

# Northern Beaches Secondary College Manly Campus

## Annual Report



2017



8567



## Introduction

The Annual Report for **2017** 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.

Cath Whalan

Principal

### School contact details

Northern Beaches Secondary College Manly Campus

138 Abbott Rd

North Curl Curl, 2099

[www.nbscmanlys-h.schools.nsw.edu.au](http://www.nbscmanlys-h.schools.nsw.edu.au)

[nbscmanlys-h.School@det.nsw.edu.au](mailto:nbscmanlys-h.School@det.nsw.edu.au)

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### Message from the Principal

2017 was a significant year of achievement and change at Northern Beaches Secondary College Manly Campus. The school ethos of academic excellence, personal best and giving back to the community was abundantly evident in the academic, wellbeing, leadership, sporting and co-curricular programs across the school. Although only one measure of our success, our students' achievements in external examinations were once again most impressive. The excellent HSC results were a culmination of the students' hard work and dedication, the guidance and expertise of their teachers and the ongoing support of their parents.

Through the broad curriculum and Project Based Learning programs at Manly, our students developed important skills to assist them to prepare for the future. Our many and diverse programs provided opportunities for students to demonstrate their problem solving, critical and creative thinking, digital literacy, and collaboration and communication skills. The Year 7 Praxis, Year 8 Science Techno Museum and Year 10 Independent Learning Project provided real-world challenges for students to solve and an opportunity for them to showcase their flexibility, originality, perseverance and self-confidence to authentic audiences.

Our curriculum enrichment programs provided opportunities for students to be challenged and develop their skills across a range of areas. The highly acclaimed band program, debating, public speaking, musical, dance and vocal ensembles and sport programs, along with the excursions, overseas tours, Year activities and wellbeing programs, enhanced and extended students' learning.

Our student leadership programs continued to flourish, with our Student Representative Council (SRC) instrumental in fostering inclusivity and diversity among our school population. The SRC ensured the 'Manly Vibe' was alive and thriving through the SRC assemblies, Carnation Day, Night of Stars, Pinestock and ChrisManly. Student volunteers organised and participated in many fundraising activities throughout the year, giving back to the community through events including World's Greatest Shave, Wraps for Love, Enviro Day, Endure for a Cure and Wear it Purple Day.

I wish to thank our dedicated executive and teachers who work tirelessly supporting our students to achieve their personal best across so many areas of endeavour. Our teachers and non-teaching staff generously devote their time and expertise to ensure our students are provided with the best opportunities for success at school and beyond. Thank you also to our parents and community members who have worked enthusiastically to support our school throughout the year. Their interest, involvement and support has enhanced the students' learning opportunities and enabled ongoing improvements to the school environment.

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.

Cath Whalan

## 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. 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.

In the domain of Learning, our practice is based around developing the learning culture across the school with students, staff and members of the broader community. Our ongoing focus on developing authentic learning opportunities has ensured students and staff are actively engaged in effectively using critical and creative thinking skills to solve problems. Students are always encouraged to do their personal best and strive for academic excellence.

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

Students are provided with a broad curriculum and an extensive range of curriculum enrichment activities in the school. Within the curriculum we strive to provide authentic experiences where students can see the relevance between content and application. Conceptual programming is embedded in most key learning areas and further professional learning for staff is being provided to ensure this occurs across the school. 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 further enhanced to reflect the nature of authentic learning. The updated reporting proficiencies reflect contemporary learning skills required by students and provide meaningful feedback for students and parents. The staff professional learning focus on improving the differentiation of assessment of learning tasks is ongoing to ensure the learning needs of all students are addressed.

Our students' performance in external assessments such as HSC, NAPLAN and VALID is excellent. The NAPLAN value added data from Year 7 to 9 has improved for most students although this is still a challenge for those students in the very top bands due to the nature of the assessment tool. All of our Year 9 students achieved the HSC minimum standard for numeracy and very few needed to sit the online literacy task in writing or reading.

In the domain of Teaching, our programs are focused on effective classroom practice to benefit students' learning. Professional learning is aligned with the School Plan and performance data is used to inform teaching practice. Teachers use evidence-based effective teaching strategies and provide explicit, specific and timely formative feedback. All classrooms and learning environments are well managed within a consistent, school-wide approach. Our Learning Support Team works proactively with teachers to identify and support students through all stages of learning. Our Executive Team provides extensive and valued leadership for staff in both teaching practice and wellbeing programs.

The increase in collaborative practice across faculties within the school has resulted in a greater level of authentic learning experiences for students. The Professional Learning Communities (PLCs) continued throughout the year and, in conjunction with staff Performance and Development Plans (PDPs), resulted in school wide collaboration to further improve teaching practice and student outcomes. The cross-curricular learning projects have been strengthened through the timetabling of Praxis for all Year 7 students and Stage 4 programming. Staff regularly share practice through PLC meetings, faculty staff meetings and through direct observations.

All teachers' PDPs consist of at least one whole-school development goal, a faculty based development goal and a personal development goal. The PLC teams were formed based on whole-school goals and provided regular opportunities for teachers to share their learning with other staff from cross faculty groups. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

The increased frequency of whole-school teacher professional learning provided more opportunities for teachers to actively share and discuss effective strategies to improve teaching practice.

In the domain of Leading, our school continues to make a positive difference for our students through the culture of high expectations and ongoing engagement of the broader community. Parents and community members are actively encouraged to support student learning through the sharing of their expertise and links with universities, local businesses and parents improve the educational opportunities for all students.

Feedback from our community through direct surveys (such as Tell Them From Me), formal meetings and through anecdotal evidence in speaking with students, parents and community members is used to inform practices. Strategic use of partnerships to enhance student learning across a range of areas, both related to the curriculum and in curriculum enrichment programs, is implemented.

Our school planning is based on ongoing efforts to improve student learning in the context of an academically selective high school. Our school plan is aimed at providing students with opportunities to apply their knowledge and understanding in real world contexts, providing them with contemporary learning skills and encouraging them to be life-long learners. The annual executive planning days provided the school's executive with the opportunity to reflect on the school plan and, in conjunction with feedback for staff, students and community members, collaboratively develop the strategic directions for the future plan.

The physical, financial and human resources of the school are used efficiently and effectively to ensure the success of the schools' programs. Learning spaces have been adapted to ensure greater flexibility, staff have participated in professional learning to enhance their skills and succession planning has occurred to support staff taking on new positions and greater levels of responsibility for programs offered in the school. Improved administrative systems have been implemented to maximise resources available to address school strategic priorities.

Management practices and processes are responsive to school community feedback. The weekly school newsletter is emailed to parents and available on the school website. Students and parents are encouraged to provide feedback through the parent/teacher evenings, parent forums, school surveys and direct contact with the school.

