

Northern Beaches Secondary College Manly Campus

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Northern Beaches Secondary College Manly Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anthony Rudd

Principal

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Message from the Principal

It is with great pride that I present this 2016 report detailing the achievements of our academically selective school. Our school ethos of personal best, academic excellence and giving back to the community is experienced every day by our students and staff. It is these connections that unite us as the strong community that we are. Our school community strives towards the common goal of continuing to provide the very best of opportunities for our students.

NBSC Manly Campus offers a curriculum which most schools of our size would find hard to replicate. Its diversity and strength rely on three key aspects: the expertise of our staff, the willingness of our community to support students and our ability to draw on the extensive resources of Northern Beaches Secondary College. This year we have also built a very successful learning partnership with the CSIRO. Through this involvement, we have been able to provide wonderful opportunities for students in the Year 10 Independent Learning Project.

Within each of the curriculum areas, there have been workshops, fieldwork, professional visits and support, linking to universities and other professional associations. This is the diversity within each KLA area that enhances student learning by making the experiences as authentic as possible. If it was not for the dedication of our staff, much of this would not be possible.

Our curriculum enrichment programs are exceptional. In many ways, they connect our school to the community. Our band ensembles are often invited to perform for community events, which is also the case with our vocal ensembles. Performance opportunities have again connected our community through the highly acclaimed 2016 musical, "Beauty and the Beast". I would like to take this opportunity to thank and congratulate Ms Marisa Carolan who has decided to step aside from directing our musicals after many years at the helm. Our dance program has had students selected for various Department of Education ensembles, including our largest representation ever at the recent world record breaking performance of "Schools Spectacular". Our debating program continues to excel, with our Year 12 team narrowly losing the Premier's Debating Challenge Final to Sydney Girls' High. We were also represented at the national championships of the Plain English Public Speaking Competition with Jamie Bell being one of two NSW representatives to travel to Adelaide to compete. Many of these programs are coordinated by members of our parent and alumni communities, and to them I pass on my thanks.

Our sporting teams have brought great credit to our school by successfully competing in a greater range of CHS competitions with most teams, at least, reaching the regional finals stages of respective competitions. Both our senior girls netball, and senior boys football teams are Northern Beaches Super Zone champions.

In the 2016 HSC, our students achieved almost 400 individual Band 6 results across the cohort of 141 students. 26 students were placed on the All-Rounders list, attaining a mark of 90 or above in each of the 10 units used in the calculation of their ATAR. NBSC Manly Campus was ranked first in the state for General Mathematics, at the school for the first time this year. Congratulations to Madeleine Bosler who came 3rd in NSW for Society and Culture, Jack Bennett who was 16th in Chemistry and Koko Kawaura who was placed 4th in Earth and Environmental Studies taught at Mackellar Girls' Campus. Students were also recognised for outstanding practical work components in Drama, Visual Arts and Music.

Our P&C Association continued to be very supportive of the school in both the curriculum and enrichment activities. This year the P&C has focused on supporting new technologies, purchasing equipment which has resulted students designing and build quad-copters in a STEM based project, have access to digital microscopes in Science and supporting students in their ability to build and code virtual worlds through 3D computer technology. This is in addition to supporting the extension to the school Library, the upgrade to the hall and the facilitation of the new fitness centre. Parents have actively supported the Robotics and student Environment Committee, making significant contributions to student learning in these areas. All of these initiatives provide a positive connection with the school and enhances links between the school and parent community.

This being my final report for the Northern Beaches Secondary College Manly Campus, I acknowledge and thank our students, staff, parents and community for their wonderful contributions to our school during 2016. On a personal note, thank you all for the support that you have offered me as the Principal of this wonderful school. It has been a privilege to work with you for the past four years. NBSC Manly Campus is an outstanding school and I hope that I have played some small role in contributing to that.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Anthony Rudd

Principal

Message from the school community

The Parents and Citizens Association (P&C) played a major role in the life of the school in 2016. Regular meetings held twice a term were the opportunity for parents to keep informed and communicate with the Principal, senior teachers and year advisors. This ongoing collaboration greatly helps the parent community to better support the school.

The P&C ran key school services including the canteen and the second hand uniform shop, and we would like to say a special thank you to all the parent volunteers who have helped us this year, in any capacity.

Parents continue to freely give their time and contribute in so many ways to make NBSC Manly Campus the fabulous school our children enjoy. The support ranges from Year 8 parents organising the traditional welcome for new families to Year 11 families coordinating graduation celebrations.

The financial contributions generously given each year provide enormous benefit to the school's educational programs and facilities. Highlights this year include:

- Purchase of the new mobile stage. A highlight of every year is the amazing school musical with this year being no different. The purchase of a new mobile stage was the first stage of the exciting project to overhaul the current hall stage.
- The opening of the gym. The P&C matched the funds raised by the students and school enabling purchase of equipment.
- Ongoing improvement of school grounds. This year the P&C provided new seats, paving and landscaping and continued the relationship with Northside Enterprise Bush Regeneration.
- The growth of the Robotics Club. The Club goes from strength to strength and is run by two parents. We happily purchased new robotic equipment and love the enthusiasm of our students for the Club.
- Ongoing support of the Innovation Fund, Excellence Fund and provision of classroom aids, such as digital microscopes.

The P&C continues to work to help prioritise major capital spending over the next few years. The parent community greatly appreciates the high level of engagement provided by the school executive and staff to ensure parents are well informed and involved in the school. We look forward to supporting the school as the plans for the Library and Hall renovations roll out.

Once again, 2016 was a wonderful year for the school.

Michael Jee

President

Parents and Citizens Association

Message from the students

2016 – another year which came and went in the blink of an eye. Students were challenged and enriched not just through academics, but through all the extra-curricular facets of the school, as well as the numerous activity days held by the Student Representative Council (SRC). Under the wonderful guidance of Lucy Coleman, Connor Lambrou, Kristy Bergmark, John Troughton and all of the other members of the student executive, the SRC organised and carried out each annual event to the usual high standard at NBSC Manly Campus.

The first event of the year, and one of everybody's favourite, was 'Carnation Day', organised by the Year 11 SRC members. A celebration of love and friendship within the school, students were able to send messages of kindness, friendship bracelets and flowers to their friends. Also, to add to the day's celebrations, there were musical performances, face painting, cakes, fairy floss and a photo booth, creating an exciting atmosphere and a strong sense of school community. It was also great to see teachers getting involved in the festivities!

Next was 'World's Greatest Shave', an annual charity event that saw many students 'Be Brave and Shave', getting their hair chopped off by their friends and shaved to the skin with an audience of almost 800 people. This event raised funds for the Leukaemia Foundation, a generous and worthy organisation which conducts research into various forms of blood cancer.

Term 2 came around, with two more SRC events in store for Manly students. 'Night of Stars' was the first, which brought to light the diverse range of talents present within the student body, including acts featuring singing, dancing, humour and instrumental performances. It was great to have an impressive turnout, fun and engaging guest judges and interactive MCs throughout the night.

The other Term 2 event was 'Tim Tams and Jim Jams', organised by Year 10 SRC members. Students got to sleep in for that extra 5 minutes by not putting on their school uniform, and came to school in their pyjamas (some getting some strange looks from members of the public as they got off their buses). To make a fantastic day even better, Tim Tams of all flavours were sold at recess, and were shared amongst groups of friends.

As usual, the arrival of Term 3 heralded the zenith of school events: Pinestock. The 2016 theme was Disco. Teachers and students dressed up in their most retro 80s garb and for a day, the school became a campus lost in time as Manly's student musicians brought back the music of Michael Jackson and Earth, Wind and Fire. The exploits of Mr Dendle ultimately proved to be the day's highlight, revealing to the school a previously hidden mastery of piano.

In the second half of Term 4, the school's annual Christmas celebration, the aptly named 'Chrismanly', returned. For the second year, the school was enthralled by the novelty competition of the 'Elf Games', whilst abundant cakes, themed music and of course, Santa himself, ensured the day was a success.

Not only did the year's events provide ample entertainment for the entire school, but the funds they raised were ultimately funnelled into two very worthy charities: The youth mental health NGO 'Headspace' and 'Keva', a charity offering micro investments for impoverished communities globally.

Meanwhile the events themselves would have been impossible without the vital help of: the technical crew for providing sound, lighting and staging; the canteen ladies for offering food and catering; and of course, the SRC teachers, Mr Leung and Ms Kontrec who have both dedicated significant portions of their own free time in aiding its smooth running.

