

Northern Beaches Secondary College Manly Campus

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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Message from the Principal

2018 has been another exciting, enjoyable and successful year 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 our campus. Our students' achievements in external examinations were once again most impressive with the excellent HSC results a culmination of the students' hard work and dedication, the guidance and expertise of their teachers and the ongoing support of their parents.

Within the school plan, our three strategic directions, *inspiring engaged, self-directed learners, fostering respectful relationships* and *strengthening community connections* became the framework for our staff professional learning throughout the year.

Through the broad curriculum and Project Based Learning programs at Manly, our students developed important skills to assist them navigate the ever-changing world in which we live and prepare them for the future. Our many and diverse programs provided opportunities for students to demonstrate their problem solving, critical and creative thinking, and digital literacy, as well as 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 wide range of curriculum enrichment programs provided opportunities for students to be extended 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, Year activities and wellbeing programs, enhanced and extended our 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. Expertly led by their Executive, the SRC ensured the 'Manly Vibe' was alive and thriving through the SRC assemblies, Carnation Day, Night of Stars, Pinestock and the new Battle of the Years event in Term 4. 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. Our active and passionate environment committee installed a worm farm at the school, encouraged the canteen to increase the use of more environmentally friendly products and advocated for the installation of 60kw solar panels in a joint school and Department of Education Sustainability initiative.

The completion of the much-anticipated Library extension provided a vibrant learning space for project-based learning classes to work collaboratively and share their learning with others. The mural in the school quadrangle was designed by a group of students under the expert guidance of a local artist. It provides a colourful reminder of the artistic talent and creativity of our students. Student work is also displayed in classrooms and along corridors providing inspiration for others and a benchmark of the high quality achieved.

I would personally like 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 teaching 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

Northern Beaches Secondary College Manly Campus strives to empower resilient lifelong learning and active global citizenship, enabling critical, creative and reflective learners who take responsibility for academic excellence, personal best and giving back to the community.

School context

Northern Beaches Secondary College Manly Campus caters for gifted and talented students. Students enrolling at our school are selected on the basis of results in the Selective High School Placement 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. We recognise that our wonderfully supportive parents create a unique partnership with the campus which is very much 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.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing to ensure optimum conditions for student learning across the whole school.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools and organisations, where useful and practicable. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

The school achieves excellent value-added results. Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of, and most are showing, expected growth on internal school progress and achievement data. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Performance and Development Plans to identify and monitor specific areas for development or continual improvement. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community which is

continuous improvement of teaching and learning. The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school is recognised as a leader for its impact on learning progress, its effective practices, continuous improvement, and its active support of (improvement in) other schools. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. Use of school facilities by the local community delivers benefits to students. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its 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

Inspiring Engaged, Self-Directed Learners

Purpose

To create a vibrant learning environment that celebrates and nurtures the individual gifts and talents of our students by ensuring differentiation within authentic and engaging learning experiences. Teachers will actively engage in ongoing professional learning with the aim of developing students' intellectual curiosity, capacity for self-reflection, and ability to actively collaborate to solve complex problems.

Overall summary of progress

Staff showcased differentiated strategies embedded in programs. The progress on feedback for students has been delayed and needs to be revisited in 2019. Every subject has Project Based Learning (PBL) and at least one PBL experience per stage. PBL is interdisciplinary (cross-curricula) and focuses on active, student-directed learning. It gives students an authentic, real-world context for learning where student voice matters. In a PBL environment, students gain knowledge and skills by investigating and responding to an engaging question, problem or challenge. The majority of staff are trained on the PBL model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop and implement Performance and Development Plans that demonstrate a strong knowledge of the whole school goals and reflect the Australian Professional Standards for Teachers.	\$1 500	All teachers, executive and the principal participated in the Performance and Development Plan process. Staff received professional learning on the Australian Professional Standards for Teachers and accreditation requirements.
All students and teachers are confidently and effectively reflecting on their learning, and collecting evidence of this in their learning portfolio.	\$2 000	The focus for 2018 was on teachers' self-reflection and collection of evidence in their learning portfolio. A new software system to track professional learning, EMS360, customised to meet NESA requirements and staff needs, was piloted. In implementation during Semester 2, staff had the opportunity to use the EMS360 to support collection of evidence of their learning throughout the year.
All staff are actively engaged in professional learning relating to gifted and talented learners, high quality Project Based Learning and faculty specific areas of need in order to engage and extend students.	\$15 000	<p>Early in 2018 all staff were trained in GATS with a focus on differentiation, run by an academic expert external to the school. This was reinforced during after-school professional learning and twilight sessions through action research. All staff presented their learning at whole staff PL. Four faculties worked in collaboration with the academic expert with a focus on integrating differentiation into targeted programs and new syllabuses: English, HSIE, Mathematics and Science.</p> <p>The Head Teacher Teaching & Learning designed a model for Year 8 transdisciplinary projects for 2019. Relevant head teachers and classroom teachers were trained in High Quality Project Based Learning (HQPBL) in Term 3.</p> <p>During Term 4, teachers from Maths, Science, English and Geography developed transdisciplinary projects and related resources. The projects will be implemented in Term 1, 2019. Timetable and staffing were modified to facilitate these projects.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are actively engaged in professional learning relating to gifted and talented learners, high quality Project Based Learning and faculty specific areas of need in order to engage and extend students.		Year 7 Praxis continued to be a successful and engaging PBL program. The News Sim project was expanded to include students from other campuses within the college..
All students show growth in Literacy and Numeracy as reflected in internal and external assessments.	\$23 500	The majority of Year 9 students had a positive growth in NAPLAN Literacy and Numeracy. Strategies were implemented to identify underachieving students and customised programs were developed and implemented to provide additional support.