NBSC Manly Campus is an outstanding school with highly engaged, enthusiastic students who are encouraged by wonderful teachers who regularly provide an exceptional level of support to ensure that students live the school ethos of personal best, academic excellence and giving back to the community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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 2017, learning experiences at Manly Campus were designed based on contemporary research into the learning needs of gifted and talented students (GATS) as well as the increasing need for students to develop a range of non-cognitive skills necessary to navigate our changing world. All faculties have designed and implemented a range of Project Based Learning experiences for Stage 4 and 5 students. 2017 also saw the introduction of a new cross-curricular Project Based Learning course for Year 7 students, Praxis.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Stage 4 & 5 courses will incorporate an authentic learning task based on the principles of Project Based Learning.	\$12 500	<p>In 2017 all subjects designed and implemented a range of Project Based Learning experiences for Stage 4 and 5 students. These experiences provided students with the opportunity to engage in solving complex real world problems whilst working both independently and in a team. Students then shared their learning and products created with a range of audiences beyond the classroom.</p> <p>This innovative approach to learning helps develop essential non-cognitive skills such as creative thinking, time management and organisation, collaboration, perseverance, curiosity, empathy.</p> <p>Year 8 students worked collaboratively on the Mathematics in Independent Learning Projects. HSIE projects included the Year 8 Geography Landscapes Project, the Year 8 History Angkor Wat project, and in Year 10 Commerce students collaborated on the Run a Business Project. English projects included the Year 8 Documenting Life Project, Year 9 Social Justice Project, and the Year 10 Post-colonialism Project. Science introduced a Year 9 Forensics Project and continued to refine their successful Science Techno.</p> <p>Two new cross-curricular projects were introduced for Year 7 students – the Rebuilding the World for Maths and History, and the Curation of the Self was an English and PDHPE project.</p>
All teaching programs will be constructed around a conceptual framework with embedded strategies for GAT students.	\$21 000	<p>GATS professional learning for all teachers was undertaken, with half of the teaching staff participating in a two day workshop. The next phase of this training is planned for 2018.</p> <p>Teachers began the process of evaluating programs and identified areas of opportunity for the embedding of conceptual frameworks and incorporating GATS strategies.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher PL is centred on the QTF and documented through negotiated Performance Development Framework goals.	\$2 300	<p>NBSC Manly Campus had a flourishing Professional Learning Community in 2017, with staff meeting regularly in their PLC teams to work on their self-identified action learning projects. Focus for the PLC teams included ICT skills, GATs strategies, formative assessment, Project Based Learning, literacy and the gathering and evaluation of learning data.</p> <p>In Term 4 we once again ran a successful PLC TeachMeet with all staff sharing their learning with their colleagues. Staff continue to engage productively with their individual Performance and Development Plans, in which they have identified school, faculty and individual goals.</p> <p>Peer-to-peer observations to support professional development continues to run effectively as part of our Professional Learning Community.</p>
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.	\$500	Tell Them From Me student responses indicated that Intellectual Engagement remained steady at 52%, Positive Learning Climate improved to 6.7 and is consistent across all year groups, and Interest and Motivation increased to 28%.

## Next Steps

The focus for 2018 will be on mapping curriculum content, skills and ICT usage as well as overarching concepts to facilitate curriculum compacting and further cross-curricular Project Based Learning opportunities. The Year 7 Praxis course continues in 2018, with four additional teachers being trained on the Praxis learning methodology, and the designing of new engaging projects. The News Sim project will become a cross-campus project which will involve Cromer Campus and Balgowlah Boys Campus. Year 8 will have cross-curricular projects within timetabled classes, with a specific focus on Humanities and STEM projects. In 2018 we will continue to investigate structural and administrative models to facilitate the introduction of cross-curricular PBL in Years 7 and 8.

In 2018 the remaining teaching staff will undertake professional learning in gifted and talented education. Faculties will work collaboratively to plan, implement and evaluate differentiated units of work using a conceptual framework and further develop strategies for differentiated instruction.

In 2018 the PLC model will be updated, with a stronger focus on the school plan goals. Teachers will self-select an area of interest related to the school plan, and will form School Plan Teams that will participate in and run professional learning related to their team's identified projects. This new model will give staff greater autonomy in relation to their own learning, as well as a stronger role in shaping the direction of the school.

## 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 2017 the school continued to refine school structures using input from students, parents and staff to best support student learning including Project Based Learning embedded within gifted and talented models for Year 7 and professional development of staff. Slight modifications to timetable structures for Year 7 Praxis have been implemented for 2018 to enhance the inaugural program and to improve staff development through reorganising professional development procedures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	\$4 500	<p>The Praxis program implemented in 2017 within the timetable to ensure students were not withdrawn from class for the gifted and talented Project Based Learning activities was very effective, with positive feedback from students and parents.</p> <p>The structure of this program will be adapted for 2018 so that students have weekly sessions to continue developing their projects each week.</p> <p>The creation of Careers periods within the timetable for Year 10 allowed the students to gain fortnightly information on careers and develop their skills without the need to remove students from classes.</p> <p>The new structure of the 6 period Monday worked well for Years 11 and 12 students, resulting in a reduction in the number of offline classes.</p>
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.	\$3 400	<p>The fortnightly professional learning for staff had a focus on each of the three areas of the school plan each term.</p> <p>The rotating roster for recess meetings worked well to ensure all staff were able to attend the majority of weekly communication meetings regarding whole school matters.</p>
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.	\$2 500	<p>Staff continued to be developed in mandatory requirements within the Department of Education and NSW Education Standards Authority (NESA). Adjustments and accommodations for students were reinforced for assessments in Stage 6.</p> <p>Based on feedback from the Tell Them From Me surveys completed by students, parents and teachers, the focus on improving community involvement in programs will be included in the 2018–20 school plan.</p>



## Next Steps

The school will evaluate the new system of professional development for 2018 and adjust as necessary. The structure of the school day with changes to assemblies and pastoral care is to be examined for 2018 onwards. Improved connections with the broader community is a large focus in the future as one of the strategic directions of the 2018–20 school plan.

## 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

A whole school focus on student and staff wellbeing continued throughout 2017. The Pastoral Care program was further developed to enhance cohesive relationships between students from years 7 to 12. The changes to Year 7 and 9 camps resulted in an increase in student participation and improved team-building within each year group. Professional learning for all staff further developed strategies to support students' emotional and social wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sense of belonging will show a minimum 10% improvement as measured by student responses in the 'Tell Them From Me' survey.	\$2 200	Tell Them From Me student survey data indicated that students with a positive sense of belonging has been steadily increasing as a school (74% 2015 to 82% 2017) and at a rate higher than state norms (66%).
Increased number of resilient and resourceful students as measured by Student Wellbeing data and student responses in school-based surveys.	\$ 4 300	Tell Them from Me survey data reported students with high levels of optimism increased, particularly in Year 12 both against last year's group and their own survey results in the previous year. The revised Year 11 Crossroads program was successfully implemented and feedback from students and staff was positive.
All students requiring adjustments are supported through NCCD processes and practices. NCCD records to reflect support provided.	\$2 500	The NCCD collection was completed. Staff attended further Sentral to record NCCD information were evaluated and refined.
100% of staff are aware of and consistently use the language and practices of Choice Theory, positive psychology and solutions focused approaches.	\$11 500	Seven staff members participated in the Choice Theory, Reality Therapy and Lead Management Basic Practicum and two completed the Advanced Week. One staff member undertook Faculty Training to enable the practicums to be run within the school. 80% of the staff are now formally trained in the language and practice of Choice Theory, Reality Therapy and Lead Management. Reality therapy, Positive Psychology and solutions focused approaches are used consistently across the school.

