

# *Candid*

WHAT WE CAN DO. WHAT WE DID DO. WHAT WE WILL DO.



# Acknowledgement of Country

Bankstown Girls' High School acknowledges the people of the Cadigal, Wangal and Bendiagal clans of the Dharug tribe as the traditional owners of the land upon which our school stands.

# Principal

Suada Bilali

Despite the challenges we had in 2021, Bankstown Girls' High School has proven once again that not even a pandemic will stop or slow down the great work that happens at the school. 2021 turned out to be an extraordinary year!

Let's begin with Term 1. What a strong start to the year. This was the term we officially launched 'Bankstown Girls Steam Ahead', a program where every student from Year 7-11 had the opportunity to participate in a STEAM project. We had mass school refurbishments with many rooms being painted and upgraded. Other events included, Interactive Open Day with walk-through and activity participation, welcoming of new staff that have become integral to student school life, the Integration of VET practices in school life through the Balcony Café and events such as swimming Carnival, International Women's Day, Harmony Day, and World's Greatest Shave.

In Term 2, we held our first ever working Bee for our Indigenous Legacy Garden. We also showcased our students' STEAM work to our Director Education Leadership, Jan Green, and Executive Director, Deb Summerhayes, who were most impressed with the progress made by each faculty. Approximately twenty tutors were hired to aid in student learning and engagement. We also reintroduced the Breakfast Club and held many more events such as our Interfaith Celebrations Morning Tea, Cross Country with Picnic, Pyjama Night, LFC Soccer Clinic, Ikea Excursions, and Excursions to Bell Theatre.







By Term 3 circumstances changed and we all found ourselves in lockdown and back to learning from home. Our parents and carers were taking the reins from home and teachers continued preparing, uploading lessons, and Zooming as much as they could. Amongst the chaos, Winnie Bach and Fatema Alkhen were working on a robotics project and entered in the Universal Robotics Challenge World Final. Out of 76 world entries their robot ranked 3rd in the world. What an amazing achievement and congratulations to Winnie and Fatema.

Term 4 started with online learning, but it was very clear that our students could not wait to get back to face-to-face learning and finally we did by week 4. Finally, our school came back to life and classrooms were full. Though everyone found this time challenging, our year 12 cohort were the most heavily impacted students from this learning from home period, as they had to complete their HSC preparation. They all persevered and soldiered on, and through hard work and determination they all have achieved something remarkable. On December 8th, we finally were able to host their graduation and celebrate their achievements. We are all very proud of our class of 2021. Nearing the end of the year when schools start to wind down, our Robotics team were doing anything but relaxing, as they had the opportunity to compete at the Universal Robotics Challenge. Our Robotics program is growing from strength to strength and now, two years in a row, Bankstown Girls' High School has placed first. Thank you to our dedicated teacher Julieanne Doai who oversees the program and inspires her students every day. What a wonderful way to end the term.

Thank you to all executives, teachers, support staff, and administrative staff for making 2021 a truly remarkable year. Without the support and commitment of everyone at the school, the opportunities and achievements of our students would not have been possible. Also, a shout out to all our parents and carers who work with us in partnership and make Bankstown Girls' High School an exceptional school with a rich school community.



Wishing all a wonderful and relaxing break. Stay safe and we will see you in 2022.

# Deputy Principal

Mark Leary

As we close out 2021, I would like to thank everyone for their hard work and support during these very challenging times. After two years of significant learning from home periods, we have been put in a position where we must overcome significant obstacles to continue our learning journey and maintain connections with our family and friends. We have come out the other side better prepared to face such challenges in the future and have the confidence to keep trying our best. This dedication to personal growth and development is what we saw from our students and staff as they worked from home and then returned to face-to-face teaching under very different rules.