Next Steps

In 2019 the focus on GATS differentiation will continue. The executive conference will focus on leading differentiation in faculties and across the school. Four faculties will work with an external academic expert on differentiated programming: PDHPE, TAS, Science and Mathematics.

In 2019 the new Year 8 transdisciplinary Praxis model will be introduced. After these projects are implemented, they will be evaluated and refined, including feedback from students. In Term 3, planning will begin on two additional transdisciplinary projects to be run in Semester 2, 2020.

Strategic Direction 2

Fostering Respectful Relationships

Purpose

To take collective responsibility for fostering positive respectful relationships between staff, students, parents and community. School practices and resources will support the development of self-aware, empathetic and resilient lifelong learners.

Overall summary of progress

Using feedback from members of the wellbeing team, executive and teaching staff, the welfare program for 2019 was finalised. The Student Wellbeing Advocate Teams leadership of discussions and programs during Pastoral Care sessions was a positive approach that needs further improvement in 2019. These improvements will be based on feedback from students and teachers. An internal staff audit of wellbeing issues was conducted. Based on this as well as Tell Them From Me (TTFM) data, items that need addressing were highlighted. A staff wellbeing team was convened to organise activities for 2019. There was increased use of student support plans in Sentral by all staff members that helped to inform and support student progress. The increased use of Sentral incidents to record NCCD adjustments and learning concerns ensured both classroom activities and assessments have been successfully adjusted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student wellbeing and engagement.	\$2 300	Students volunteered and were trained to become members of the Student Wellbeing Advocate Team (SWAT). Student Wellbeing Advocate activities were collaboratively created and successful presented by SWAT during Pastoral Care throughout the year.
Increase in school community members engaging in positive and respectful relationships.	\$15 900	An internal staff audit of wellbeing issues was conducted using TTFM data and staff surveys. Fifteen staff members completed the Choice Theory, Reality Therapy and Lead Management Basic Intensive Week training.
All students are actively engaged in the Student Wellbeing Program.	\$2 700	The Pastoral Care (PC) sessions presented by SWAT members resulted in students being actively engaged in creating, delivering and participating in the Student Wellbeing Program. Student leadership of PC sessions was successful.
The academic and social needs of all students are effectively supported through student management tracking systems	\$5 500	N–Award Warning Letter system was refined to improve the system for teachers in terms of ease of use and also clarity around the roles and responsibilities of each individual and a flowchart of actions. The use of Sentral to record and communicate wellbeing and learning needs of students was improved with the creation of new Student Support Plans and Wellbeing incidents. The NCCD process was refined to improve the school's record-keeping and communication in order to comply with departmental policies and improve student access to learning.

Next Steps

The appointment of a teacher with a focus on student engagement is planned for 2019. Staff wellbeing yoga classes will be organised for interested staff. The creation of a relaxation/ flexible wellbeing space for use by staff members will be investigated. Digital nutrition presentations for staff and parents have been organised for early 2019.

Strategic Direction 3

Strengthening Community Connections

Purpose

To foster processes and relationships whereby students and staff are able to access meaningful connections within and beyond the school. The acquisition of global competencies and understanding of a complex world, will be achieved through the strategic engagement with, and learning from, individuals and groups in the wider community.

Overall summary of progress

Parent participation in extra-curricular programs continued throughout the year, however, the links to teaching and learning has not been progressed further. This will continue to be a focus for 2019. Evaluation by the Professional Learning Community (PLC) team of the educational transition projects that were held throughout the year. Information was sought from feeder schools to inform planning for Year 7 2019. The installation of solar panels and other sustainability initiatives resulted in the successful implementation of 2018 goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parent, community and alumni participation in school curriculum and extra-curricular programs.	\$ 3 800	The School Alumni event held in Term 1 resulted in an increase in community participation of ex-students. Parent involvement in extra-curricular programs continued to expand.
Strengthened connections between school community members and groups in the wider community to support students at all transition points.	\$16 000	The successful application for a Department of Education grant resulted in an English Stage 3/4 initiative with Mona Vale Public School. This <i>Enhancing the writing of Stage 3 and 4 Gifted and Talented students through the use of the English Textual Concepts</i> project supported students and teachers in both settings. The Year 10 Careers Expo was introduced to enhance the Senior Careers Night and further strengthen community connections to support our students.
School significantly reduces its impact on the environment through engagement in sustainable practices.	\$28 000	60kW Solar panels were installed in Term 4 to reduce the school's carbon footprint and power consumption. The Department of Education's School Infrastructure NSW contributed 50% of the cost.
Increase in school community members awareness of their individual and cumulative impact on the environment.	\$1 700	The Student Environment Committee developed strategies to reduce plastic usage in the canteen resulting in the canteen no longer using plastic straws or plastic forks. A worm farm was installed and managed by students.

Next Steps

Parent participation in teaching and learning programs and showcases of student work will be expanded. Educational transition projects will continue to strengthen links with feeder Primary Schools, local industries and tertiary institutions. Learning support team will continue to refine processes of gathering information to inform planning for incoming students. The investigation and implementation of further sustainability initiatives will continue.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$54 155	<p>Students were supported through the provision of time for staff to develop programs and resources to meet their specific education needs. One-to-one support was provided for identified students.</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.</p> <p>Higher School Certificate invigilators were employed to supervise all Year 11 and Year 12 examinations to support all students . Invigilators were also employed for in-class assessment tasks for students with NESA Disability Provisions to ensure they were well supported.</p>
Socio-economic background	\$4 793	Funding was used to support families experiencing financial difficulties in regards to resources, camps and curriculum requirements when requested.
Support for beginning teachers	\$27 572	<p>Beginning teacher funding was provided to one teachers in their first year of full-time employment and two teachers in their second year. The funds were used to reduce face-to-face teaching time for 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>The teachers had a particular focus on effective methods of supporting gifted and talented students from an academic and wellbeing perspective. Throughout the year, the 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 2019.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	430	443	451	447
Girls	362	343	338	335

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.5	96.7	96.9	96.2
8	96.1	96.7	95.4	94.9
9	95.4	94.9	96	94.9
10	95.8	94.5	94.9	94.6
11	96.7	95	95.3	94.5
12	97	95.9	95.5	95
All Years	96.4	95.6	95.6	95
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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	0
Employment	0	0	2
TAFE entry	0	1	1
University Entry	0	0	96
Other	0	0	1
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, Economics, Engineering, Law, Arts, Psychology, Medical Science, Design, Politics, Sport, Actuarial Studies, Information Technology, Physiotherapy, Urban Planning, Nursing, Music, Social Work, Archaeology and Pharmacy.