Ultimately, the year was a non-stop event extravaganza, and the SRC excitedly anticipates a similarly successful 2017!

School background

School vision statement

NBSC Manly Campus strives to ensure that all students achieve their best in both curricular and curriculum enrichment activities. We believe that this goal can be realised by supporting and motivating our students in an environment which encourages academic excellence, personal best and giving back to our community.

School context

NBSC Manly Campus caters for gifted and talented students. Students enrolling at our school are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performance Unit.

The campus ethos of academic excellence, personal best and giving back to the community are reflected in any typical day in our school.

Students achieve outstanding results in external examinations and in their regular classes.

We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed study skills programs. Student wellbeing is nurtured through stimulation, engagement and support.

Students give back to the community in so many ways including the extensive music program, drama, the campus musical, debating, chess, mentoring, competitive and recreational sport, leadership development, volunteering and college activities.

Student voice and capacity for decision making is heard and acknowledged through the Student Representative Council. Our parents are wonderfully supportive, creating a unique partnership with the campus that is recognised and appreciated.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, most of what we do is based around developing the learning culture across the school with students, staff and members of our broader community. In recent years, our focus to develop authentic learning opportunities has been a priority of the school. We have worked hard on this for three years and are now beginning to see evidence of real, sustainable change in what we are doing and how we are doing it.

Student success in learning is underpinned by a wellbeing program which supports them both in and out of the classroom. Our school's decision to use Choice Theory and Reality Therapy and Positive Psychology as the basis of our wellbeing programs have provided a comprehensive and inclusive framework to support students, staff and parents.

We provide students with a broad curriculum and curriculum enrichment activities in the school which are extensive. Within the curriculum we strive to provide authentic experiences where students can see the relevance between content and application. Programs and policies, such as working towards all programs being concept based with conceptualised learning, are in place to address these needs. Curriculum enrichment activities add significant value to the school and are aligned to the school ethos of personal best and giving back to the community.

Assessment and reporting structures have been enhanced to reflect the nature of authentic learning. Reporting proficiencies have been updated to reflect contemporary learning skills required by students. There has been a concentrated focus on developing staff skills and knowledge in assessment procedures such that students can use feedback to plan their learning for future improvement.

While our students' performance in external examinations and measures is excellent, there is still a need to address value added data from Year 7 to 9. This is partly a cultural issue rather than an academic one, in that students in this school question the value or relevance to external testing in Year 9. At that stage, they are already looking towards university courses and what is required at the end of Year 12 to attain their goals.

The results of this process indicated that in the School Excellence Framework domain of Teaching we have demonstrated that the vast majority of our programs are focused on effective classroom practice to benefit the learning of students. Performance data is used extensively to inform future teaching practice. This is demonstrated in the evidence with our HSC practice, and is also used by our Learning Support Staff to identify and support students through Stages 4 and 5. Our Deputy Principals, Head Teacher Teaching & Learning and Head Teacher Welfare have provided extensive leadership for staff in both teaching practice and wellbeing programs. All of these practices incorporate the use of data to drive the change in practice for improved school performance.

With the move to provide a greater level of authentic learning experiences for students, we have seen increased levels of collaborative practice across faculties within the school. Staff are progressing on a learning journey together and this has been facilitated by the formation of Professional Learning Communities (PLCs). This process, in conjunction with staff Performance Development Plans (PDPs) has seen school wide collaboration to improve teaching practice and student outcomes. The cross curricular learning projects have provided strategies for differentiation and consistent curriculum delivery within and across faculties. Staff regularly share practice through PLC meetings, faculty staff meetings and through direct observations.

As part of the PDP process, staff at our school agreed to have at least one whole school development goal, a faculty based development goal and a personal development goal. The whole school goals were collated and hence the formation of PLCs. Through these, teachers have been able to share their learning experiences with other staff from cross faculty groups. Much of the professional learning that we are doing to support teachers PDP goals is based on the work of Dylan Wiliam for assessment and that of the Buck Institute for Education (BIE) for the authentic learning practices modelled on Project Based Learning.

In all of the evidence presented, it is clear that there is a culture of teachers sharing their expertise from the evidence based learning that is provided, or that which they have actively participated in outside of school. The outstanding performance of our students in both curriculum and curriculum enrichment activities are testament to this.

The results of this process indicated that in the School Excellence Framework domain of Leading we have demonstrated leadership by ensuring that our school is a welcoming environment for community members who support student learning through the sharing of their expertise. Links with bodies such as the CSIRO, local businesses and parents all improve the educational opportunities for students.

We seek feedback from our community through both direct surveys (such as Tell Them From Me), from formal meetings and through anecdotal evidence in speaking with students, parents and community members. We have made strategic use of these partnerships to enhance student learning across a range of areas, both related to the curriculum and in curriculum enrichment programs.

Our school planning is based upon the need to improve student learning in the context of an academically selective high school. All students deserve more from their learning than just content knowledge. The application of that knowledge across contexts is real learning. Our school plan is aimed at providing that experience for students. We have a clear purpose and have set timelines and milestones to achieve our goals, each of these being monitored to mark our progress. In looking to modify the structure of our daily routine to better meet these targets, we have applied innovative thinking while collaborating with key stakeholders to effectively plan for change.

The physical, financial and human resources of the school are used efficiently to provide every opportunity for the success of programs. We have adapted learning spaces to ensure greater flexibility, we have had staff participate in professional learning to enhance their skills and have ensured succession planning has occurred to support staff taking on new positions and greater levels of responsibility for programs offered in the school.

In managing the school, there is ample opportunity for students and members of the community to participate in discourse related to programs and improvement and wherever possible, their views are taken into account for future planning. Northern Beaches Secondary College, Manly Campus is a superb school with highly engaged, enthusiastic students who are encouraged by magnificent teachers who regularly provide an exceptional level of support to ensure that students can live up to the school ethos of personal best, academic excellence and giving back to the community.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Our Learning Culture

Purpose

To equip students and staff with the skills to ensure continued improvements in teaching and learning such that students develop the ability to think critically and creatively, with the result that they can analyse and then apply their learning in a range of local, national and international contexts.

Overall summary of progress

In 2016 the expectation was established that all subjects have a maximum of four assessment tasks in Years 7–10, with at least one of those being a major project based on the principles of Project Based Learning (PBL). All subjects have designed and implemented PBL experiences in Year 8, and most in Year 9. In Year 7, a number of subjects planned cross-curricula projects to be implemented in 2017. The introduction of week-long immersive Praxis projects for selected Year 7 students was highly successful, leading to the development of this course in 2017 for all Year 7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Stage 4 & 5 courses will incorporate an authentic learning task based on the principles of Project Based Learning.	<p>In 2016 the expectation was established that all subjects have a maximum of four assessment tasks in Years 7–10, with at least one of those being a major project based on the principles of Project Based Learning (PBL). All subjects have designed and implemented PBL experiences in Year 8, and most in Year 9.</p> <p>In Year 7, a number of subjects planned cross-curricula projects to be implemented in 2017. The introduction of week-long immersive Praxis projects for selected Year 7 students was highly successful, leading to the development of the Praxis course in 2017 for all Year 7 students.</p>	\$6000 \$7000
All teaching programs will be constructed around a conceptual framework with embedded strategies for GAT students.	<p>This year saw the evaluation and refinement of conceptual programs in English, and further professional learning for some staff regarding the conceptual framework in other faculties.</p> <p>The expectation that all faculty programs are constructed around a conceptual framework with embedded strategies for GAT students was reinforced in executive meetings, and professional learning sessions. Intensive professional learning regarding Gifted and Talented education was run for the Praxis teachers prior to designing the 2017 Praxis projects in Term 4 of 2016.</p>	\$4000 \$5000
Teacher PL is centred on the QTF and documented through negotiated Performance Development Framework goals.	Professional Learning for the Performance Development Framework continued into 2016, with teachers becoming much more confident with the expectations of their personal PDPs. The Professional Learning Community model of action research continues to be successful, reflected in the excellent presentations of learning at the annual PLC TeachMeet in Term 4. Staff are refining their skills in collaboration, collection and evaluation of learning data, and observation of teaching and learning.	\$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Intellectual Engagement, Interest and Motivation and School Learning Climate will all show a minimum 10% improvement by student response in the 'Tell Them From Me' survey.	Positive homework behaviours improved by 9% in 2016 and the students reporting intellectual engagement increased by 10%. 72% of students try hard to succeed, an increase from 68% in 2015. Those interested and motivated continues to be a major area to be addressed in the future.	\$500

Next Steps

The focus for 2017 is to develop a continuum of Project Based Learning experiences across Years 7–10. Furthermore, all faculties will be involved in a project audit, where the quality of project design, management, and assessment is evaluated and thus refined for future students. The re-establishment of the PBL Team with representatives of each faculty will ensure greater consistency regarding PBL practices, and ensure rigour in all projects.