#### Next Steps

In 2018 further opportunities for students to undertake leaderships roles will be developed through the introduction of Student Wellbeing Advocates. This will involve a review of the wellbeing Scope and Sequence and restructuring of Pastoral Care activities. Development and implementation of improved systems and practices to support accommodations and adjustments for students with special education needs will be undertaken. Further training for staff in Choice Theory, Reality Therapy and Lead Management will be provided to ensure these practices are embedded in all programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$26 035	<p>Students with special education 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 ensure staff implemented best–practice strategies to support students with learning disabilities and difficulties.</p> <p>Staffing of the Library for two afternoons per week provided students with the opportunity to work collaboratively with their peers and the supporting teacher.</p> <p>Higher School Certificate invigilators were employed to supervise all Year 12 examinations, ensuring students with NSW Education Standards Authority Disability Provisions understood the processes and were supported.</p>
<b>Socio–economic background</b>	\$5 220	<p>Funding was used to support families experiencing financial difficulties in regards to resources, camps and curriculum requirements when requested.</p>
<b>Support for beginning teachers</b>	\$26 000	<p>Beginning teacher funding was provided to two teachers in their first year of full–time employment. The funds were used to reduce face–to–face teaching time for both teachers and allow mentoring support within the faculty with experienced teachers, including classroom observations to provide feedback while supporting each of them in their development. These activities allowed the beginning teachers to develop and reflect on their teaching programs and best utilise their ongoing professional development in both curriculum specific areas and the latest teaching methods.</p> <p>Both teachers had a particular focus on effective methods of supporting gifted and talented students from an academic and wellbeing perspective. Throughout the year, both beginning teachers were able to work towards completing their accreditation documentation to be registered as a proficient teacher with the process to be completed in early 2018.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	429	430	443	451
Girls	365	362	343	338

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.9	97.5	96.7	96.9
8	95.3	96.1	96.7	95.4
9	95	95.4	94.9	96
10	94.6	95.8	94.5	94.9
11	94.4	96.7	95	95.3
12	94.7	97	95.9	95.5
All Years	95.1	96.4	95.6	95.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Attendance rates remain consistently high and well above state average. Online rolls are marked in all classes and attendance is monitored closely by Deputy Principals and Year Advisors. All short-term absences must be explained and text messages regarding unexplained absences are sent to parents daily. Requests for extended absences must be submitted to the Principal for approval.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	98
Other	0	0	0
Unknown	0	0	0

The majority of our students proceed to university directly from school, receiving a first round offer in the main round from UAC (Universities Admission Centre). The Year 12 cohort embarked on the following post-school university courses in order of course popularity: Science, Finance, Engineering, Arts, Medical Science, Law, Communications, Health science, Psychology, International Studies, Information Technology, Veterinary Science, Actuarial Studies, Education, Medicine, Music, Nursing, Architecture, Occupational Therapy and Social Work.

A very small number of students have deferred university for a year and are planning to gain employment to allow them to travel or save money for tertiary studies the following year.

### Year 12 students undertaking vocational or trade training

In 2017, three students studied Vocational Education Training courses for their Higher School Certificate. One student studied the Retail Services course provided by McDonalds. The school had no students participating in trade training courses.

### Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students attained the HSC credential in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	41.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	10.08
Other Positions	1

\*Full Time Equivalent

### 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	25

### Professional learning and teacher accreditation

In 2017, the professional learning focused on mandatory training and key areas of the School Plan. All teachers, executive and the principal participated in the Performance and Development Plan (PDP) process. Two teachers successfully completed the accreditation at Proficient level and 22 teachers were accredited by NESA.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>1,570,436</b>
Global funds	283,283
Tied funds	161,832
School & community sources	1,126,370
Interest	13,182
Trust receipts	151,534
Canteen	0
<b>Total Receipts</b>	<b>1,736,201</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	150,134
Excursions	137,113
Extracurricular dissections	293,550
Library	364
Training & Development	6,306
Tied Funds Payments	65,728
Short Term Relief	52,697
Administration & Office	144,263
Canteen Payments	0
Utilities	41,243
Maintenance	44,985
Trust Payments	58,493
Capital Programs	0
<b>Total Payments</b>	<b>994,876</b>
<b>Balance carried forward</b>	<b>2,311,760</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	3,642,803
Appropriation	2,766,702
Sale of Goods and Services	118,341
Grants and Contributions	852,648
Gain and Loss	0
Other Revenue	-102,319
Investment Income	7,431
<b>Expenses</b>	-1,917,884
Recurrent Expenses	-1,917,884
Employee Related	-405,082
Operating Expenses	-1,512,802
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,724,919
<b>Balance Carried Forward</b>	1,724,919

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	7,216,388
Base Per Capita	120,152
Base Location	0
Other Base	7,096,236
<b>Equity Total</b>	71,884
Equity Aboriginal	0
Equity Socio economic	5,220
Equity Language	0
Equity Disability	66,664
<b>Targeted Total</b>	0
<b>Other Total</b>	395,887
<b>Grand Total</b>	7,684,159