I would like to take the time to write about our graduating Year 12 group who have faced these difficult times during both of their important senior years and faced uncertainty about their final studies and the Higher School Certificate examinations. In the end, they were able to adapt and challenge these uncertainties head on, showing how much potential they have to face the world after school. I am happy to hear about the post school plans for University, college, TAFE and work, and I know that their high school experiences will have given them the skills to succeed and thrive. Seeing each Year 12 cohort depart from the school always brings mixed emotion, we celebrate their achievements and wish them well on the next stage of their journey, yet are sad to see them leave as they've become such a big part of our lives here at Bankstown Girls'. Congratulations Year 12, I wish you all the best the world has to offer.

Year 10 has completed their Stage 5 courses and will be becoming seniors next year. A lot of hard work has gone into assisting Year 10 get through their courses and there have been very pleasing results from the girls. Year 11 will be a big change for the girls and as they adapt to the rigors of senior subjects, I hope they enjoy the range of subjects that has been offered to them. Many of the girls have also completed their minimum standards tests in reading, writing and numeracy, and they are happy that is out of the way. We'll continue to work with those who need to complete their tests early next year.

Year 8 has also worked hard to complete their courses this year and will, for the first time, have some choice over the subjects they will be taking in 2022, as they have two elective courses to look forward to. Although this year has been somewhat unsettling with the disruption to school, the girls have coped well and stayed on top of their studies.

I hope that everyone has a restful holiday and enjoys this time with their family and friends. After everything this year, you deserve the break to fully recharge and be ready for 2022, fresh and full of energy.





# Deputy Principal

Cathy Porreca

I would like to take this opportunity to thank the school community for the year that's been. 2021 has been a very eventful year for all of us, but especially for all our students who have had to demonstrate resilience and stamina at very little notice. As a school community, we've had to adapt to the ever-changing world we live in; following health orders and departmental guidelines to ensure that our health and the health of those nearest to us was of paramount importance. Our students were exemplary in their willingness to follow instructions on wearing masks, adapting to cohorting and new bell times, as well as processes and practices established to protect everyone from COVID-19.

Similarly, the girls excelled in adapting to online learning, alongside our staff that

upskilled themselves and deliver innovative lessons through Google Classroom and Zoom. By pushing through the difficulties of isolation and working from home, our school community was able to engage in meaningful teaching and learning activities which culminated in positive learning outcomes for most of the students at Bankstown Girls' High school.

Despite all the flurry of new knowledge and activities that online learning brought with it, my wish is that 2022 returns to 'normal' - having students at school and teachers in classrooms. School becomes a foreign experience without meaningful conversation, engaging activities, laughter, and noise, all which indicate a vibrant learning environment filled with life and enthusiasm.



I wish the school community a restful break and look forward to seeing everyone back at school in the new year.

# English

## Lisa Carmody

The English Department is passionate about giving voice to students to express how they feel and what they see in the world around them. A voice can offer hope in a world that seems broken. A voice can give power to the marginalised and disempowered. A voice can inspire change. A voice can initiate a conversation. A voice can heal wounds. A voice can be the call to arms that makes a genuine difference. But for every voice, there must be the ears to listen and the platform for expression. The English Department has put together a compilation of writing that was borne from the need to have a voice during lockdown. These voices inspire and challenge the events of 2021, but above all, our experiences are heard. History has provided humanity with challenge and from great challenges comes the voice of the masses, keeping historical record of an event we would all rather have erased from our history.

Poet William Ernest Henley (1849–1903) penned the words of his immortal *Invictus* at a time of extraordinary suffering, and today, his words still inspire:

*Out of the night that covers me,  
Black as the pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.*

*It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.*

We survived lockdown! And we rise....more powerful, more empowered and with our voices craving to be heard! These are our thoughts on Term 3, 2021.

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We'd like to commend the dedication of our students through out this unpredictable year. The following work is by Shayma Kamaledine and is an example of the exceptional work being composed by our students.

