 10 were selected to attend the University of New South Wales Connect program run through Aspire.

The program is fully funded by the University and seeks to engage students with a focus on aiding them to discover a possible career path. It specifically targets Year 10 students as they start to make decisions about their subject selection for their preliminary HSC.

Our students had the opportunity to: visit the SCG and Allianz Stadium, the Google Offices, to experiment with extracting DNA from fruit in the Childrens Cancer Institute of Australia and talk with a variety of professionals, university researchers and trained staff working in all of these venues.

The event was hugely successful and enjoyed by all of the students and teachers who had the opportunity to attend. About 200 students attended the program from around New South Wales. All of the students had a lot of fun and enjoyed meeting the other students from both regional and metropolitan NSW.

Permission to Publish
Could parents and guardians please remember to return the Permission to Publish form for each child in their care? This form must be signed before I can upload photos of individual students to the Birrong Boys High
School website. It is always rewarding to see the photos of our students participating in the variety of events we attend or hold. If you could please return these to me or the office it would be appreciated.

End of Year School Camp
All Year 9 and 10 students have been given a letter inviting them to attend a school camp at the Milson Island Sport and Recreation Centre during the last week of Term 4. This camp is run by a NSW Government Department and professionally organised and supervised. Students are presented with many challenges aimed at helping them to grow in confidence and self-esteem. The total cost of the camp is $295.00, this includes two nights accommodation, all meals (Halal), travel costs and all of the activities which can include the flying fox, canoeing, obstacle and challenge rope courses, archery and raft building. Students must pay a deposit of $60 to secure a spot and the remaining cost of $235 can be paid off throughout Terms 3 and 4. If you have any questions or would like to talk about this please call me or Ms Harris.

Year 8 Subject Selection for Years 9 & 10
It seems like only yesterday this group of students were in Year Seven. Subject selection for the last two years of your high school study is very important. Students need to consider carefully which direction they hope to take in the future.

Students today are given more flexibility in their choices. If you feel you want to take the non-ATAR course this does not mean you can never study at university level if you change your mind in the future.

While students are encouraged to choose subjects that they are naturally drawn to, it is also very important to balance this with your long term goals. Some students may already have clear goals in place, while others may find it useful to choose from a range of subjects so that their future options are maximized.

Whether or not you choose to go on to further study after Year Twelve, it is hoped that the subjects you undertake will equip you with the skills to make a meaningful contribution to your future workplace and to your community.

Ms. Good
Year Adviser

Sky High Year 8
On Thursday 30 July 2015 the Year 8 Sky High group visited Trades Norwest Senior College. This is a college where students complete year 11 and 12 but specialise in a trade such as electrician, carpenter and fitness trainer.

We left school at 9am on a coach provided by Sky High. We spent 45 minutes trying each of the trades.

In carpentry we had a competition to hammer some nails. The students from the college cooked a BBQ for us. Most of us thought that the fitness session was the best. It was a fun day.

Mr Hobbs
Head Teacher - Support
At the end of last term a number of students were selected to represent the school at the Bankstown Zone Athletics carnival. I would like to commend the students who attended who all represented the school very well.

There were a number of very good performances which are highlighted below:

- Khaled Tamer Year 12 - 1st in 17+ shot put and 4th in the 100m.
- Ali Kolka Year 10 - 1st in 17+ javelin.
- Abdul-Rahman Ghanem Year 8 - 1st in 13's shot put and 2nd in javelin.
- Cruise Taitani Year 9 - 1st in 15's high jump.
- Kerem Benzer Year 7 - 3rd in 12's shot put.

Congratulations to all the above mentioned boys at the upcoming SSW regional carnival in Week 3.

On the 21st of July, Birrong were represented by the under 14’s and under 16’s at the rugby league all schools carnival run by Canterbury Bulldogs. I would like to congratulate both teams for the way they carried themselves on the day. Both sides finished third narrowly missing out on the grand final. A big thank you to Khaled Tamer, Sekope Pahulu, Peter Dang and Tupou Taufa of the Year 12 Sports Coaching class who were excellent in coaching both teams on the day.