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

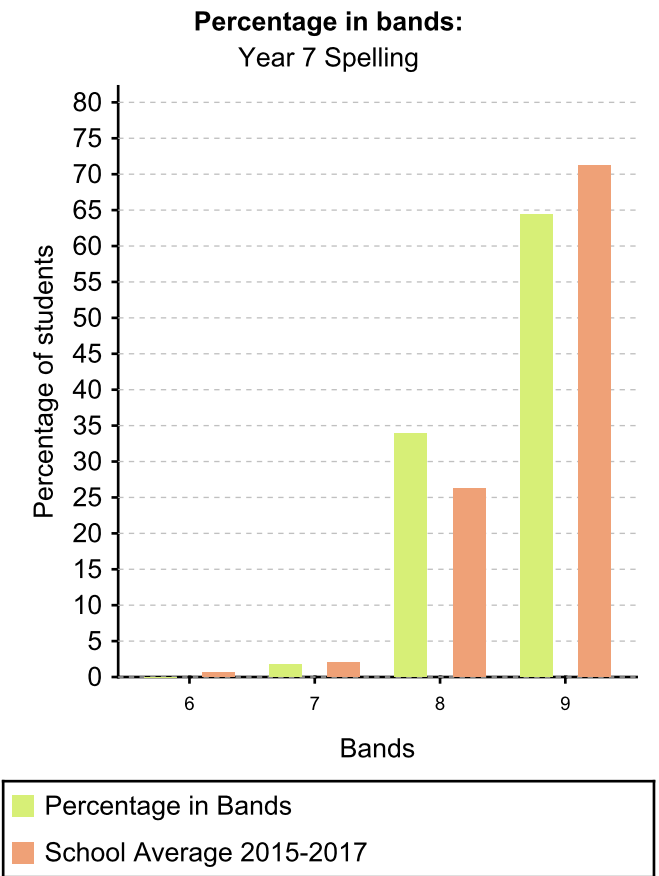
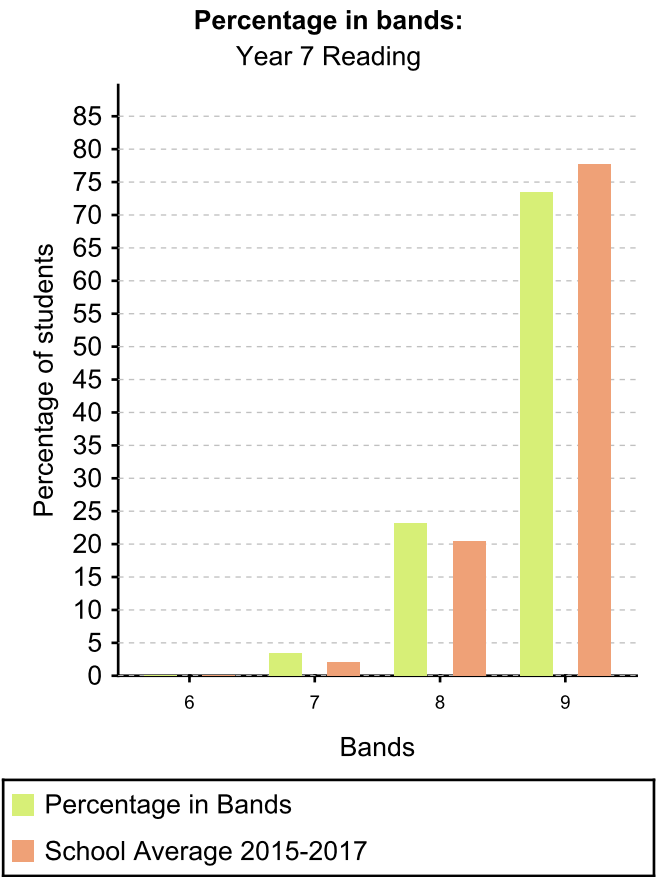
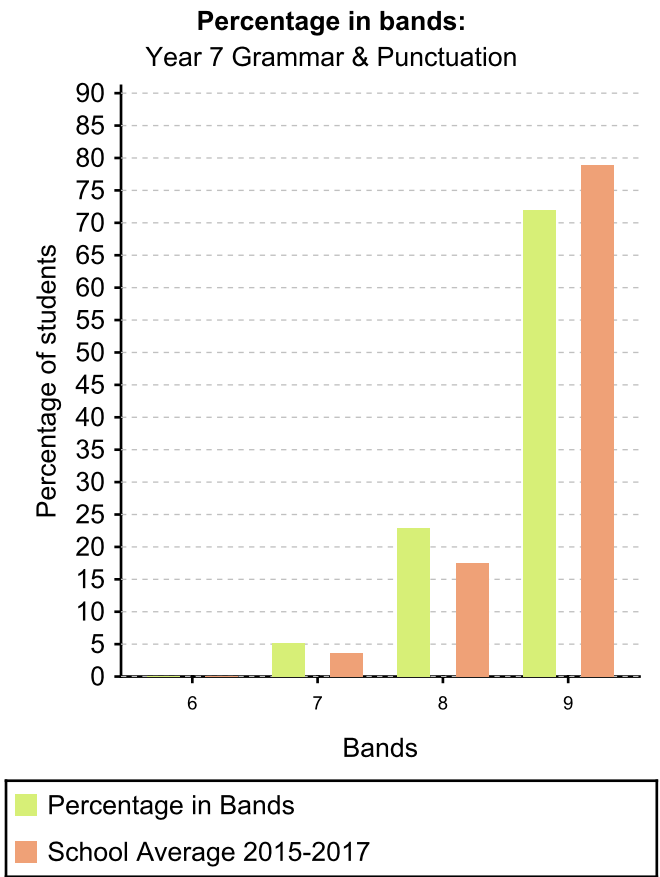
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



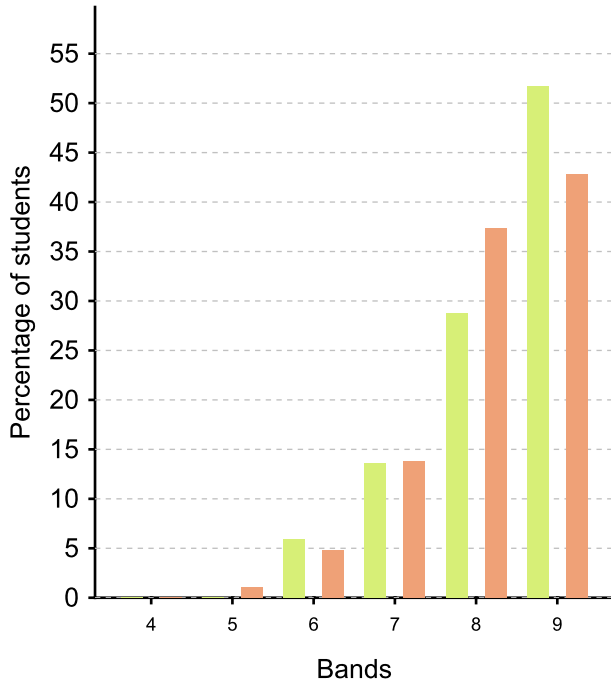
# School performance

## NAPLAN

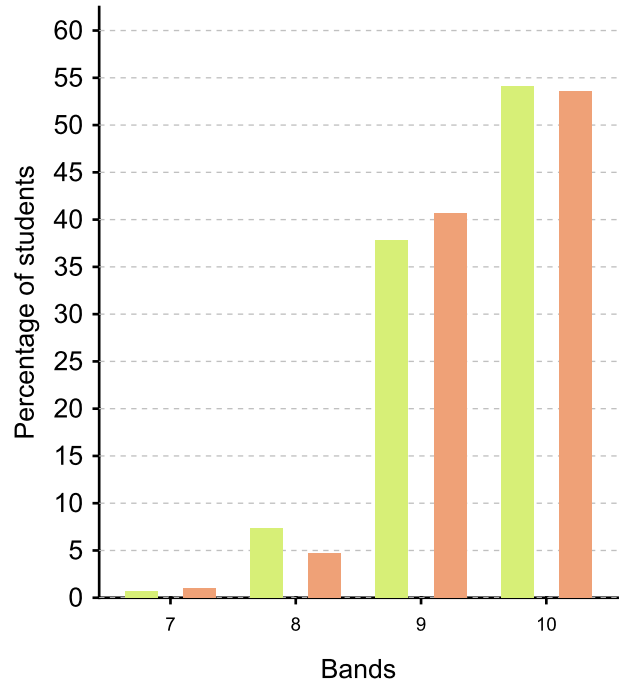
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



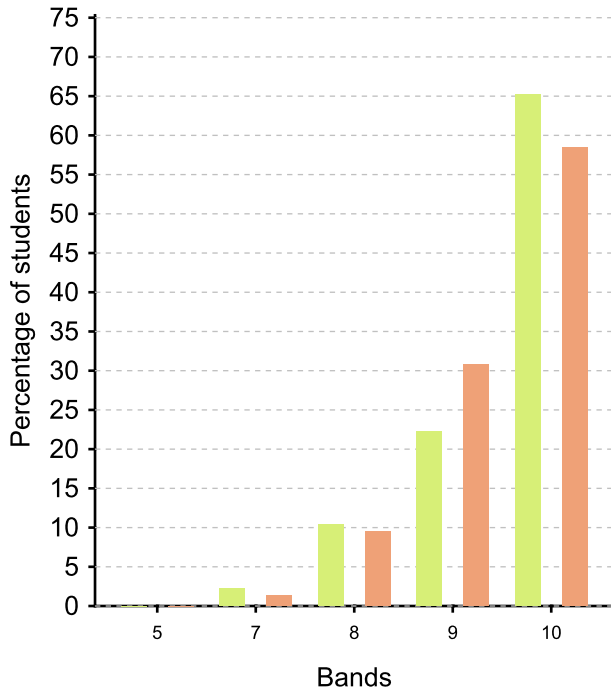
**Percentage in bands:**  
Year 7 Writing