*I come from a house full of happiness  
But sometimes a house full of hate  
I come from being too little to see anything  
I come from being too young to know anything*

*I come from too much food to stay thin  
juicy stuffed vine leaves and steaming brown rice  
I come from noisy Wednesday gatherings*

*I come from praying five times a day  
I come from fasting from sunrise to sunset  
This belief gives me peace*

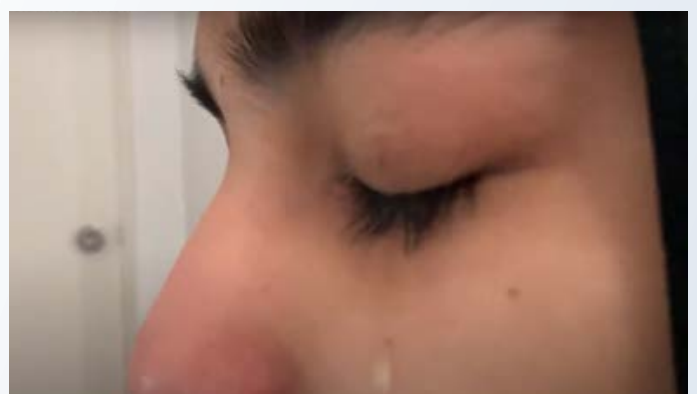
## Film Review of Zahra Zeeshan's 'Lockdown' by Anna Suryantoko

It has become apparent, now more than ever, human vulnerability to isolation is easily exploited by our separation from everyday life. As COVID-19 brought a global pandemic and multiple lockdowns, an unprepared population adjusted to a prison-like lifestyle, thoughts of isolation and human functionality.



Lockdown (BGHS, 2021) is a short indie film portraying relevant life themes. Zara Zeeshan, director and actress, uses a variety of film techniques to accurately represent the depressing reality indoors. The film takes place in a small apartment and follows the suffocating everyday experiences of a young girl who struggles to cope with online schooling.

The director communicates the idea of isolation and its impact using camera angles, special effects, symbolism and sound. Within the first few shots, we see the main character open her blinds to reveal a stunning cityscape view. Zeeshan cleverly uses a long shot to capture the vast glory of the "outside". The view almost fills the screen creating the illusion of freedom. The director further emphasises its bliss using lighting techniques to contrast the dark room. With the open window, colour becomes heavily saturated - making the view even more stunning. However, the reality of the situation settles in and becomes symbolic to the character's misfortune. Despite being presented with a heavenly-like paradise, she is separated by a single glass pane. This scene introduces the theme of isolation to the film and portrays the sad reality that resonates inside every audience member. Zeeshan continues to use film techniques to elaborate the effects of isolation for example the desperate rattling of the doorknob accompanied by diegetic noise and the tremble of the camera and the effect of cutting short scenes to indicate the passing of time, as seen in the coffee mug stacking scene. All these effects convey the idea that isolation not only separates us, but begins to take a toll on our patience, tolerance and mental health.



By isolating us, COVID-19 has taken advantage of our unsteady ground and allowed isolation to consume our minds. We suffer without contact and seeing 'Eden' outside our windows makes a hell we suffer internally. Zahra perfectly captures this theme and its important relationship to viewer experiences.



# Mathematics

Vicky Saisanas

Year 7 students embarked on an assignment during online learning that explored the concepts of “A World without Numbers”. They were tasked with exploring the difference between Mathematics and Numeracy and students were required to answer the question, ‘What would a world without numbers look like?’. They were given the opportunity to present this in a form that suited them. Students chose poems, Google Slides, PowerPoint and songs to represent their investigation.

Numbers surround us in our daily lives  
Without any numbers, we wouldn't survive  
They can be obvious, or stay in plain sight  
They help us with all of things, even measuring someone's height

We rely on numbers to tell the time  
Or to measure ingredients when making slime  
They check your temperature to see if you have the flu  
Or determine the size of a shoe

But today I'm not here to talk about good stuff  
I am here to tell you that lack of numbers will be rough  
Numbers as I said surround us in our daily lives  
And without any numbers, we wouldn't survive

Think about it, when you look around,  
Numbers are mostly what can be found  
The world revolves around them too  
And it helps people provide things for you

Let me give you an example so you can see why  
Numbers are needed in our everyday lives  
Well first of all, think medically  
How would doctors be doctors without knowing knowledge academically?