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 2018, two students studied Vocational Education Training courses for their Higher School Certificate. 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 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	10.08
Other Positions	1

*Full Time Equivalent

No staff members identify as Aboriginal.

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

The beginning of 2018 saw all teachers in the school become accredited as proficient with NESA with the new requirement (for some) to complete 50 hours of registered learning and 50 hours of teacher-identified professional development over 5 years. Staff received professional learning on the Australian Professional Standards for Teachers and accreditation requirements. The use of the ETAMS website was modelled to demonstrate how to evaluate and record hours. Beginning teachers worked towards completing their proficient accreditation with one teacher achieving accreditation, however, the continued issues in using the ETAMS site hindered progress. Where possible, professional learning delivered at the school was accredited with NESA in order to assist staff in accruing their registered hours.

In 2018, professional learning focused on mandatory training and key areas of the School Plan, particularly project-based learning and differentiation for gifted and

talented students. All teachers, executive and the principal participated in the Performance and Development Plan process.

A new software system to track professional learning, EMS360, was sourced and implemented. The software was customised to meet the requirement of NESA as well as the school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,724,919
Revenue	10,309,364
Appropriation	8,250,381
Sale of Goods and Services	312,031
Grants and Contributions	1,719,033
Gain and Loss	0
Other Revenue	0
Investment Income	27,919
Expenses	-9,851,354
Recurrent Expenses	-9,851,354
Employee Related	-8,015,329
Operating Expenses	-1,836,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	458,010
Balance Carried Forward	2,182,929

The Opening Balance and Balance Carried Forward displayed in 2018 School Financial Summary Table differ from those in SAP.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,430,068
Base Per Capita	152,549
Base Location	0
Other Base	7,277,519
Equity Total	82,448
Equity Aboriginal	0
Equity Socio economic	4,793
Equity Language	0
Equity Disability	77,655
Targeted Total	0
Other Total	405,538
Grand Total	7,918,054

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

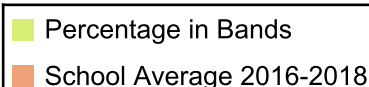
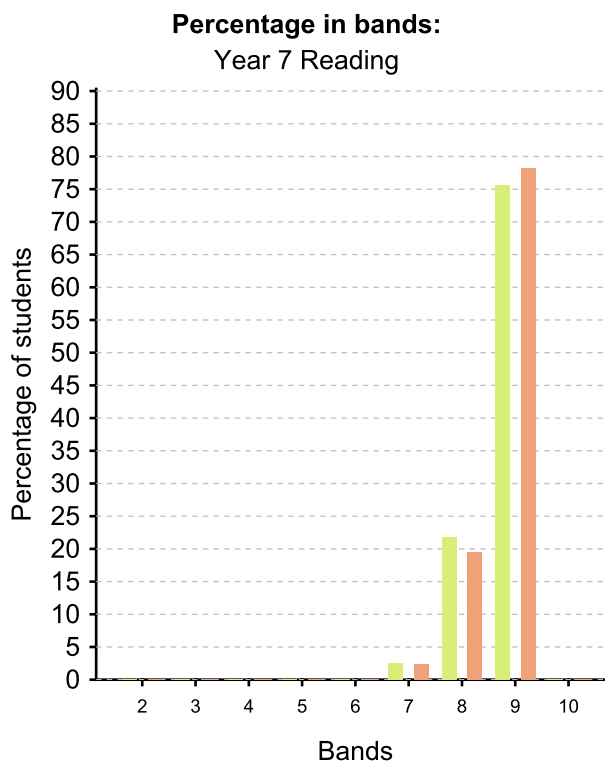
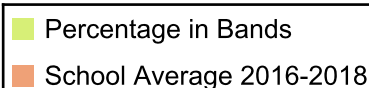
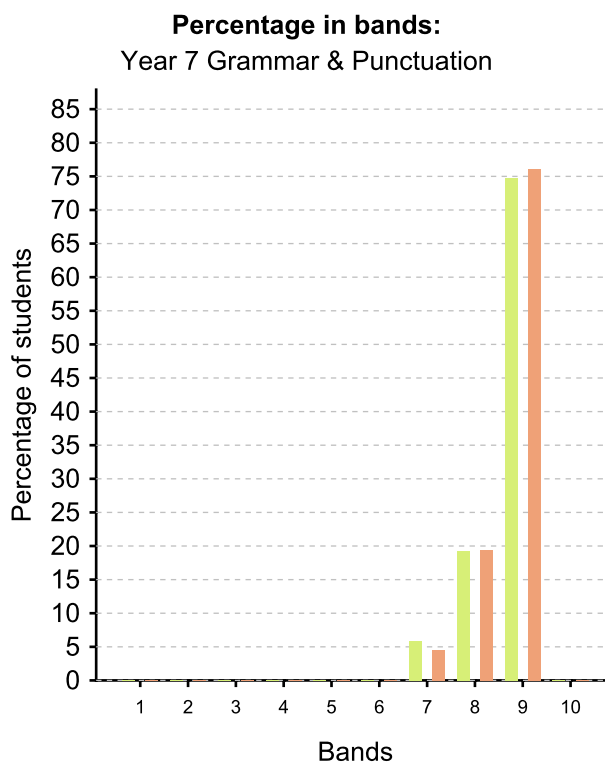
NAPLAN

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.