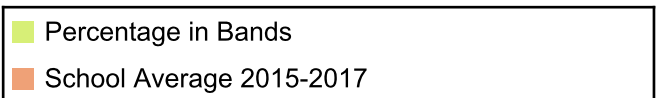
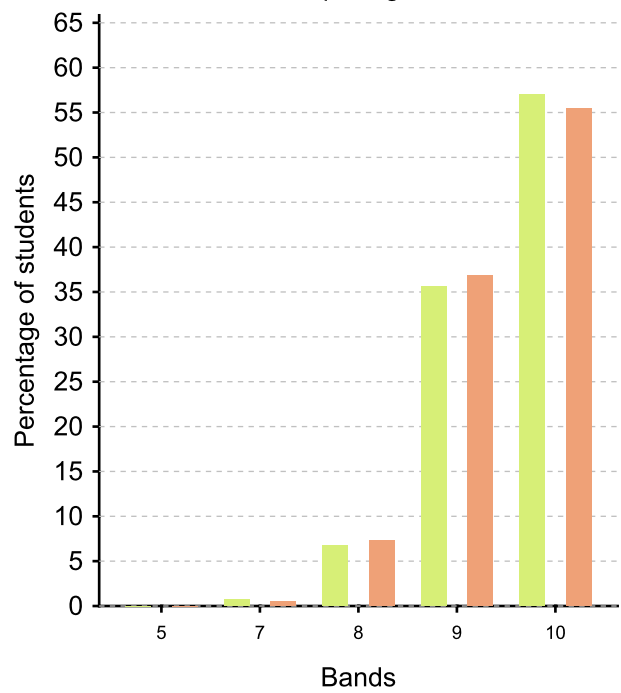
**Percentage in bands:**  
Year 9 Reading



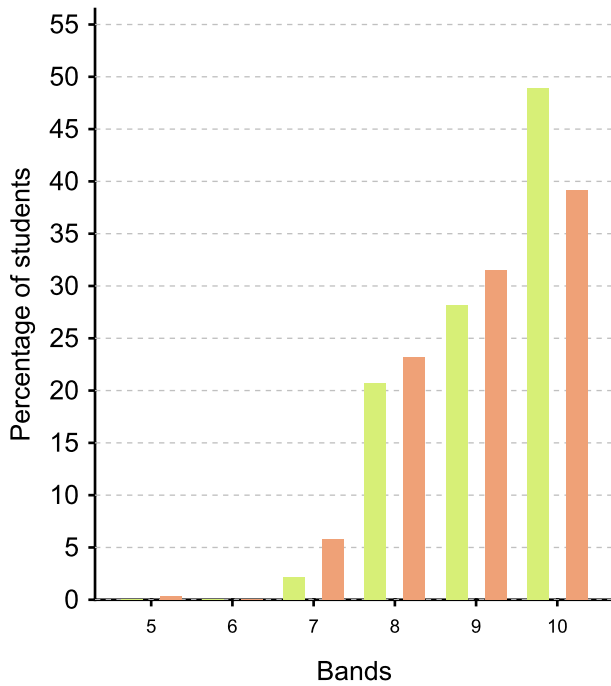
**Percentage in bands:**  
Year 9 Grammar & Punctuation



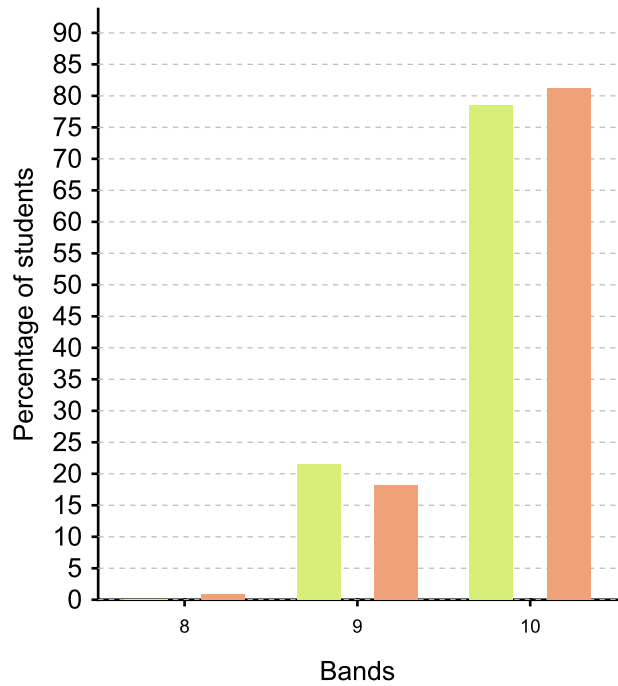
**Percentage in bands:**  
Year 9 Spelling



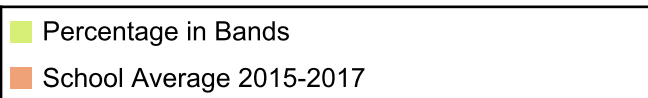
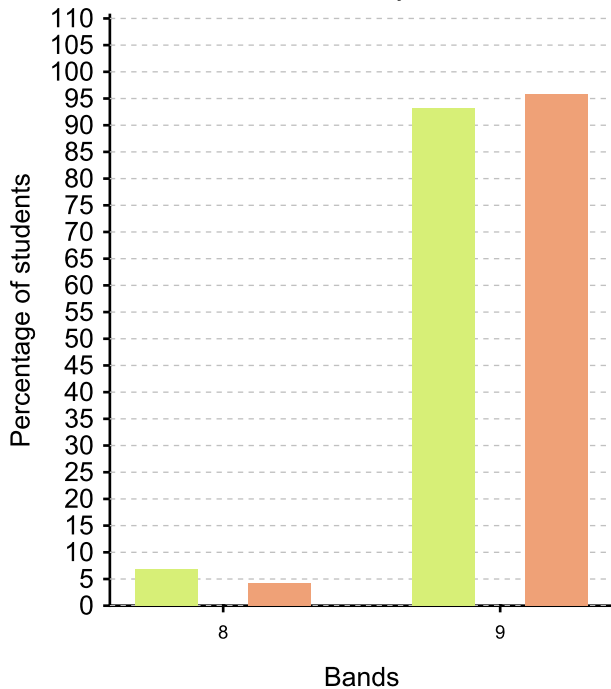
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