Builders can't build without them here  
Centimetres, metres, without them they work in fear  
Oh and what about how people won't find speeding limit signs  
they may crash AND break someone's spine

Oh and my birthday is the 30/10/08  
But without numbers we would have no clue about the anyones birth date  
No knowledge will there be about someone's age,  
Or the level of life they're at, at that stage

Hmmm are you in grade 1, 2, or 4?  
Or what is the number at your door?  
What is your address, or even your house number  
Well oops no such thing, that's a bummer

Call me, yeah sure! Here is my phone letter  
Hmmm I mean that's pathetic, but do you have better?  
Oh and how do you expect us to pay for things?  
Do you want me to give you apples or chicken wings?

Economies destroyed, farmers in jeopardy  
Nothing even as simple as the number of beats in a melody!

Sooo I know this did take a bit of a while  
But I needed to inform you in some style  
But seriously, we need numbers in our daily lives  
Or else, we really would not survive

By Jamilla El-Omar

Year 9 explored how measurement is used in the real world by constructing cereal boxes with a set of parameters. Lots of thought and investigation was required to ensure that all conditions were met. Students had a great time in class working with the guidance of Mrs Rounis in this topic.



Students engaged with the Maths faculty during online learning and eagerly participated in an online survey, where 183 students took the time to respond. Overall, the responses were positive, showing an adaption to online learning, however, students overwhelmingly prefer learning Maths at school face-to-face with the assistance of their teachers and interaction with their peers.

#### What has been the best part about learning Maths online?

- *"I get to choose when I complete my Maths work. It's not like I wasn't organised with my time, I submitted my work before or on time and put in my full effort. I did enjoy completing the work as it wasn't a hard topic, but also Maths is kinda my therapy."*
- *"Independent time, working at your own pace and EDROLO (beneficial). NOT MANY ZOOM CALLS, thank god for this, although I like zoom calls as it helps me understand, sometimes it's too much being on zoom the whole day, then still having to go back and finish off work."*
- *"Everything it's all really fun!"*
- *"To be able to relax while doing Maths and being able to do it at own pace."*

#### What has been the hardest part about learning Maths online?

- *"Uploading the work."*
- *"When you don't understand the work and have to wait for someone to reply."*
- *"It would have to be when the internet is not working or when I don't understand something."*
- *"Learning Maths feels like not as fun as before. I can't talk to the teacher and I can't feel like I'm in a classroom. I want to do Maths with my friends, classroom. That was the fun I had during Maths."*

Students found the following image highly representative of their online learning experience.



The Mathematics teachers would like to acknowledge the hard work, commitment and dedication of our students during online learning. Congratulations and well done!



# Human Society and its Environment

Jim Tsafis

Ms Kyritsis and Mr Mohan participated in the Retail Immersion Program to expand their skills in the delivery of the Retail Services VET Framework. The NSW Department of Education, in partnership with industry and training organisations, established an industry immersion program for HSC VET Retail Services secondary school teachers.

The program ran for five days in the Sydney CBD and was developed to build on the knowledge and skills for experienced Retail Services teachers. The industry immersion training experience rewarded and recognised teachers' contributions to the delivery of VET in Secondary Schools, supported their industry engagement and further developed their expert skills and knowledge of the Retail industry. Both Ms Kyritsis and Mr Mohan from Bankstown Girls' High School were recognised for their enthusiastic participation and involvement in the program.