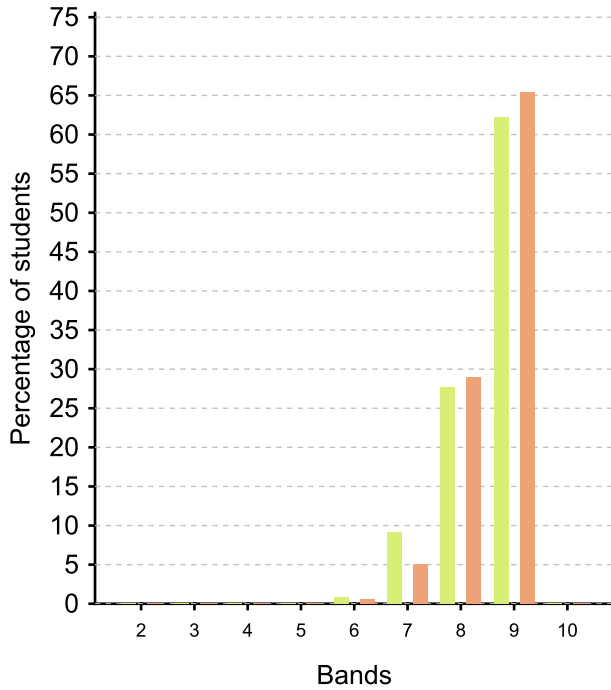
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 our Year 7 and 9 students completed the NAPLAN paper test, as in previous years. The percentage of students in Band 10 for Reading, Spelling and Writing was above the 2016–2018 Average.

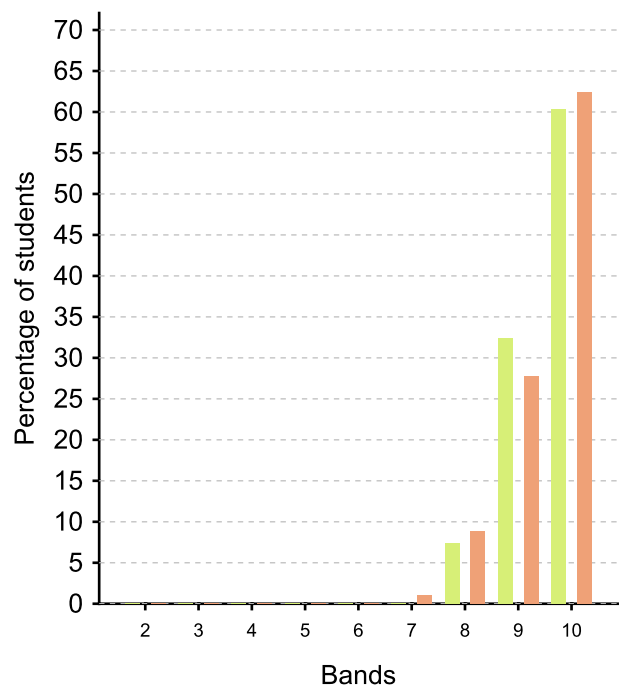


Percentage in bands:
Year 7 Spelling



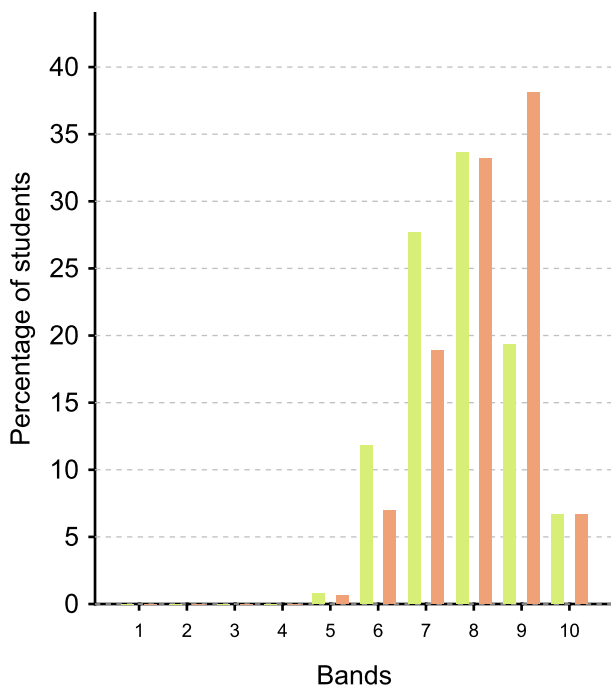
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Grammar & Punctuation



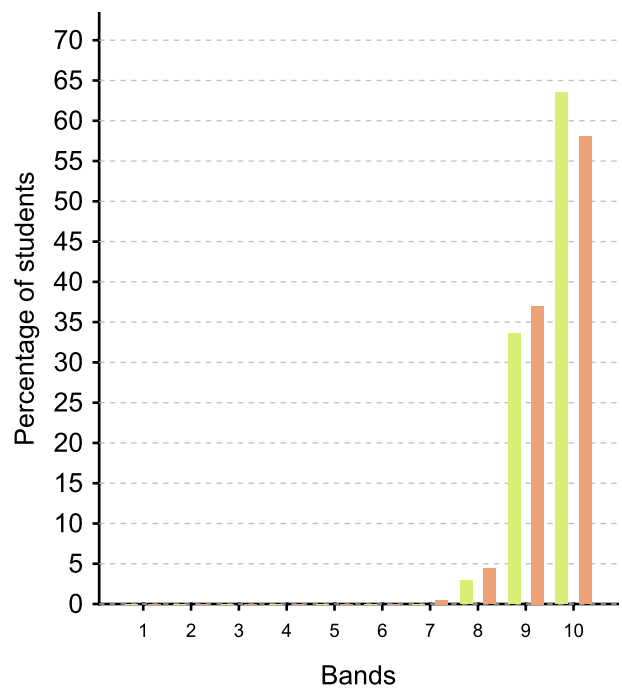
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