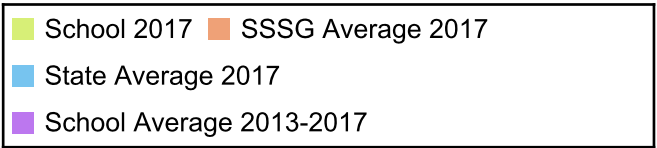
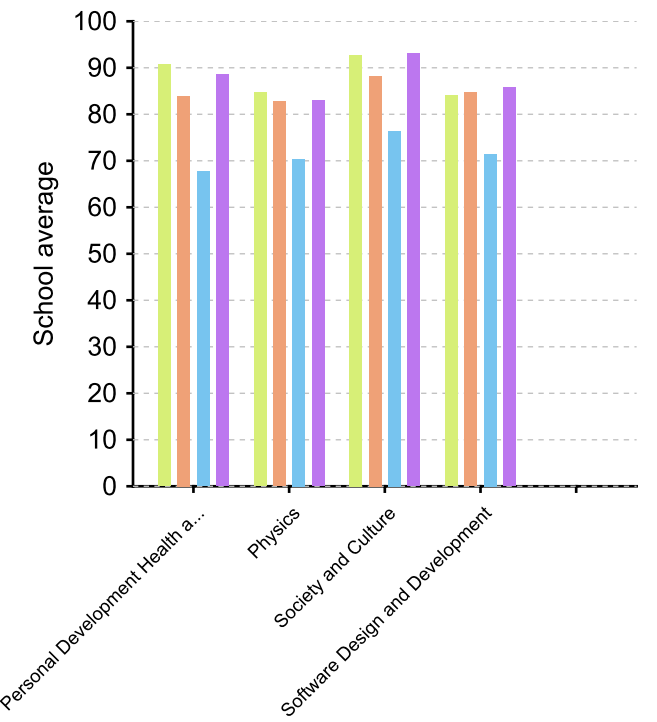
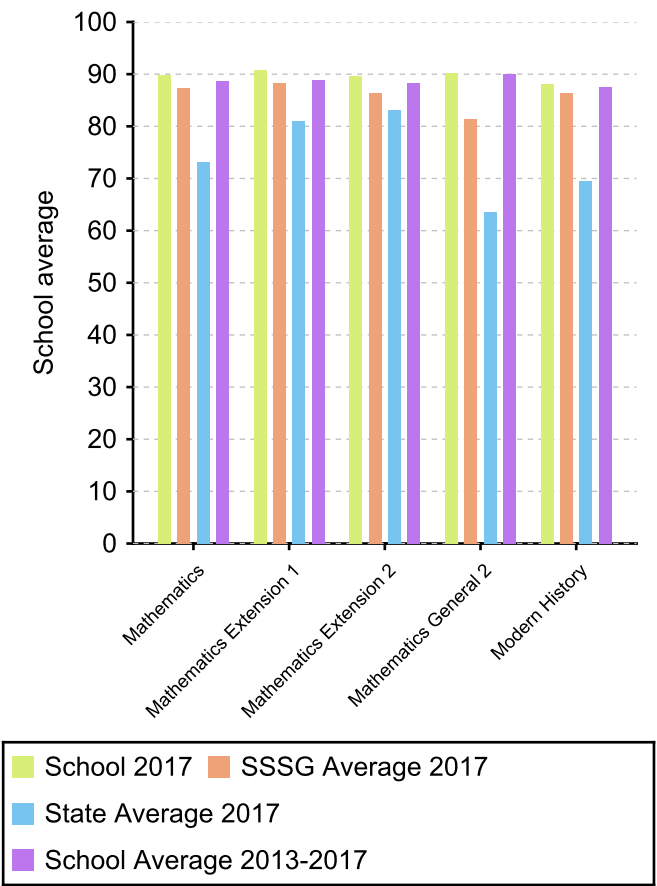
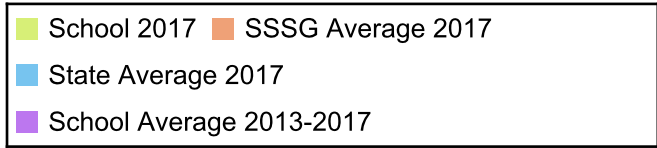
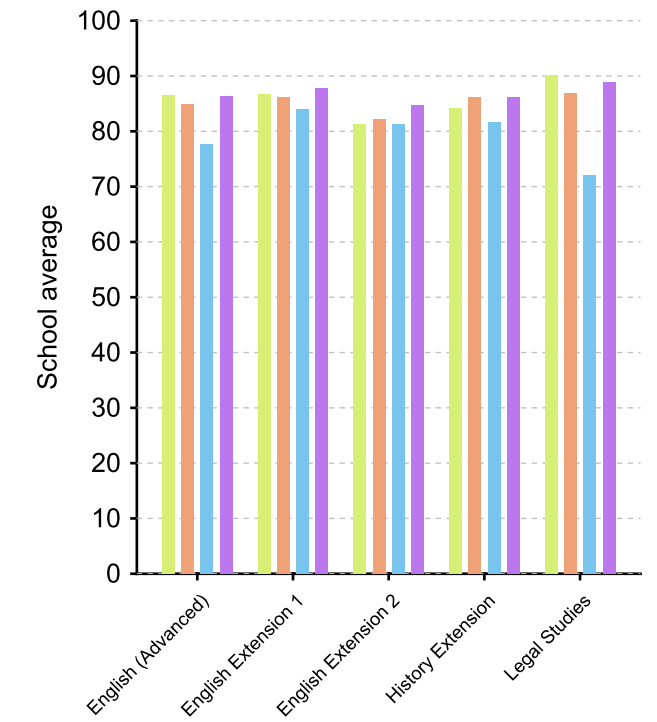
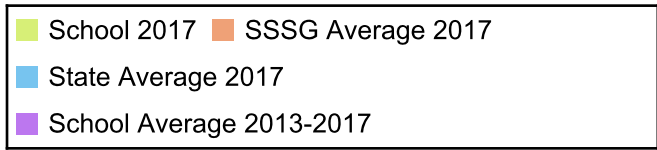
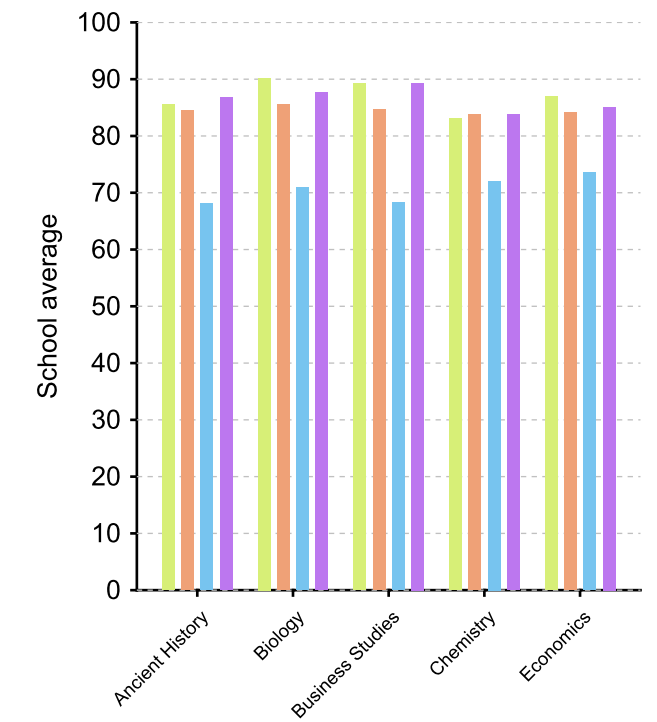
**Percentage in bands:**  
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).



Highlights from the 2017 HSC include:

- 394 Individual Band 6 results
- Meet Patel was dux with an ATAR of 99.90

HSC Top Achievers in the State in Course:

- Ronahi Demirbag – 1st in Society and Culture, 8th in Economics
- Isobel Klein – 1st in Mathematics General
- Varun Rao – 6th in English Extension
- Jessica Patterson – 7th in Society and Culture
- Barnaby Dowse – 8th in Biology
- Sasha Nielsen – 10th in Society and Culture
- Julian Raubenheimer – 11th in Biology
- Philip Zaunders – 19th in Business Studies
- Mali Tauro–Cesca – 1st in Entertainment Industry (studied at Mackellar Girls' Campus)
- Maria Grozdanova – 1st in Macedonian Continuers (studied at Saturday School of Community Languages)

25 students were placed on the All Round Achievers List:

- Dominic Agius
- Tessa Constantine
- Ronahi Demirbag
- Barnaby Dowse
- Alec Franks
- Hinano Fujisaki
- Marija Grozdanova
- Dana Lanceman
- Dylan Laver
- Felix Lempriere
- Kevin Li
- Luke McLeod
- Corinne Nobes
- Laura O'Neill
- Brendon O'Young
- Meet Patel
- Jessica Patterson
- Olga Popovic
- Varun Rao
- Julian Raubenheimer
- Mali Tauro–Cesca
- Liam Webster
- Sophie Yang
- Casey Zhu
- Jason Zhu

Congratulations to our Year 12 students on their impressive achievements in the HSC examinations. Their individual and collective success was a result of the dedication and commitment of students, teachers and parents.