In 2017 a program audit will be conducted to identify where additional professional learning and support is required to ensure all faculties have a consistent approach to programming for gifted and talented students. Furthermore, teachers who have not had explicit gifted and talented training will be provided with this through completion of the mini Certificate of Gifted Education run by GERRIC.

In 2017 an evaluation of the PLC action research process will help to refine this practice, to ensure that it is leading to improved learning outcomes for students.



Strategic Direction 2

Our Organisation and Communication

Purpose

To ensure that our organisation and communication allows for the continued growth of our students. Systems will be improved or implemented to support and enhance teaching and learning which will allow for the development of critical and creative thinking skills across all areas of the curriculum.

Overall summary of progress

Throughout 2016 a variety of options were investigated incorporating input from students, parents and staff to improve the organisation of the school day. These options involved enhancing opportunities for professional learning for staff and creating consistency for student learning to improve students' academic outcomes, as well as their wellbeing.

Measures taken include the adaptation of Year 7 Language classes, the introduction of Praxis for authentic learning within the school timetable and the reduction in offline classes for Stage 6 students through the introduction of an extra period on Mondays. Professional learning opportunities have been enhanced through a systematic focus on each strategic direction each term throughout the year. Processes for staff meetings have also been adapted through a rotating roster for staff duties to allow everyone the opportunity to attend and be involved in the communication of whole school information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The structure of the school day will provide for fewer disruptions to student learning as measured by a reduction in time students are taken out of class for administrative matters (Year assemblies etc).	The school timetable was adapted to allow Year 7 students to have more consistency in their study of languages with weekly lessons in both French and Japanese, whilst also building Project Based Learning within the timetable through the introduction of Praxis each fortnight. This allows students to undertake these authentic programs within the normal school day rather than being removed from classes. Year 11 and 12 benefit from a reduction in offline classes to enhance their wellbeing.	\$5000
Staff will have greater access to professional learning opportunities within the timetabled structure of the day. (Timetabled faculty/whole school professional learning) This will ultimately enhance learning with improved academic results.	After investigating several options for professional learning within the school, professional learning has now been adapted to focus on each of the three strategic directions each term, with structured opportunities for all staff to meet in professional learning communities to share teaching ideas and resources across KLAS.	\$3000
A communication plan will be in place for mandatory DEC requirements (eg NCCD) as well as for student and community awareness-raising. This will lead to greater community involvement in school programs.	Processes implemented in 2015 were refined to ensure that staff were able to more effectively communicate information on students. Feedback from the Tell Them From Me student and parent surveys was analysed against NSW trends and past school data to adapt school processes for 2017.	\$400

Next Steps

The school will evaluate the new professional learning opportunities organised for 2017 to determine any adjustments needed for 2018. Opportunities for staff to undertake further training in gifted and talented teaching strategies and authentic learning within the curriculum will also be investigated.

Strategic Direction 3

Our Wellbeing

Purpose

Student and staff wellbeing is the concern of every member of our school community. It covers the emotional, social and intellectual wellbeing of all, as well as their safety, conduct and behaviour. Whole school programs will support students to achieve their personal best, develop resilience and to flourish.

Overall summary of progress

To enhance the wellbeing of staff and students, four areas were chosen as our focus:

New programs were implemented, evaluated and changed, all aimed to improve a sense of belonging in our school community. Staff led Pastoral Care groups through a program designed to build cohesive relationships between students from Years 7 to 12. After consultation and evaluation involving the wellbeing team, a new site was chosen for our Year 7 and 9 camps. Camp activities now more broadly reinforce our school values and students reported stronger bonds have developed within year groups. New extra-curricular activities were introduced to improve a positive sense of belonging for students such as the establishment of the school gym. Year 8 students had the opportunity to be involved in Bushlink, a local group helping disabled youth integrate with the wider community.

Our staff and students should experience an improved sense of wellbeing by using strategies to build resilience and resourcefulness. In 2016 a separate Parent Information evening was established for each year group. At this night, resources designed to develop resilience and resourcefulness were distributed, and parents and students were guided through the planned wellbeing program for the year. Programs to assist with this focus include a new Year 11 Crossroads program, a revised Career's program including lunchtime career's workshops and a committee was formed to focus on leadership processes and practices.

Wellbeing team members trained staff after attending professional learning on the best processes and practices for improving the implementation of the NCCD. Staff are now confident in their use of SENTRAL to be informed about students included in the NCCD and record any adjustments they make to students' learning. In 2016 a deeper and more accurate understanding of the NCCD was attained by all staff.

To further embed Positive Psychology and the language and practices of Choice Theory and solutions focused approaches, a series of Parent Coaching courses were conducted by an external provider. Pastoral Care sessions were designed to build upon students' knowledge of Positive Psychology themes and activities made specific reference to the elements of Choice Theory. Many new staff took up the opportunity to undertake professional learning on the languages and practices of Choice Theory.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sense of belonging will show a minimum 10% improvement as measured by student responses in the 'Tell Them From Me' survey.	Formation of an Executive Leadership Action team to review student leadership process and practices. Increased opportunities for extra-curricular activities.	\$2000
Increased number of resilient and resourceful students as measured by Student Wellbeing data and student responses in school-based surveys.	Implementation of the revised Year 11 Crossroads program. Parent Information evenings for each year group with relevant resources distributed.	\$5500
All students requiring adjustments are supported through NCCD processes and practices. NCCD records to reflect support provided.	Staff attended further training in Nationally Consistent Collection of Data on Students with Disability (NCCD) processes and practices. The Student Wellbeing function in Sentral is now embedded as the main vehicle for staff to record NCCD information.	\$8000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students requiring adjustments are supported through NCCD processes and practices. NCCD records to reflect support provided.	Year Advisers have a deeper understanding of the NCCD and are more confident in their NCCD nominations.	
100% of staff are aware of and consistently use the language and practices of Choice Theory, positive psychology and solutions focused approaches.	<p>8 staff who were not previously trained in Choice Theory, Reality Therapy & Lead Management attended a 4 day workshop.</p> <p>70% of staff are now formally trained in the language and practice of Choice Theory, Reality Therapy & Lead Management.</p> <p>Choice Theory resources are displayed in all classrooms and utilised by teachers to reinforce the concepts and strategies covered in the Pastoral Care program.</p>	\$12500

Next Steps

Future directions to ensure our 3 year plan remains on track to provide wellbeing programs that will support students to achieve their personal best and develop resilience include:

- Developing, implementing and further embedding practices to support Aboriginal and Torres Strait Islander students
- Evaluating and updating the school's anti bullying and cyber bullying policies
- Providing more opportunities for members of the Wellbeing team to undergo professional learning in the areas of mental fitness
- Improving the processes and practices related to Leadership by implementing the recommendations of the Executive Leadership Action team.
- Providing further opportunities for staff to attend professional learning opportunities in the language and practice of Choice Theory, Reality Therapy and Lead Management.



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Students with additional learning needs were supported through the provision of time for staff to develop programs and resources to meet their specific needs.</p> <p>Professional learning was provided to further enhance staff understanding of support required for students with particular disabilities.</p> <p>Funds were allocated to provide 'out of class' support for students through the staffing of the after-school resource centre to enable students to work collaboratively with the support of other students and staff.</p> <p>Higher School Certificate invigilators were employed for all Year 12 examinations to support students with Board of Studies, Teaching & Educational Standards Disability Provisions.</p>	\$26035
Socio-economic background	<p>Funding provided additional support to ensure students had access to elective courses and other whole school programs which may otherwise not have been available due to the required costs.</p> <p>This provided a greater level of equity for students across the school.</p>	\$5718
Support for beginning teachers	<p>This funding provided support to one newly appointed beginning teacher and one other in their second year of teaching. The funding was used to allow those teachers reduced face-to-face teaching time as well as providing mentor support from experienced teachers working with them, observing classroom practices and giving feedback as a professional learning exercise.</p> <p>Beginning teachers were also able to access specific professional learning opportunities to support their development within their faculty area and in whole-school wellbeing programs.</p>	\$21845



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	419	429	430	443
Girls	381	366	362	344

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.9	96.9	97.5	96.7
8	96.3	95.3	96.1	96.7
9	95.7	95	95.4	94.9
10	94.9	94.6	95.8	94.5
11	95.4	94.4	96.7	95
12	95.1	94.7	97	95.9
All Years	95.7	95.1	96.4	95.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	4
TAFE entry	0	0	0
University Entry	0	0	96
Other	0	0	0
Unknown	0	0	0

Almost all of our Year 12 students aspired to attend university.