The VET teachers were immersed in the relevant Retail industry areas of visual merchandising, for both Fashion and Homewares Merchandising. The teachers also had the opportunity to design their

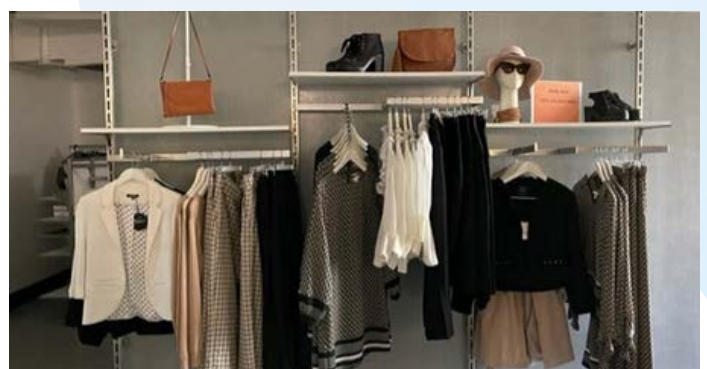
own displays in the TAFE simulated retail environment.

To immerse themselves further in the industry, they had authentic experiences through visiting various stores in the Sydney CBD, which enabled them to view and engage with industry experts.

To conclude this professional development experience, both teachers were involved in demonstrating their newfound skills by producing and designing store window displays to a standard that exceeds the accepted practice in industry.

The teachers look forward to implementing this newfound knowledge and skills into the classroom, benefitting our retail VET students immensely.

Both teachers have initiated planning and development of their classroom simulated workplace area by putting into practice these skills and knowledge. Working merchandise displays have been installed into the VET Retail classroom. This has proven to be engaging and has been met with very positive responses from the students.



# Science

## Anna Edwards

What an amazing semester! Suffice to say, no one in Bankstown could avoid learning something about science over the last few months during lockdown. The positive outcome of the COVID pandemic has been an increase in scientific literacy for many of our students and their families. Apart from our Year 12 Biology students, until this year, many would not have heard of the terms "mutation", "variant", "R0 of COVID-19" and now many of us can speak with confidence on such matters. The Science faculty is so proud of the interest and resilience shown by our students during this challenging time, particularly the HSC class of 2021, who have demonstrated that our young women really are built tough!

As we moved to online learning from home, the focus for the Science faculty transferred to providing opportunities for our students to learn science authentically, despite the virtual environment. This included practical demonstrations, provided by Mr Golestan, of electrical circuits and the establishment of collaborative STEAM teams to enable our Year 7 students to continue working on their bottle rocket designs. Most science lessons were completed via zoom and our students' standard of submitted work was very impressive.

Our Year 11 senior classes have commenced their HSC Studies with confidence, demonstrating that they are a cohort of students who are keen to grow, learn, and succeed. They have quickly developed mature, open, and honest



relationships with their teachers, which means they are willing to ask questions and seek further clarification on concepts if required. These are key skills of successful learners, and it has been really pleasing to see the girls develop them so early in their HSC year.

Upon returning to the classroom in Week 3 this term, the Year 7 STEAM students were able to test their bottle rocket designs. This project touched on concepts that align with the Year 7 *Forces* topic and *Working Scientifically* skills, the *Equipment, Tools and Machines & Engineering Principles and Processes* concepts from Technology, and from the Mathematics syllabus, concepts relating to *volume* and *measurement*.

Mrs El Haddad has continued her work with the School Environment Group to develop students' understanding of ecology and the importance of caring for our environment. She has also commenced the 'What'll Happen to the Wattle' space seeds project - planting wattle seeds that have been exposed to cosmic rays. We look forward to documenting their growth via this Citizen Science project.

As we look towards 2022, we are excited about the idea of an uninterrupted year of learning. Thank you to the Science faculty for helping through a challenging, yet rewarding year; Mrs El-Haddad, Mr Golestan, Dr Ijaz, Mrs Singh and our soon-to-depart mother of us all, Mrs Charif – who we will miss terribly. All the best and happy holidays to you all!