## 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 once again through the Tell Them From Me questionnaires investigating student wellbeing, intellectual engagement in class, extra-curricular activities, school facilities and communication. In addition, staff were surveyed to examine their levels of professional development, wellbeing and leadership.

The student survey showed significant improvement in a number of areas against the previous year and compared to the state average. In academic areas, there was significant improvement in positive homework behaviours and a positive learning climate. There was also a substantial improvement in students having high levels of academic self-concept in Years 11 and 12. Areas for improvement included intellectual engagement and levels of interest and motivation in students, which is currently being addressed through training of the whole staff in late 2017 and early 2018 on strategies to extend and engage gifted students. With student wellbeing there continues to be an increased sense of belonging in students and positive relationships, which would be linked to the improvement in levels of optimism and happiness across the school. Students in particular are identifying an increase in positive teacher-student relations as well as having advocates outside of school over time.

The parent survey indicated that students continue to be encouraged to achieve their personal best through teachers having high expectations and challenging students. Parents were very positive about the introduction of the Praxis course involving project based learning in Year 7. They felt that students feel safe at school and that the school supports positive behaviours in a supportive environment, with a range of extra-curricular activities on offer. Parents identified the need for less assessments for students which has been incorporated within teaching programs for 2018 and that teachers could differentiate for students more effectively which has been addressed through the gifted education training.

The teacher survey showed strengths for staff in providing students with feedback, utilising the feedback for student improvement and working collegially. Reiterating the parent feedback, teachers were found to set very high expectations for student learning. Teachers also liked the inclusiveness for students within the school across a diverse range of interests, allowing for positive relationships between students and with the teaching staff.

# Policy requirements

## Aboriginal education

Our school 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 assemblies through the Acknowledgement of Country and the Aboriginal flag flies proudly above our main quadrangle.

## Multicultural and anti-racism education

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

### Band Programs

2017 was a spectacular year of music-making at Manly Campus, all made possible by the 201 enthusiastic band program members, 26 talented and dedicated 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 and venues; notably, our 9 competing ensembles scored 9 gold awards at the NSW Band and Australian Schools Orchestral Festivals, unprecedented results that were acknowledged by the NSW House of Parliament. Also the Generations in Jazz Festival in Mt Gambier was a big event experience seeing our Jazz Orchestra receive the Maurie Le Deouff Sax Section trophy. Other engagements included the Big Band Bash in Terms 1 and 4, a Bush Fire Benefit concert , The Northern Beaches Instrumental Festival, Community events, Band Camps, Band Tours, accompaniment to HSC students and to finish 2017, three signature end of year concerts, Musicale, Strings Soiree, and a sell-out Jazz Night Out.

### Chess

During Term 2 of 2017, Manly Campus Chess competitors enjoyed friendly and competitive Chess sessions on Friday afternoons. 16 Year 7 students competed in the introductory chess tournament, a series of sudden death elimination rounds resulting in one survivor. A total of 16 teams (7 Junior, 7 Intermediate and 2 Senior teams of Year 12 students ) participated in the Metropolitan Secondary Schools Competition with both the junior Manly C team and the senior Manly B team reaching the quarter finals. All teams built on their chess skills and knowledge and enjoyed competing against chess players from other schools.

### Colour Run

Participating for the second time, the Colour Run was incorporated into the Wednesday sport program at Manly Campus and was a successful and enjoyable school fundraiser, enabling the students to participate in a fun fitness activity whilst raising \$7,900. The funds raised will go towards building outdoor fitness stations in the Pines to support the school gym. The course was 1.5kms in length and many of the students completed in excess of 7 laps. The Gym continues to be available for students to use before, during and after school as well as being used as a Wednesday afternoon sport option. Outdoor fitness stations will further enhance this facility.

### Dance

The Manly Campus Dance Ensembles offer training and performance opportunities to students in Years 7 – 12. Entry is by audition and weekly rehearsals are held before and after school. The ensembles program had



over 80 students participating in 2017. There were 3 contemporary and 2 jazz ensembles, a musical theatre group, dance film group, elective dance, Opera House feature dance, Schools Spectacular participation as well as having a key role in the school musical, *Evita*.

The level of many dancers throughout the school has elevated, particularly due to the dedication of their outstanding dance teacher. The Company and Contemporary Ensemble A achieved Highly Commended at Sydney Eisteddfod. Many eisteddfods, exclusive performances and the Sydney North Public School Dance festival were an exciting part of the dance program.

### **Debating**

The debating program at Manly Campus is a platform for student speakers to develop their skills and enable them to speak about controversial topics which could affect future generations.

The Year 11 team were very successful, reaching the regional final of the Year 11 Metro Debating Competition. They put forth a strong case, but were runners up. The Year 9 team achieved great success, continuing through to the regional finals to become regional champions. They went on to debate in the state quarter finals but were defeated by a Year 10 team.

In the junior years, Year 7 and 8 teams debated against other schools and, as a result of winning the two internal debates, Year 7 made it through to the regional finals. A special thanks to coaches along with the teachers involved for their efficient organisation and coordination of these debates.

### **Duke of Edinburgh**

The Duke of Edinburgh International Award at Manly Campus continues to be a popular extra-curricular activity undertaken by students focused on individual challenge and highlighted by outdoor hikes at three levels, Bronze, Silver and Gold. Almost 140 Manly students were involved in the program in 2017, committing to community service, physical recreation and taking on a new skill. 18 Year 12 Manly students were awarded the Gold Award this year. 40 students moved into the Silver Level and over 80 students in Year 9 began their Bronze. Positive attitude, commitment, a high level of organisation and a sense of adventure are qualities that will hold them in good stead in their future. Special thanks go to Vicki Busse who coordinated this most worthwhile opportunity for our students.

### **Enviro Day**

Environment Day at Manly Campus acknowledges the importance of a green and sustainable environment whilst raising funds for charity. An environment day committee was formed to organise the events of the day which involved terrarium making, sausage sizzle, cupcakes, face painting and photo booth, all of which contributed to raising over \$500 for Dugong research through the University of Queensland.

## **International Tours**

### **– HSIE European Tour**

Year 11 and 12 Ancient and Modern History students had a wonderful opportunity to explore their knowledge and understanding of their respective studies through a European tour in April. Students spent a week in Italy where they visited Rome; highlights were the Roman Forum and the Vatican City. A short stay followed in the Bay of Naples to visit the nearby archaeological sites of Herculaneum and Pompeii. Students then went on to Germany, with their first stop being Berlin. They explored a number of sites related to World War II and the Cold War era; included was the Holocaust Memorial and the Berlin Wall. Nuremberg was the next point of call where students observed sites relevant to the Third Reich such as the Nuremberg rally grounds and the infamous Nuremberg Trials courtroom. On the way to their last destination, Munich, they stopped off at Dachau concentration camp. Once in Munich they continued with tours of the Third Reich. This was an enriching experience for all students involved.