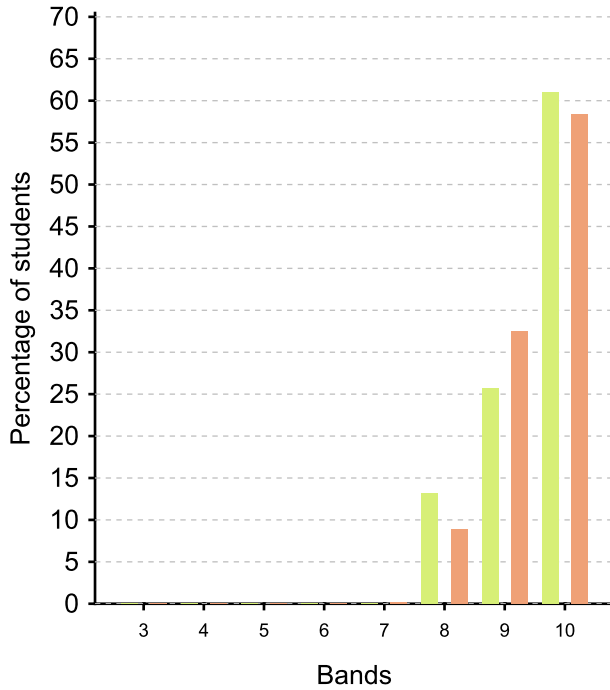
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Reading



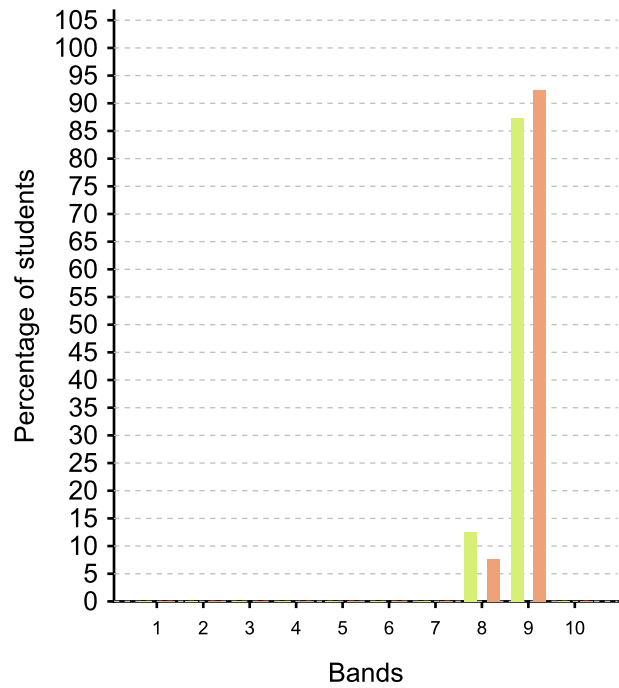
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



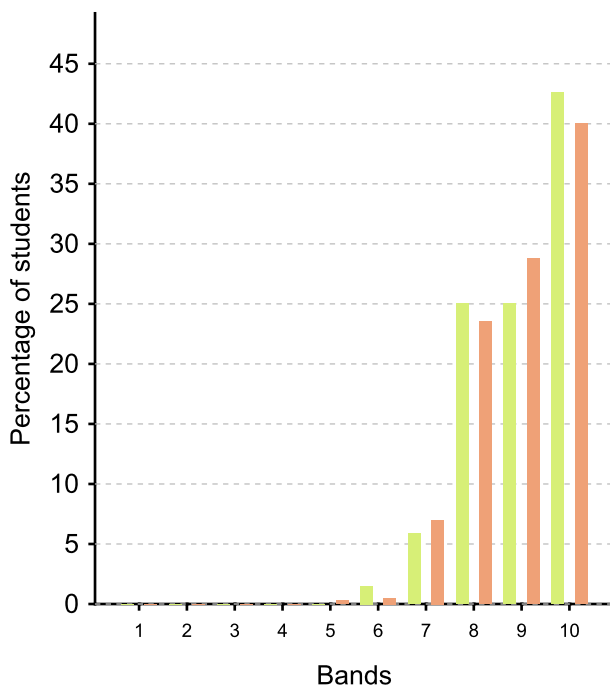
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



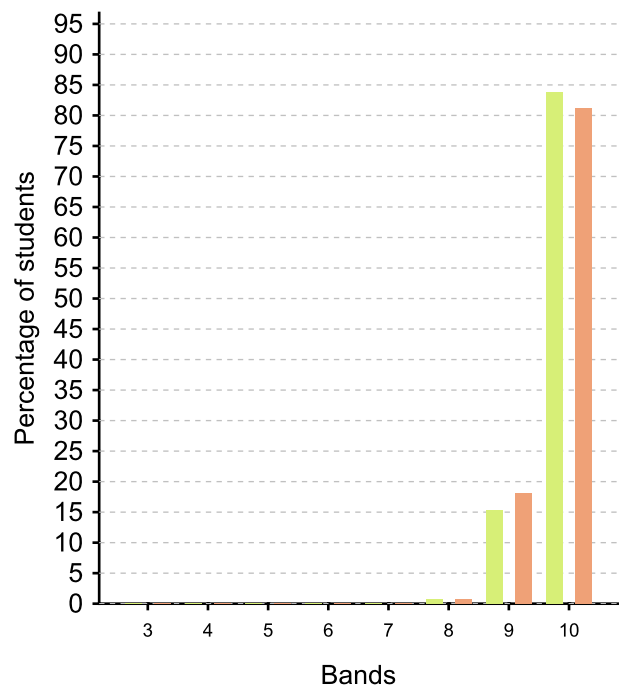
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