# Languages

Anna Cowin and Diana Psitos

Bonjour! Yia Sas!

Semester 2 has been a celebration of French and Greek food for Year 8 languages. The significance that food has in bringing people together and engaging with other cultures is invaluable. We learnt about traditions that have been in practice for hundreds of years and how our own cultures have been influenced. For example, we learned that the French word “gâteau” (meaning cake) sounds very similar to the word for cake in Arabic, as similar is the Greek word for “baklava.”

During the learning from home period, students were invited to a cook-along via Zoom with their teachers. The French class tried their hand at the well-known crêpes and added some delicious toppings such as Nutella and strawberries or lemon and sugar. The Greek class made a delicious Greek dessert called Patsavouropita, a delicious baked filo and custard dish which had us salivating!



After returning to school in Term Four, students had fun designing their very own Greek or French menus. In this exciting exercise, some students even performed restaurant dialogues on video or in class; it was an experience that brought us all together.



We hope the students enjoyed this food-focused semester as much as we did. We hope you continue to explore the world through its cuisines, traditions and, of course, its languages!

Bon Appetit! Kali Orexi!

From the Languages Faculty, we hope you have a safe and happy holiday.

# Personal Development, Health and Physical Education

Shadi Ghazal

This semester has been a crazy rollercoaster, however, that did not stop our amazing staff and students achieving some great feats. Whilst we were locked down during the COVID pandemic, the PDHPE team worked hard to ensure that our students were still provided with valuable learning experiences in both academic and practical settings. Our staff set up practical Zoom sessions and had the students moving and engaging in physical activity. Many of our students showed great initiative by staying active and engaging with the learning activities provided. To say we are proud of our students' effort during lockdown would be an understatement, and we super excited to have them all back on school grounds.

During lockdown, the PDHPE staff worked tirelessly to ensure that sport and physical activity would return to normal in 2022. All our major carnivals and sports programs have been locked in for 2022 and there have been some exciting additions to the sporting space for the upcoming year. Students will once again have the opportunity to develop their skills and showcase their talents in many different events throughout the year. We are excited to lift the amazing school spirit shown at Bankstown Girls' High School.

Ms Baddah got her creative side working during lockdown to design our new Oztag and Basketball kits for 2022. She worked closely with Strongwill Sports to design jerseys and shorts that our students will wear with pride. We are also in the process of designing jerseys for other key sports that will be ready for the 2022 season.

Our PASS students were also busy putting their knowledge into practice by completing fitness testing and developing their skills in numeracy to record, collate and analyse performance results. Mrs Vrataric worked very hard to provide these opportunities for her class and the students enjoyed the learning experience.





Congratulations to Team JACKSON for winning the House Points competition. Students from Jackson showed their House Spirit by submitting creative posters and banners and earned valuable points by logging their attendance online. Students from Jackson (Surnames I-N) have been rewarded for their hard work and effort. Students from Jackson were given a multi-day, where they were encouraged to wear something green to show their support and they also received a free 'Green' treat.

Congratulations JACKSON!



*Credit: Prableen Issar (Year 9)*

It is with great pride to announce that our very own Zaynab Darwiche was a finalist in the Canterbury-Bankstown City Youth Awards. Zaynab was recognised as one of five finalists for her amazing efforts and achievements in the Athletics Carnival, as well as victoriously coming first in the Regional Cross Country Carnival.



Congratulations Zaynab!

# Creative and Performing Arts & Technology and Applied Studies

Evelyn Mircevski and Electra Vassiliou

All our students are encouraged to express their creativity, their design thinking and discover their talent in Music, Visual Arts, Photography, Food Technology, Information Software Technology and Design and Technology. Our practical skills were fostered through several stage programs during “online learning” with a strong emphasis on taking responsibility as empowered independent learners. As a result, students learnt to become creative communicators on ZOOM by working in groups, unpacking critical literacy tasks, and accessing information in a comprehensive way. Teachers adapted teaching methods to incorporate practical skills.