### **– LOTE Noumea Trip**

Years 9 and 10 LOTE students went on a trip to New Caledonia, Noumea where they could immerse themselves in a French cultural experience for a week. They had an amazing experience with lessons at the School of Languages along with snorkelling with turtles at Phare Amadee. Visiting the Tjabou Cultural Centre and many museums, they were exposed to the traditional Kanak culture as well as the influential French lifestyle present today. A taste of French shopping at the *hypermarche* markets and the *Decathlon* sports store were also memorable.

## **Independent Learning Projects (ILP)**

Year 10 students completed year-long projects which entailed answering a single question in depth, of their own choosing. Each week students spent 2 periods dedicated to their ILP. With the aid of critical and creative thinking tools they completed their task, submitting elaborate artworks, informative documents, professional quality magazines and performances. A showcase was held in the hall and foyer to display the students work, allowing their hard work and persistent efforts to be seen. Completing an ILP gave students the opportunity to unfold new discoveries and answer significant questions.

## **Musical**

Always a highlight of the school year, the Manly Campus musical unites students across years. The excitement and energy that the musical brings to the school validates why it is such an important event for our school community.

Congratulations to all students, community members and staff who had an input into *Evita*, the spectacular school musical of 2017. The time spent on choreography, set design and construction, arrangement of music, costumes, lighting and sound,

makeup, catering, ticket sales, photography and organization of so many people was outstanding. The number of students involved in this musical is testament to the talent and dedication of the school community. A cast of 70 singers and dancers and an orchestra of 35 members were supported by a backstage crew of over 50 students who helped with props, makeup, lighting and sound. A team of 17 parents worked tirelessly to create the stunning costumes and another 28 parents assisted with the catering.

A special mention must be made to Ms Woodward, Ms Herft and Ms Leviton for their support and dedication to the production.

## **Praxis**

Year 7 students are given the opportunity to learn through Project Based Learning (PBL). In Terms 1 to 3, students gained essential project skills such as collaboration, critical thinking and communication. Their last project was more open-ended, requiring them to choose their own focus, devise their own question, product and project outline. This process of differentiation allowed students to explore and utilise their own interests and skills.

In Term 4, students worked on solving a real world problem relating to the concept of energy. This project took many forms such as inventing, redesigning, performing, marketing – whatever product that students felt best demonstrated their solution to the problem. The project facilitated the development of creative thinking, time management and organisation, curiosity, collaboration and presentation skills. Integrated into Praxis sessions were specific strategies to develop the aforementioned skills, as well as providing students with the opportunity to self-assess and peer-assess these skills.

## **Project Penguin**

2017 is the 11th year of Project Penguin running in conjunction with Taronga Zoo. It is a program that provides our Year 9 students the opportunity to mentor Years 4 and 5 primary school students to raise public awareness and conservation of the fairy penguins local to the Manly region. Students firstly visited presentations at Taronga Zoo and Manly Aquarium, where they heard from individuals who are dedicated to the preservation of aquatic life. Well informed, the Year 9 mentors then visited local primary schools to help students produce campaigns for the cause. This was a rewarding and educating experience for all who participated.

## **Robotics**

The Robotics Club is a P & C funded initiative which aims to give Years 7 and 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 and 20 students of differing

abilities who work towards participating in tournaments such as RoboCup Jnr and First Lego League. The Robotics Club aims to introduce students to programming and building real hands-on hardware in a fun and open-ended manner.

## **Science Techno Museum**

Science Techno is an annual event in its 11th year. The Year 8 cohort from all 4 NBSC Campus schools participate in this investigative learning project. The 24 Manly Campus teams began their preparation in Term 3, selecting topics and preparing research to be presented. Through visual or oral displays, groups presented their findings on the science behind their chosen topic, the history and development and the social impact through the years. 6 teams were chosen by peer review to represent Manly at the college finals that were hosted at Manly Campus. A Manly Campus team won the competition with their medical imaging presentation.

## **SES**

The SES cadet course at Manly Campus is offered as a Wednesday sport choice and is delivered by the crew from the Manly SES Unit. In the 2017 course students participated in search and rescue activities, radio control, first aid. They visited the rural fire service, the Manly SES station and Manly Dam. This is a rewarding program that complements the school ethos *giving back to the community*.

## **Sport**

Manly Campus had another successful year in the sporting arena in 2017. In swimming, 2 Manly Campus students were awarded Zone Age Champion and 8 of our relay teams progressed to regional championships. 6 Students represented the school at state level. In Athletics, 3 students were awarded Zone Age Champion, 36 students represented the school at regional level and 5 students at state level.

In Cross Country, 10 students from each age group made it through to represent the school at zone, resulting in 7 students receiving Zone Age Champion. 28 students represented the school at regional level and 3 students at state level. The Year 8 Gala day resulted in Manly triumphing to win all 3 competitions held; Boys Soccer, Girls Soccer and Mixed Netball.

## **Student Representative Council (SRC) Events**

Carnation Day is a day of fundraising and celebrating love with tokens of affection such as warm and fuzzies, friendship bracelets, carnations and love sonnets. This year's Carnation Day had an ever popular cake stall and fairy floss machine.

Night of Stars is an evening organised to showcase some of the incredible talent at Manly Campus in a fun and entertaining competition. Singing, dancing, comedy acts and minesweeping took the stage making for an enjoyable evening. A panel of judges awarded a Year 12 rock 'n' roll band first prize with 2 runners up from Year 9.

Pine Stock, held in September 2017 took on the theme of 'throwback', childhood memories revisited. Students donned attire ranging from childhood TV characters, toys to their primary school uniform. Musical acts from across the years entertained the students, along with a bouncy castle, sausage sizzle and coin toss. There were also themed stalls such as face painting and baby photograph competition along with a sock wrestling ring and costume competition. With students engaging in the spirit of the school, the day was a great success.

Shave for a Cure was held in March and was a wonderful fundraising event for World's Greatest Shave. 5 brave students had their hair shaved with other students and local hairdressers volunteering to do the shaving. Funds raised were donated to the Leukaemia Foundation.

### **Vocal Ensembles**

The school's Vocal Ensemble and Tides of Sound (smaller ensemble) rehearse weekly during lunchtime. They participated in many events throughout the year. One event was a combined performance with the dance ensemble at the Opera House as part of the Sydney Youth Musicale, where Manly Campus was one of just three representatives from Australia invited to perform. They also performed at the annual Northern Beaches Eisteddfod where the Tides of Sounds received a highly commended award. In addition to these engagements, they performed items for many of the schools events.

### **Wear it Purple Day**

Manly Campus celebrated Wear it Purple day to celebrate our inclusive Manly Campus populace. With a big purple presence in nail art, hairspray, scarves and cakes, the students had a memorable day whilst listening to a representative from the Wear it Purple organisation speak about the LGBTQI+ community.

### **Wraps for Love**

The Wraps for Love project has been in action with the wider school community for over a decade. It displays active support of the school ethos of giving back to the community. In 2017 over 100 students from Manly Campus, along with a few dedicated teachers and parents knitted over 1200 squares to make 42 blankets. Year 10 had a strong knitting presence this year with 93 students involved. Whilst some blankets are sold to fund materials for the following year, the majority are donated to the charity Wraps for Love, where they are then distributed around the world to people in need.