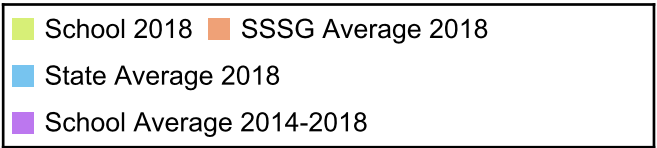
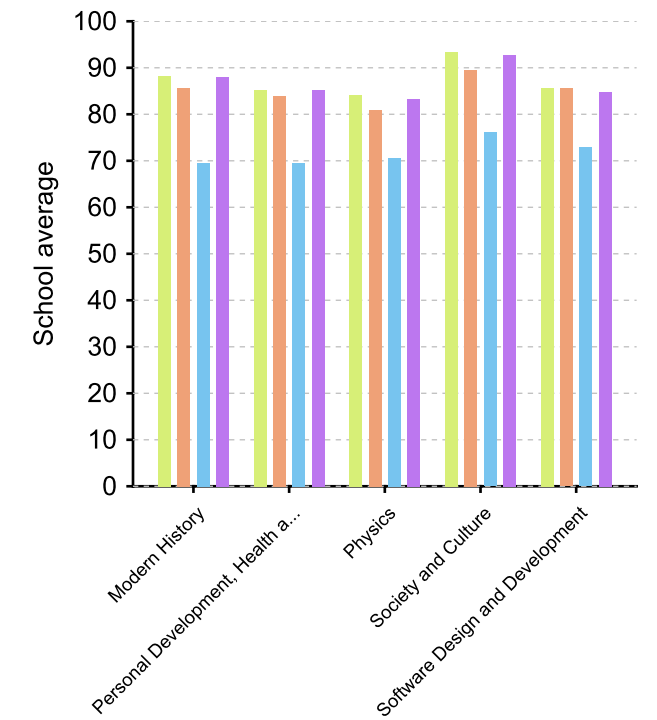
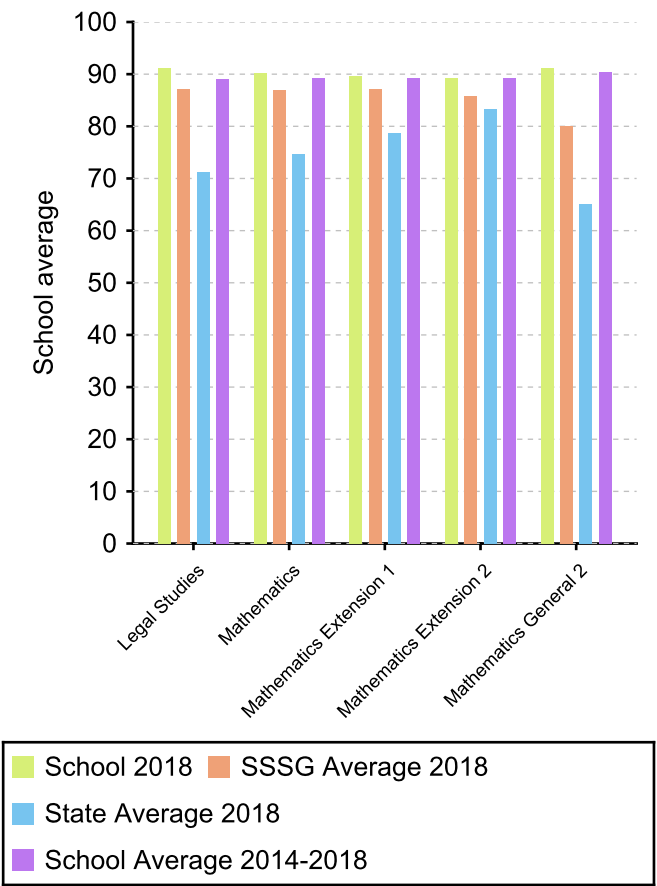
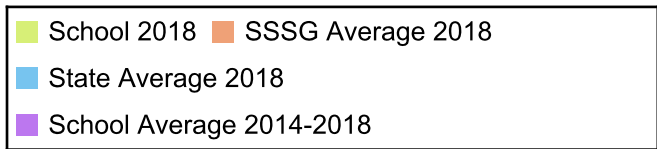
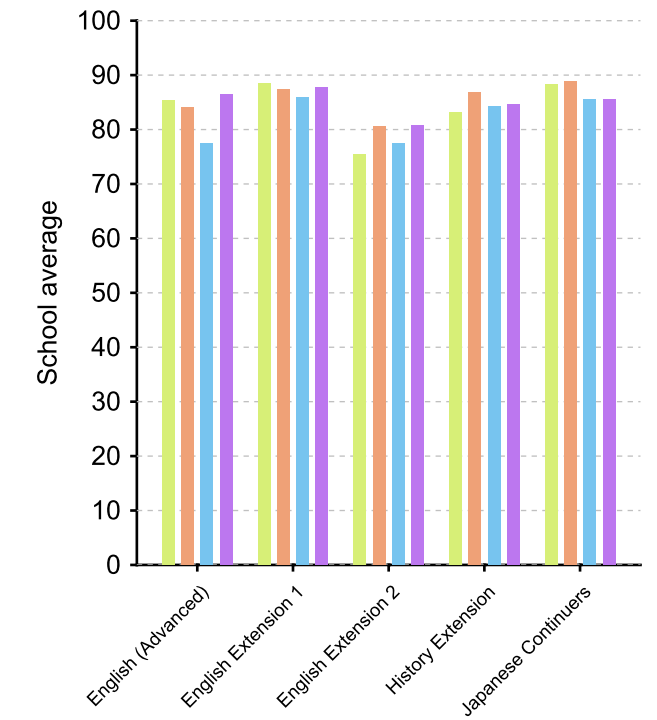
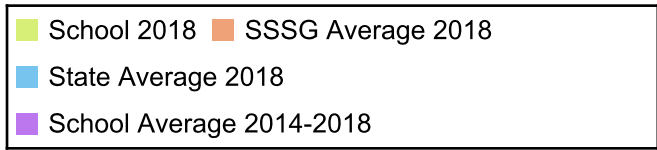
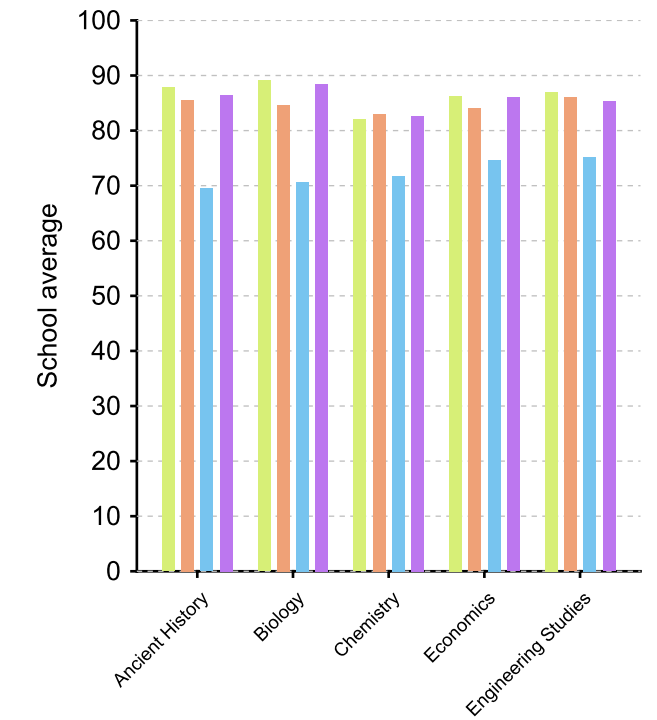
Percentage in Bands
School Average 2016-2018