In TAS, Year 7 designed an engineered system ‘toy cam’ and, when back at school, created it. Year 8 students studying nutrition and food created a healthy dish for a food truck, in addition to completing an online cooking challenge from home. Year 9 Food Technology acquired knowledge and skills in *Food Trends* and, when applying practical skills back at school, explored and prepared a chocolate box for a magazine cover. Year 10 Food Technology experienced an extensive online cooking challenge as they explored *Food for Special Needs* and completed a Food Service and Catering Task. Year 11 Design and Technology completed an online learning project where they generated ideas, designed and made kids furniture from cardboard.

Year 7 Music learnt all about the different instruments of the orchestra, with the students designing their own instruments using materials they had around the house. In Term 4, the students ‘travelled around the world’ learning about different cultures like Balinese Gamelan, African and Japanese music. Year 8 Music continued leaning about the piano but in a more challenging ‘online format’ providing a more theory focused approach. Term 4 focused on traditional and contemporary Aboriginal music and understood the importance of music in the lives of the oldest civilisation in the world.

All elective Music students had the opportunity to participate in the online *Creative Music Challenge*. The challenge involved a short, choreographed routine linked to specific music genres being studied and the exploration of musical concepts.

Year 9 Music focused on Australian Music and Rock throughout the Ages, developing their aural skills, and progressing in their musicianship. Year 10 Music further developed their musical literacy skills through Australian Art Music and by exploring the wonderful world of Musical Theatre. The Year 10 Music students also composed an original music composition and produced a film clip to accompany their work. This task enabled students to display their technological skills through recording and editing their final product. Year 11 Music students continued developing skills on their chosen instruments and exploring the world of Popular Music. All students showcased exceptional musical ability, wonderful creativity, and determination to succeed throughout the many challenging tasks and online activities.



Alisha Nazim (Year 7)



Jamila El-Omar (Year 9)



In Visual Arts, Year 7 learnt about portraiture and still life, producing some incredibly creative works. Year 8 explored drawing and photography, extending their practical skills offline in lockdown. Year 9 Photography explored the concept of mise-en-scène (setting the stage) and The Getty Museum Challenge. Year 9 Visual Arts took a tour through Modernism, developing a theoretical understanding and practical application of Abstraction, Op Art and Pop Art.

Our elective Year 10 and 11 Visual Arts classes demonstrated an outstanding commitment and talent of their extraordinary artistic skills. Our amazing Year 10 students focused on a unit of work exploring portraiture through a series of drawing and digital photographic artworks. Our dynamic and highly creative Year 11 students produced paintings reflecting their exploration of 20th-century Modernist artists. Students were immensely inspired by the Great Masters of Impressionism, Expressionism and Surrealism. Congratulations to all our talented Visual Arts students for displaying continual participation and enthusiasm throughout the year.

### Student Work Highlights



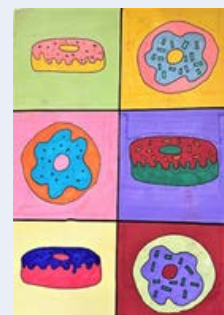
Lilian Vu



Vivian Duong



Christine Dang



Jinan Darwiche



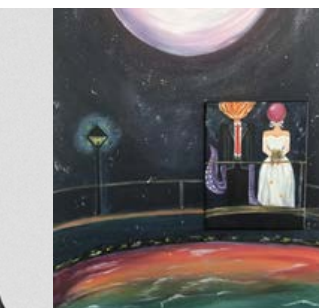
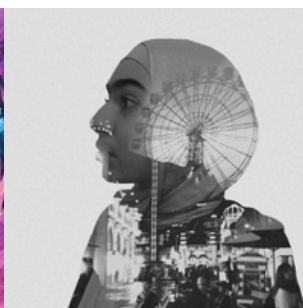
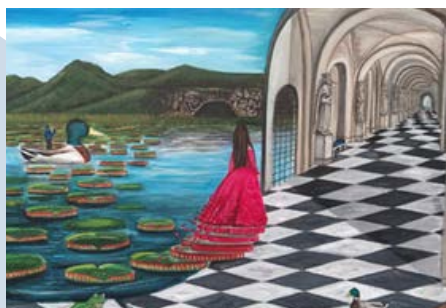
Jinan Darwiche