Year 12 students undertaking vocational or trade training

In 2016, NBSC Manly Campus had three students undertaking a Vocational Education Training courses as part of their Higher School Certificate or Preliminary Higher School Certificate program. The school had no students participating in trade training courses.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students attained the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	10.08
Other Positions	3.7

*Full Time Equivalent

At NBSC Manly Campus no staff member has identified themselves of Aboriginal descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

Professional learning and teacher accreditation

In 2016, there were 3 permanent or temporary early careers teachers at NBSC Manly Campus working towards accreditation with the NSW Board of Studies, Teaching and Educational Standards at the Proficient level. There were an additional 25 teachers maintaining their accreditation at this level.

This accreditation process applies to teachers who have been appointed to a NSW school since 1 October 2004. Accreditation requirements will apply to all school teachers from 1 January 2018.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	214 032.26
Global funds	659 847.37
Tied funds	258 370.73
School & community sources	1 443 550.88
Interest	14 109.16
Trust receipts	465 548.98
Canteen	0.00
Total income	3 055 459.38
Expenditure	
Teaching & learning	
Key learning areas	286 908.88
Excursions	156 436.40
Extracurricular dissections	608 654.24
Library	664.07
Training & development	0.00
Tied funds	189 745.93
Short term relief	168 891.55
Administration & office	257 408.12
School-operated canteen	0.00
Utilities	94 254.87
Maintenance	171 168.59
Trust accounts	296 396.91
Capital programs	108 194.10
Total expenditure	2 338 723.66
Balance carried forward	716 735.72

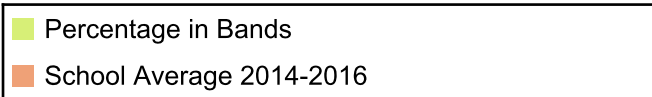
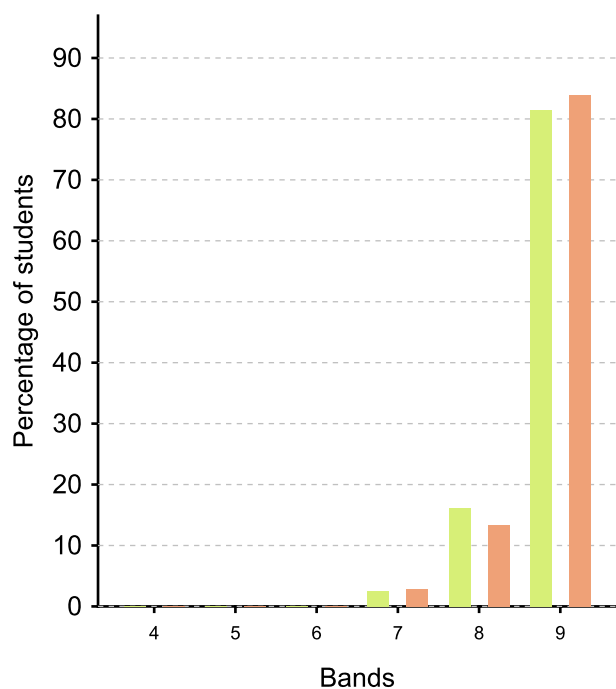
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

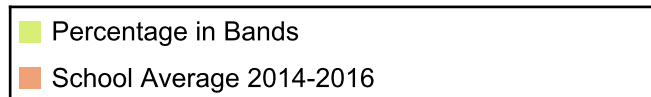
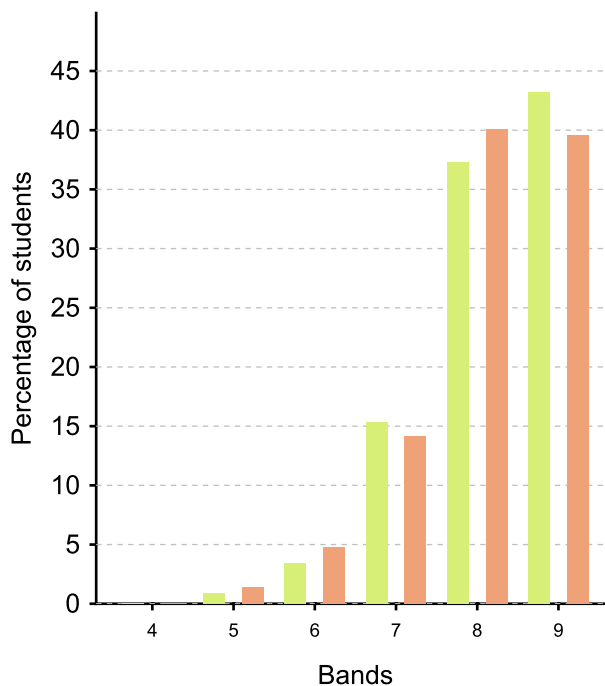
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

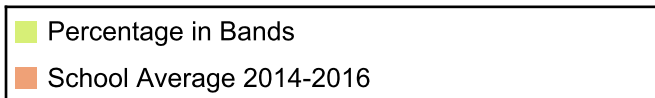
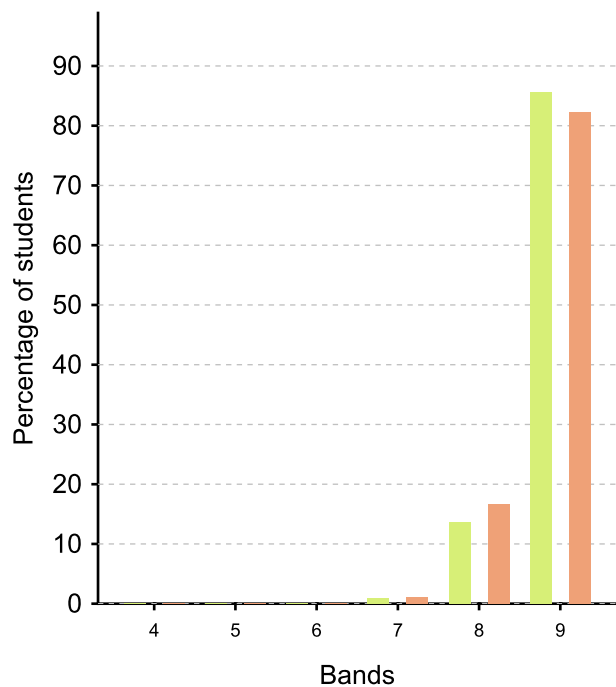
Percentage in bands:
Year 7 Grammar & Punctuation



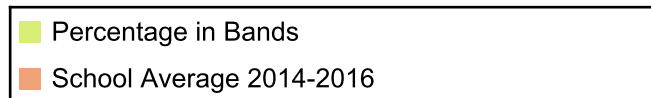
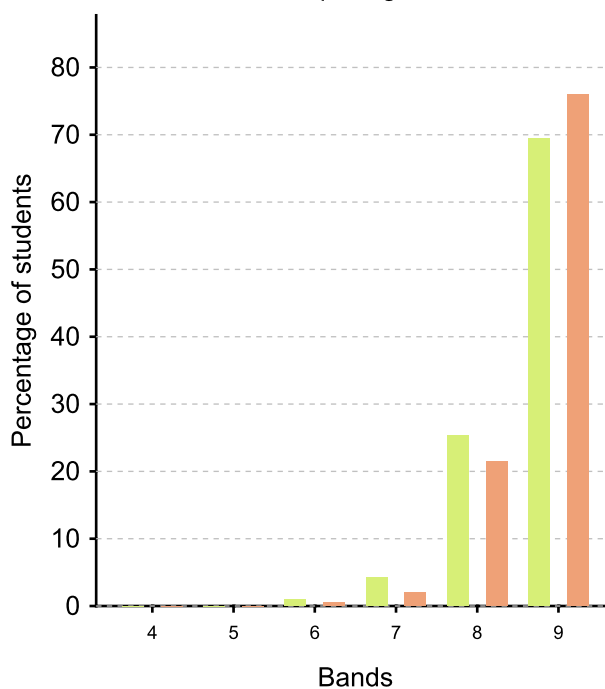
Percentage in bands:
Year 7 Writing