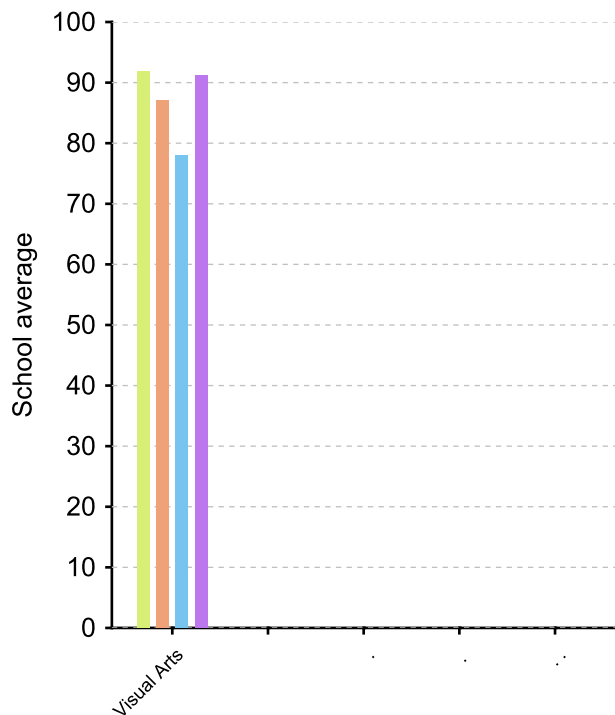
In 2018 our Year 7 and 9 students completed the NAPLAN paper test, as in previous years. The percentage of students in Band 10 for Numeracy was above the 2016–2018 Average.

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).





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Highlights from 2018 include:

341 Individual Band 6 results

10th in the state ranking for 2018 HSC based on the number of Band 6 results as a % of total credits achieved by the cohort. (SMH)

Tea Hosmann was dux with an ATAR of 99.85

HSC Top Achievers in the State in Course:

- Amelia Reeve – 1st in Mathematics General
- Grace Underhill – 3rd in Legal Studies
- Aidan Campbell – 7th in Legal Studies
- Jenny Zeng – 8th in Legal Studies
- June Liang – 9th in Legal Studies
- Gabe Naylor – 9th in Biology
- Joel Sawyer – 12th in Legal Studies
- Sean Nuttall – 15th in Chemistry
- Janani Balasubramanian – 17th in Legal Studies
- Jack Carfi – 19th in Legal Studies

18 students were placed on the All Round Achievers List:

- Julia Chen
- Louis Festa
- Sarah Halnan
- Tea Hosmann
- Christopher Howteinfat
- Yanchin Liu
- Ella Martin
- Mia McFall
- Emily–Grace McTaggart
- Sean Nuttall
- Jack Palmer
- Justin Soo
- Max Troughton
- Phoebe Tulk
- Grace Underhill
- Annie Weng
- Nicholas Zaunders
- Jenny Zeng

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

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey results for 2018 showed a number of areas of strength and positive trends across the school.

The students reported that intellectual engagement was on the rise, with the highest engagement results in the past four years. This corresponds with interest and motivation levels lifting for students from previous responses. Other key strengths of the school include 80% of students trying to improve on what they do, with over 50% setting themselves challenging goals and enjoying working towards them. The survey also indicated the highest ever level of teacher–student relations the school has had, along with over 90% of students stating they have positive behaviour in school and show perseverance.

The parent survey showed improvements in the amount of homework meeting parent expectations and that the school is focused on developing the whole child with both extra–curricular opportunities and challenging students in all areas. Many parents commented on the diversity shown within the school and the positive and highly effective teachers. An area identified for future focus is differentiating for both underachievers and those requiring further extension, an area currently being implemented across the school.