Mr G Roukanas  
Sports Coordinator
Birrong Boys High School

Year 12 Retail Services

The Year 12 Retail Services students worked in groups to create a display as part of their assessment task. We had to make decisions on a number of things such as the theme, the products to display, where to source the products from deciding on the audience for the display, preparing the ticketing items as well as working on the colour theme.

Each member in the group had to complete his part of the task and then we set up the final displays in the library. We worked on this task over a four week period and it showed us the importance of our planning, organising, communication, problem solving, technology and team work skills.

We learnt so much from this task as it allowed us to have a good understanding of the real retail industry. As we started from scratch and we put in practice the theory we learnt from our teachers; we think our finished displays look amazing!

Calvin Pillay & Nathan Blas
Year 12

The Shed

Year 10 students Ahmed Aouad, Ibrahim Diyab and Abdelrahman Jelany have been working very hard for five days painting the shed inside and out.
This project came about when these students wanted to join the CREW and work for a few weeks helping out at school.

These students all worked very hard together, gained their White Card and an award.

Ahmed Aouad
Year 10 Student
Student Profiles

Bilal ZANETTI
Year 8

Favourite Sport
Soccer

Favourite Food
Pizza

Favourite Subject
English & Sport

What I like about BBHS
the teachers

When I leave school I want to be
an athlete or professional soccer player

Taufiq ARAHMAN
Year 12

Favourite Sport
Ping Pong

Favourite Food
Lobster

Favourite Subject
Engineering Studies

What I like about BBHS
students and teachers

When I leave school I want to be
Pediatric Nurse
Community News

School Website
Have a look at our school’s website. Here you’ll find useful information about our school including upcoming events, school holidays, school start times and end times, public holidays etc on the calendar section. http://www.birrongboy-h.schools.nsw.edu.au/en/home

EFTpos is available at Birrong Boys’ High
Families, just a reminder that EFTpos payments are available at the front office for parents, carers and students. EFTpos may be used for payments of school fees, uniform, equipment and excursions. No cash available.
BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school’s uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.
Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

☐ Treat one another with dignity
☐ Speak and behave courteously
☐ Cooperate with others
☐ Develop positive and respectful relationships and think about the effect on relationships before acting
☐ Value the interests, ability and culture of others
☐ Dress appropriately by complying with the school uniform or dress code
☐ Take care with property

Safety

☐ Model and follow departmental, school and/or class codes of behaviour and conduct
☐ Negotiate and resolve conflict with empathy
☐ Take personal responsibility for behaviour and actions
☐ Care for self and others
☐ Avoid dangerous behavior and encourage others to avoid dangerous behaviour

Engagement

☐ Attend school every day (unless legally excused)
☐ Arrive at school and class on time
☐ Be prepared for every lesson
☐ Actively participate in learning
☐ Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.
OPEN DAY INVITATION

Transition to Work Program - Casula

Thursday 27th August 2015 from 10am-12noon

Monday 31st August 2015 from 6-8pm

Northcott’s Transition to Work program proudly offers school leavers with a disability a flexible, innovative and individualised service.

The program aims to provide a person centred program which meets the individual needs and goals of the young person. It also supports the individual to enhance their confidence and self-esteem along with providing opportunities for individuals to work towards greater independence and skills development to enable transition to the employment of their choice.

The program’s structure and activities are particularly suited to young people with a Physical Disability, Asperger’s, High Functioning Autism, Learning Difficulties, some vision impairment etc.

Please join us for our Open Day to find out more information on our Program and other services offered by Northcott and to chat with our staff who are available to answer any of your questions.

Where: Northcott Casula Office
       Suite 6, Building 18
       Casula Central
       633 Hume Highway
       CASULA NSW 2170

Refreshments will be provided.

Please RSVP Christine O’Neill on 87782311 or admin on 87782300 prior to Monday 17th August 2015.