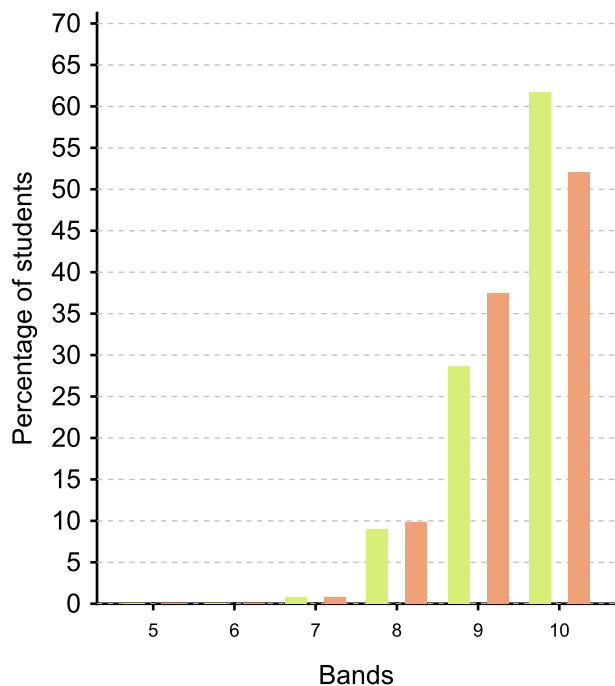
Percentage in bands:
Year 7 Reading



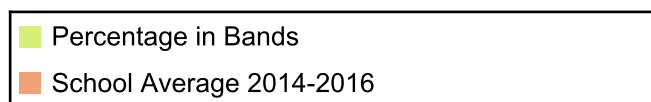
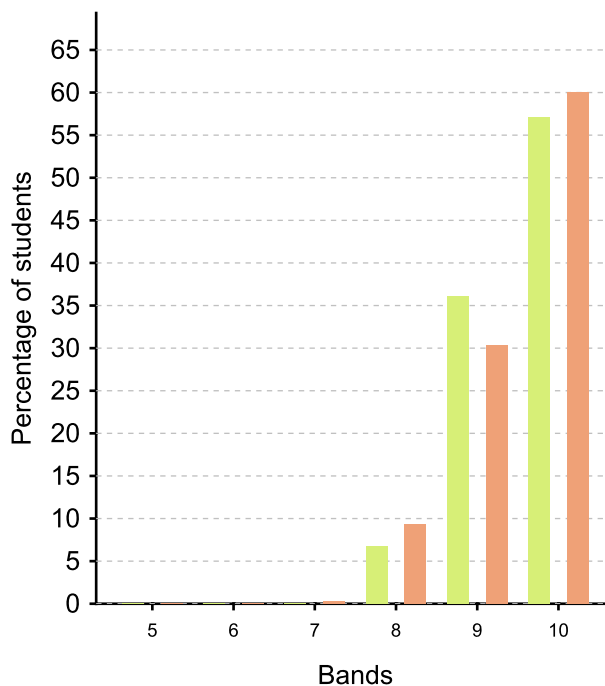
Percentage in bands:
Year 7 Spelling



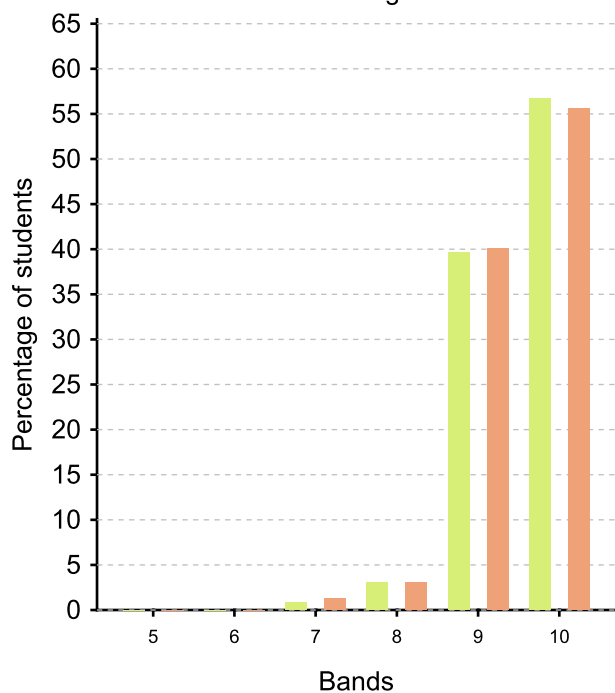
Percentage in bands:
Year 9 Grammar & Punctuation



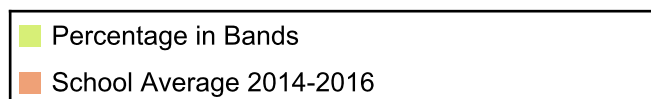
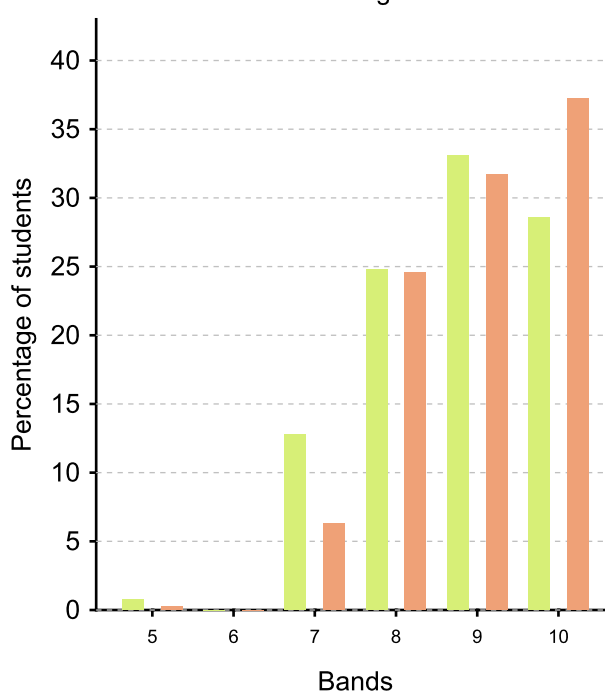
Percentage in bands:
Year 9 Spelling



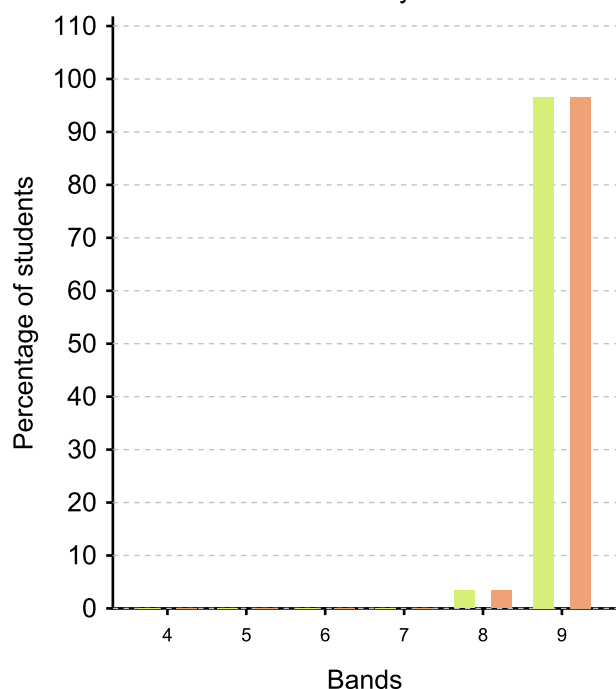
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