Tabarek Al-Twaichi



Mona Bakkour





# candid

A School Recap

Celebrations and Events

# GRADUATION

Unprecedented, meaning “never done or known before”, was a word not often used before 2020. It became synonymous with COVID. But at our Year 12 Graduation, new meaning was given to the word.

Year 12 did something never known before. 40 days in lockdown in 2020 and 70 in 2021. The last two years were a rollercoaster. With its twisting ride made up of many great highs and some very serious lows. They endured isolation from each other, their teachers, family, and friends. Their days were filled with countless Google Classroom assignments and class work, numerous Zoom lessons, Wi-Fi troubles and missed traditions usually celebrated to mark the end of the high school journey.

But despite all these lows, their journey has also taken them to remarkable heights. They have encountered many trials and tribulations along the way, yet they've soldiered on and come out stronger. They've faced and overcome obstacles head-on, and we hope that they maintain this momentum for all challenges that may arise in the future.

We'd like to thank all the teachers and support staff members who supported our students through their high school journey. Furthermore, we'd also like to thank the Year 12 Year Advisor, Ms Preece, and Deputy Principal, Mr Leary, for their dedication to the academic and personal development journey of our young girls. We would also like to thank Mrs Mircevski and her team who worked tirelessly to ensure that the graduation was memorable. Additionally, we'd like to thank our Executive and Administration staff who helped organise this successful graduation.

Now to our Year 12, as you leave the gates of Bankstown Girls' High School, continue to learn, be inquisitive, and be inspired...whether it be by people, places, or experiences. Good luck in your post high school journey!





# UNIVERSAL ROBOTICS CHALLENGE

Being an all-girls school, we are no stranger to some of the predisposed expectations set for young women. Not only do we want to challenge those expectations, but challenge our young women to be everything they want and more. Our desire for success doesn't just stop at the marker for a glass ceiling, it instead sits far above. We must stand with our girls as they shatter those glass ceiling and fly far above historic gender restraints.

Over the years, Bankstown Girls' High School has offered STEM programs, run coding clubs, and attended lectures run by inspirational women in the STEM field. We want to provide an open catalogue of pathways that our students can undertake. To engage our students in habitual critical thinking and encourage a passion of academic development, we have structured our learning system to focus on inquiry-based learning and design thinking. These, just like STEM, can overthrow the barriers built by language. They become a universal language. Nurturing practices that exceed language barriers is an important part of progressive socio-cultural development. Hence, STEM is the educational pathway that welcomes all.

This year, a foundational moment in our STEM journey arose. In a year continuing the trend of unprecedented circumstances, Bankstown Girls' students, Winnie and Fatema, broke free from the mental bounds of lockdown to thrive in the virtual Universal Robotics Challenge 2021 – Idea Contest Division. With the COVID pandemic in mind, the division our students entered involved building a robot that will "stop the spread". Their concept was a robot that handed out face masks and sprayed hand sanitiser to protect humans and to prevent the spread. Out of the 76 World Finalist teams, Winnie and Fatema placed 3rd. It proved that their growing knowledge of programming, engineering, and conceptual demand didn't go unnoticed.

As Marie Daly, the first African American woman to earn a PhD in Chemistry, said, *"Courage is like – it's a habitus, a habit, a virtue: you get it by courageous acts. It's like you learn to swim by swimming. You learn to courage by couraging."*

Bankstown Girls' High School is so proud of our young women. Continue to smash those glass ceilings and exceed your own expectations - we support you!

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