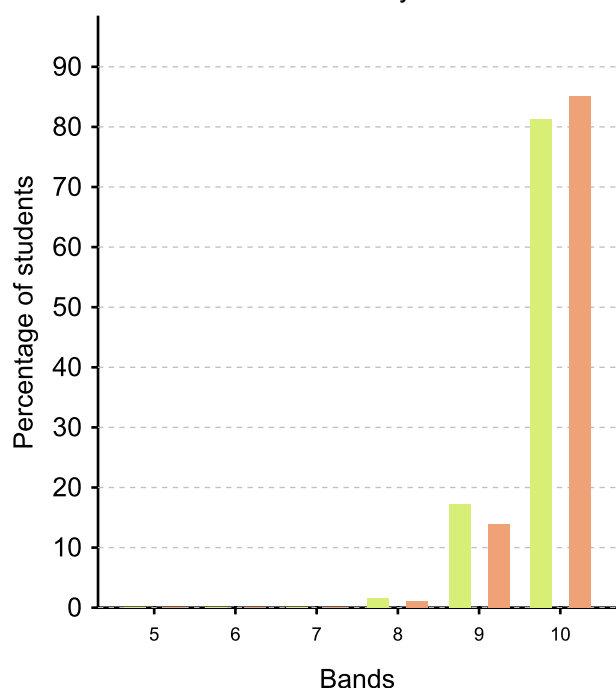


Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

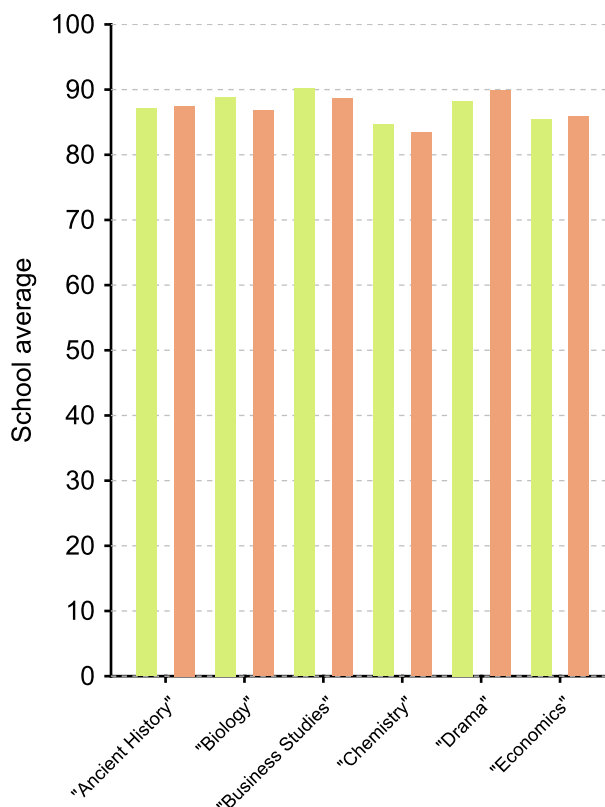


Percentage in Bands
School Average 2014-2016

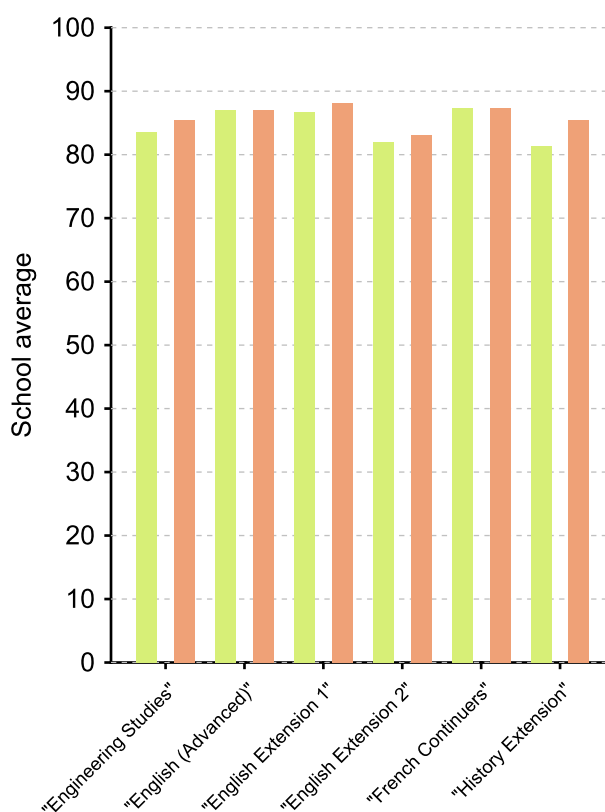
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

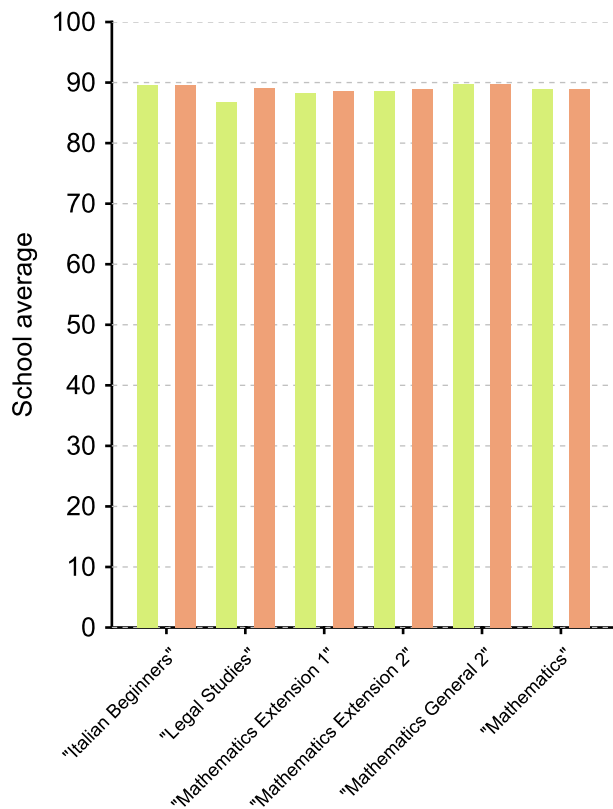
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



Highlights from the 2016 HSC include:

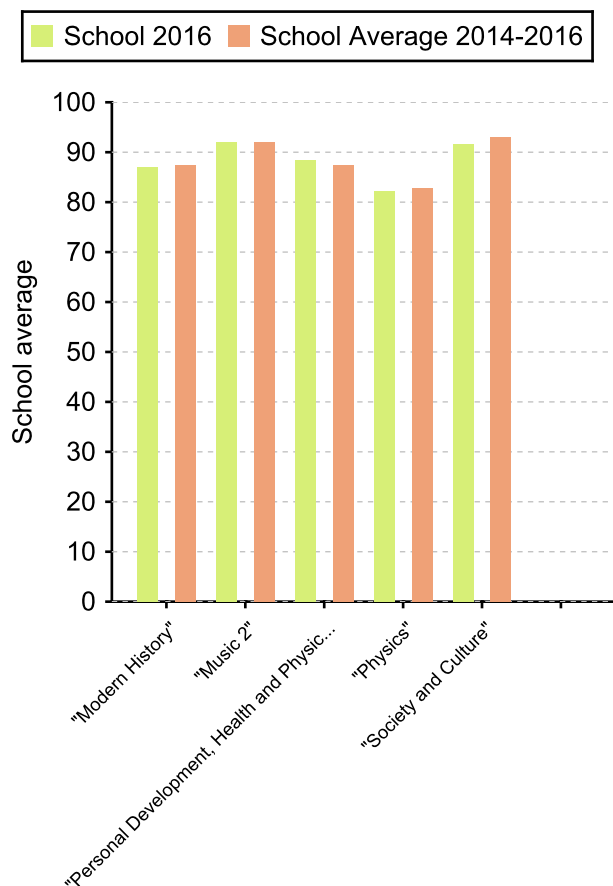
- 398 Individual Band 6 results (336 in 2015)
- 79 students received Band 6 in English Advanced or English Extension 1 or 2 (39% of students)
- 101 students received Band 6 in 2U Mathematics or Maths Extension 1 or 2 (61% of students)
- 15 students received Band 6 in Mathematics General 2 (75% of students)
- Callum Sutton was the dux with an ATAR of 99.90
- Madeleine Bosler – 3rd in Society and Culture
- Jack Bennett – 16th in Chemistry
- Koko Kawaura – 4th in Earth & Environmental Studies (studied at NBSC Mackellar Girls Campus)
- 26 students were placed on the All Round Achievers List (15 in 2015): Jack Bennett, Kristina Bergmark, Madeleine Bosler, Tim Brand, Josephine Bulman, Tom Butler, Robert Cantwell, Austin Davis, Ruby Divola, Theo Guichon, Brady Holland, Lily Hooper, Dayeon Jung, Justine Kim, Connor Lambrou, Jack Mansell, Kristofer Martyn, Margot Mason, Sasha McCarthy, Zoe Naylor, Eleanor Roberts, Harrison Scott, Callum Sutton, Miho Takashiba, Daniel Watts and Elizabeth Webster. Congratulations to all of these students.

University destinations are as follows:

- Sydney University (36%)
- University of New South Wales (31%)
- Macquarie University (14%)
- University of Technology (12%)
- Australian National University (4%)
- Western Sydney University (2%)
- Charles Sturt (1%)

The most popular areas of tertiary study and the number of students enrolled are as follows:

- Business/Commerce/Finance (20)
- Engineering (16)
- Global/International Studies (15)
- Science (14)
- Arts (12)



Parent/caregiver, student, teacher satisfaction

Students, parents and teachers had the opportunity to provide feedback on various aspects of the school throughout the year. Students and parents were both surveyed through the *Tell Them From Me* questionnaires investigating student wellbeing, intellectual engagement in class and extra-curricular activities, school facilities and communication.

The student survey showed significant improvement in a number of areas against the previous year and compared to the state average. Student wellbeing rose in terms of having a sense of belonging, along with the development of positive relationships across the school. With the majority of staff now trained in positive psychology and Choice Theory we are continuing to develop positive relationships across the school. This led to very high results in the new measures of optimism, happiness and in particular, academic self-concept within the student body on their typical day. In addition, the results showed a very significant improvement in measures of student advocacy regarding staff at the school, as well as positive teacher-student relationships and a positive learning culture.

In academic areas, students showed improvement in homework behaviours and application in trying to succeed, as well as showing improvement in academic rigour. An area identified for improvement is ensuring interest and motivation is maintained through consistent challenge within the classroom, as well as more activities that have relevance for their lives. Through adaptations to curriculum programs and ongoing professional development to embed more authentic learning experiences within the curriculum, this area is being addressed.

The parent survey provided very positive comments on the dedication and support of staff across the school. In addition, parents noted the ongoing professional development undertaken throughout the year and the benefits this has provided for students. Comments on the school incorporating more innovative and creative learning strategies was consistent with the feedback from students, leading to proposed changes to programs.

Parents also stated they found communication useful across the school and were satisfied with the range of academic subjects on offer for students. They reported that the school creates an inclusive environment supporting positive behaviour. Suggestions on enhancing study and organisational skills, a focus on 21st century learning skills, as well as gifted and talented opportunities were also identified. Plans have been made to address these across a range of academic and wellbeing programs across the school.

One final area identified for improvement was upgrades to school facilities, with changes underway to improve the school grounds in coming years. Overall, the overwhelming majority of parents stated they would recommend the school to others.

Policy requirements

Aboriginal education

NBSC Manly Campus is committed to educating all students about Aboriginal culture and heritage and includes both as components within units of work across the range of Key Learning Areas. Human Society and Its Environment and the Creative and Performing Arts Key Learning Areas had regular showcases of student work and members of the local Aboriginal community visit the school to provide authentic learning experiences for students. Aboriginal culture is respected at all formal assemblies through the Acknowledgement of Country and the Aboriginal flag flies proudly above our main quadrangle.



Multicultural and anti-racism education

We are proud to acknowledge that our school population consists of 41% of students who identify as having a language background other than English. Of those students, there are 44 different language backgrounds represented. This multicultural diversity is a real strength of our school. Through our Student Representative Council and other student action teams, regular opportunities are offered to celebrate the harmony and tolerance that we value so highly in our community.

Our school has a culture of inclusive practice which recognises, promotes and values the background of all students and staff, promoting tolerance towards those from different cultures, language backgrounds, religions and beliefs.

The school has an Anti-Racism Contact Officer to assist in the promotion of cultural understanding and to support students and staff on the very rare occasion that racist behaviours may become apparent.

Other school programs

Bands Programs

2016 was a fantastic year of music making by the band program, all made possible by 198 enthusiastic program members, 29 talented Year 12 students, a large team of supportive parents and four inspiring band directors (Mark Brown – Wind, Craig Driscoll – Jazz, Brian Buggy – Strings and Liz Scott – Chamber Orchestra). The band calendar was packed with a rich variety of performances: the traditional informal all-ensemble Big Band Bash in Terms 1 & 4; festivals and competitions such as The NSW Band Festival (the bands received 5 Gold and 2 Silver awards); The Northern Beaches Instrumental Festival; Manly Jazz Festival; the Sydney Eisteddfod; performances in small country towns on three regional tours near Jindabyne, Cowra and Batemans Bay; concerts in beautiful venues such as the Verbrugghen Hall at the Conservatorium of Music; and our three signature end-of-year concerts, Musicale at the Independent Theatre, The Strings Soiree at the Mosman Art Gallery and the sell-out dinner dance Jazz Night Out at the Showroom at Dee Why. The Jazz Orchestra received an invitation to be the featured youth jazz group conducted by John Morrison at the Thredbo Jazz Festival in April. It was a last minute opportunity that came our way and turned out to be a spectacular weekend for audiences and band members alike and a highlight of 2016. The jazz bands were engaged for the highly successful school fundraiser at Manly Golf Club in August, a community event in the city, charity events and a wedding for a staff member who has long supported the bands. On the last day of school, Big Band performed at a Christmas community event for the Cerebral Palsy Alliance.

Chess

During Term 2, students from NBSC Manly Campus competed in the NSW Junior Chess League Schools Competition. There are three levels in this competition, Junior, Intermediate and Senior. The school had four teams in each level, who played every Friday after school against other secondary schools, both Government and Non Government, in the Sydney North Region. Many of the players, who all enjoyed this activity in 2016, have been involved in this Chess competition since they began in Year 7. All teams proudly represented the school, with several winning positions within their division. Two of the Junior teams, A & B, came first and second respectively in their divisions and proceeded through to the finals. The Intermediate teams enjoyed their time and are ready for the 2017 competition. The Seniors A team came third and Seniors B achieved second place in their division.

Colour Run

This year was our first Colour Run, organised as part of the Wednesday sport program. The Colour Run was a healthy fundraiser that ensured a viable alternative to junk food fundraising and sent the right message to students about having fun while getting involved and being active. The fundraiser was a great success,

raising \$11,000 towards our new Gym. The Gym also received a grant from the P&C allowing the facility to become a new learning space for PDHPE classes, a Wednesday Sport option and a free area for students to use before, during and after school. A huge thank you to all students, teachers, parents and community members who contributed to this new facility.

Dance

The NBSC Manly Campus Dance Ensembles offer training and performance opportunities to students in years 7–12. The ensembles program has greatly increased in size and scope over the past five years, and now runs three contemporary and two jazz ensembles involving approximately 85 students. Entry to the ensembles is by audition, and weekly rehearsals are held before and after school. The ensembles engage in a wide range of performances and events each year. The contemporary ensembles have been consistently accepted to perform as part of the Sydney North Dance Festival. The ensembles compete in a number of local and regional eisteddfods and have achieved excellent results in recent years. Since 2015, the students have been invited to perform in the Schools Spectacular as part of the combined dance ensembles. A number of our students have been accepted into the NSW State Dance Ensembles, and many are also regularly selected to participate in dance camps and workshops. The ensembles perform at a range of school and community events, including an annual school-based Dance Showcase, in which each ensemble performs two routines, and students are invited to perform additional works including solos and student choreography. Additionally, the dance ensembles regularly participate in large events such as the Youth Olympics opening ceremony, events at the Sydney Opera House and overseas performance tours.

Debating

Students from our school once again performed admirably in the various Premier's Debating Challenge competitions. In each competition we were eligible to enter, the maximum number of teams participated, with a particularly healthy volume of Year 7 and 8 students. Each team performed well in the round-robin stage of the competition and all teams progressed to the regional knockout stage. Congratulations to our impressive Year 12 Debating team who worked tirelessly this year, making it to the State Finals held at Sydney University's famed Great Hall. A nerve-racking yet exciting debate to watch, our team were eventually defeated by Sydney Girls' High School in a split decision by the adjudicating panel. The Year 11 Metro team moved on to become regional semi-finalists, eliminated by Hornsby Girls' High School, who eventually became state champions. Year 9 and 10 became regional semi-finalists. The Year 7 and 8 team did well although they were defeated in the final debate of the year. Bridget Hudson successfully competed to win a position in the commendable 2016 Combined High Schools debating team, a team which comprises of the best debaters from non-independent schools in NSW. Jamie Bell from Year 9 had an outstanding run of success in the 2016 Legacy Junior Public Speaking Awards, working her way to the

Duke of Edinburgh Award Scheme

With 130 students involved in 2016, NBSC Manly Campus continued to have the highest number of students participating in Duke of Edinburgh Award Scheme across the Northern Beaches Secondary College campuses. A number of expeditions were held throughout the year at Somerset and Broken Bay and students completed all aspects of their respective award levels, with 18 students achieving the extensive requirements for the Gold Award in 2016.

High Resolves

High Resolves involved all students from Years 8 and 9 interacting in fun, creative and competitive activities, working with some inspiring role models to learn and reinforce an important school ethos of giving back to the community. They developed skills for global and community leadership and were motivated to recognise their potential to use those skills to make a difference in society. The culmination for the Year 9 program was a "United Nations Conference" with students representing different nations to contribute in discussions about climate change, funding and the links with politics.

International Music Tour

During the January holidays, 34 students and staff from within the vocal, string and guitar ensembles, represented Northern Beaches Secondary College Manly and Freshwater campuses in Spain and France on an international music tour. The group visited Madrid, Toledo, Merida, Seville, Antequera, Malaga, Granada, Valencia, Barcelona and Paris. Performance highlights included the local radio broadcasts within a Renaissance church and cabalgata performance at the Town Hall of Antequera, followed by a personal tour of the historic building by the Mayor of the city. Additionally, there were 2 concerts within beautiful Baroque churches in Valencia and Barcelona and an impromptu performance at a Roman amphitheatre in Malaga. Students were able to visit the famous Prado Museum, the Musee d'Orsay and the Musee de l'Orangerie, as well as the amazing Royal Palace of Madrid and the Moorish palaces of Alcazar and the Alhambra. Most of these, however, were eclipsed by the day trip to Disneyland Paris!

Musical – "Beauty and the Beast"

Once again, congratulations to all students, community members and staff who had input into our very successful musical for 2016, "Beauty and the Beast". This year, we had a total of 234 staff, students and parents involved as either cast, orchestra, backstage crew, costume makers, parent helpers and SASS support. It is a testament to our school community to see the commitment, excitement and enthusiasm at all stages from the development, rehearsal and ultimate performances. From the opening night, there was nothing but positive reports about the professionalism displayed in all aspect of the production. The email received from the College Principal noted that given the great quality of the production, this musical allowed for

some of the minor characters to shine as well. "Beauty and the Beast" will be remembered as adding to the long list of highly successful productions at NBSC Manly Campus.

A special and a sad 'thank you' is extended to Ms Marisa Carolan who has decided that after 14 consecutive musicals at NBSC Manly Campus, that she will no longer be the director. No doubt, she leaves the musical in very competent and creative hands and this will give others the opportunity to fill her position. A special thank you as well to Ms Boylan for her invaluable support and contribution, at all levels, over the years of her involvement. The team of staff, alumni, parents and students are thanked for their dedication and expertise in ensuring such a fantastic production. Our musical is a highlight of the school year, which unites students with differing capabilities and reflects the diversity of our school community.

Praxis

The 2016 Praxis Program was a series of immersive one-week projects designed to extend and enrich the learning experiences of gifted and talented learners. During the projects students explored a concept, identified related issues in our local area, considered solutions to these problems and shared these solutions with an audience of teachers, peers, parents and industry experts at the conclusion of the project. Each project focused on one or two main disciplines, providing students with an opportunity to work collaboratively with peers who demonstrated a similar aptitude or interest in this particular discipline.

Premier's Sporting Challenge

The Premier's Sporting Challenge is an outstanding leadership opportunity for our students and is an excellent chance to meet our school goal of 'giving back to the community'. The program trained our Year 8 and 9 students to become leaders in sport coaching and extended to running sporting programs for our local Primary Schools. Once our students finished the coaching pathway, we selected eight students to attend a 3-day leadership camp. At this camp, our students worked together with other schools within our College and Warringah Zone to grow as leaders. Congratulations to Joel Callahan, Ellen Gibbs, Jacqueline Harvey, Callum Joyner, James Ladbrook, Rhiannon Marshall-Witte, Dillon Qian and Justin Soo who were selected for this pathway.

Project Penguin

2016 marked the 10th year of Project Penguin being run in conjunction with Taronga Park Zoo. Our Year 9 students were mentors to local Primary School students to raise public awareness and conservation of local little penguins and their colonies. Students helped to produce displays which were shown throughout the local area and engaged in authentic learning experiences while helping younger students from local Primary Schools. In their roles as mentors, our students valued the opportunity to participate in this Northern Beaches Secondary College initiative and further develop their leadership skills.

Robotics

The Robotics Club is a P & C funded initiative which aims to give Year 7 & 8 students the opportunity to voluntarily experiment with building and coding robots during after-school hours sessions once a week. The club is run by parent volunteers in the computer rooms with ready-made robot obstacle courses and LEGO Mindstorms robot equipment. The group typically contains between 10–20 students of differing abilities who work towards participating in tournaments such as “Robocup Jnr “ and “First Lego League”. It aims to introduce students to programming and building real hands-on hardware in a fun and open-ended manner.

Science Techno Museum

All Year 8 students from four of the Northern Beaches Secondary College campuses take part in this investigative learning project. This was the 10th year that Science faculties have organised this annual event, with NBSC Manly Campus hosting the finals for the first time. Students, working in groups, chose their own technology process or object and through visual and oral displays, presented their findings on the science behind it, the history of its development and the social impact through the years. Once again, all students worked extremely well to produce outstanding museum-like displays.

SES

To complement the school ethos of *giving back to the community*, NBSC Manly Campus again offered the NSW State Emergency Service Cadet Program in Term 1 as an option for weekly sport. In 2016, the course involved 9 weekly sessions, with each session delivered by endorsed SES volunteers, one of whom is a teacher at the school. The Cadets learned about safety, teamwork and leadership through taking part in typical SES activities such as stretcher carrying, flood rescue, land search, first aid, pumping and water diversion. Following the conclusion of the weekly activities, an activity day was held at Manly Dam, where the students worked in teams to successfully complete various scenarios, including a land rescue of an injured patient, a water search of a “flooded area”, and creation of a dam. The school’s SES Cadet Graduates also had the opportunity to take part in a significant training event for World Tsunami Awareness Day, acting as “casualties” during a simulated tsunami evacuation exercise. This event, held on Manly beach, highlighted the extensive level of maturity of the NBSC Manly Campus students on a public stage.

Sports

NBSC Manly Campus had a successful year in the sporting arena placing 1st at the Warringah Zone Athletics Carnival and 2nd at both the Warringah Zone Swimming and Cross Country carnivals. Sydney North Blues were awarded to Anna Goodman for Squash and Tessa Constantine for Athletics. Students from Years 9 and 10 competed in the Warringah Zone Grade Sport Competition, with the Boys Senior Basketball, Boys Senior Soccer, Girls Senior Basketball and Girls Senior

Netball winning their competitions. Year 7 and 8 students were also involved in inter-school sport, competing against other local school teams. Our students were chosen to represent Northern Beaches Secondary College in Knock-out Netball, Girls and Boys Hockey, Surfing and Rugby Union.

Vocal Ensembles

The vocal ensembles at NBSC Manly Campus continued to have successes in competitions and performances throughout the year. The students prepared and performed items for school events including Orientation Day, Open Day, Creative Arts Night and Presentation Night. Competing in the Northern Beaches Eisteddfod, both ensembles achieved second place in their respective categories. 'Tides of Sound', the smaller of the two ensembles, continued their annual tradition with NBSC Freshwater Campus SRC members, performing Christmas Carols at the Phyllis Stewart residence within the War Vets at Collaroy.

Wraps for Love

This project has involved the wider school community for at least a decade and is run so that students are able to give back to the community. The completed blankets are collected by the 'Wraps for Love' Charity and are then distributed around the world for people in need, for a multitude of reasons and areas, from drought and war torn regions, to disasters such as earthquakes. 2016 broke all records not only in the number of squares knitted, but in the number of students and the wider school community who knitted or combined the 28 squares together to produce one blanket. In total, 1200 squares were knitted by over 100 students, teachers and the wider community and then sewn or crocheted together by a dedicated crew of volunteers to create 42 blankets.