The staff survey indicated improved collaboration amongst staff and that students were shown to be making more linkages across the curriculum for various concepts. Staff also commented on having lots of opportunities for professional development and positive interactions with students.

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 44% of students who identify as having a language background other than English. Of those students, there are 50 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

2018 was a spectacular year of music–making at Manly Campus, all made possible by the 198 enthusiastic band program members, 20 talented and dedicated Year 12 students, a large team of supportive parents and four inspiring band directors. New to the ensemble this year was a covers band, which gives Manly Campus Bands Program 11 groups: three large wind bands, four jazz groups, one small jazz combo, a covers band, a string ensemble and a chamber orchestra. In addition, a Manly Campus alumni jazz group was formed this year as well.

The band calendar was packed with a rich variety of performances and venues; notably, our 9 competing ensembles scored 8 gold awards and one silver award in this year's NSW Band and Australian Schools Orchestral Festivals. The Jazz Combo received first place in the Sydney Eisteddfod Jazz section in May and went on to be one of five Sydney jazz groups invited to perform live in the Fine Music 102.5 FM School Jazz Band event in June and September. Additionally, one of our Year 12 tenor saxophonist students, was one of eighteen students from around the world, selected to attend the Brubeck Institute Summer Jazz Colony in America.

In three action–packed tours during April, September and December, the senior, intermediate and junior groups brought music to schools in regional towns on the mid north coast of NSW, actively giving back to the community through music. Other community events included the Manly Campus Big Band and Covers Band bringing joy to the residents of the Cerebral Palsy Alliance at events in July, September and December.

Three of the most memorable events from the band calendar this year were the wind, string and jazz concerts; *Musical* at the Independent Theatre in September, and in November the String Soiree at Mosman Art Gallery and the Jazz Night Out at the Showroom in Dee Why.

Bushlink Partnership

Manly Campus has an ongoing partnership with Bushlink who support people with disability. A small group of Year 8 students participated in the program,

volunteering an hour of their time once a month. They develop pride in their school grounds and in addition it gives the students increased respect for people with a disability as they work together to improve the bushland around the school, enhancing and restoring natural habitats. This direct contact with nature also has a positive physiological impact on everyone, contributing to positive wellbeing.

Chess

During Term 2 of 2018, thirteen teams of four Manly Campus Chess competitors enjoyed friendly and competitive chess sessions on Friday afternoons, some held in Manly Campus school library and other afternoons at participating schools. Our Year 7 chess students competed in an in-house chess competition in Term 1 to get to know each other and evaluate their skills. All chess students participated in the Metropolitan Secondary Schools Chess Tournament Competition. In their divisions, our two senior teams came 3rd and our two intermediate teams came 2nd, with one team being just 0.5 behind 1st place. From the junior teams, one team placed 2nd and another team, the Manly A team, won their division and went through to both the quarter and semi-finals before being knocked out. All teams built on their chess skills and knowledge and enjoyed competing against chess players from other schools.

Colour Run

Participating for the third time, the Colour Run was incorporated into the Wednesday sport program at Manly Campus. The purpose behind the event is to encourage life-long physical activity in a fun environment whilst raising funds towards building outdoor fitness stations to support the school gym. In addition, as a school, Manly Campus opted out of school prizes to instead have 20% of the school profit donated to our NSW Australian farmers in need. 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.

Community Art Project

New to 2018, the Community Art project involved extending students' skills and knowledge of the creative process. Forty students from all year groups were given the opportunity to engage in practical sessions with a professional artist, Cam Wall. The sessions were fun, hands on and provided a collaborative learning experience with real world applications. They participated in four workshops to create a new mural for the Manly Campus quadrangle. With inspiration from the professional artist, the students worked individually and collaborated in groups, mind mapping ideas and practising divergent thinking before presenting their draft ideas to the group to vote for the final design which was produced by the artist based on the students sketches, this was then painted during the last week of Term 1 by the students and the artist.

Dance

The Manly Campus Dance Ensembles offer training and performance opportunities to students in Years 7 – 12, with entry by audition. With weekly rehearsals held at lunchtime and before and after school, many dance pieces were created and performed, for both community and in competition. With over 80 students participating, there were a total of six ensembles for 2018 including three contemporary groups; Ensemble A, Ensemble B and Company, two Jazz groups; Jazz 1 and Jazz 2 as well as a musical theatre group.

The performance season is one of the highlights of the year, held from mid Term 2 to the start of Term 3. Jazz 1 and the contemporary ensembles have had the privilege to perform in multiple competitions and showcases including the North Sydney Dance Festival at Glen Street Theatre, Ryde Eisteddfod and the Extreme Eisteddfod. Many students also had the opportunity to participate in School Spectacular. The students presented all the dances and some extra student works in the end of year showcase performance, held in the Manly Campus performance space. The flourishing dance program and elevated level of many dancers throughout the school, is in part due to the dedication of their outstanding dance teacher.

Da Vinci Decathlon

The da Vinci Decathlon is an academic competition held at Knox Grammar School designed to challenge and stimulate the minds of school students. Students compete in teams of eight across 10 disciplines: engineering, mathematics and chess, code breaking, art and poetry, science, English, ideation, creative producers, cartography and general knowledge. In 2018 Manly Campus had three teams from Years 7, 8 and 9 who competed against students from 70 other schools. The competition required skills and knowledge in the discipline areas in addition to great team work, communication skills and time management with the capacity to work under pressure. The Manly Campus Year 9 team came 3rd in the overall competition, along with our teams achieving the following; Year 7 achieved 3rd in the creative producers section, Year 8 placed 2nd in cartography and Year 9, 3rd in Mathematics.

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. In March, 10 teams of 36 Year 7 and 8 debating students, took part in a fun and informative gala day, debating three topics throughout the day. In both the Inter-School Debating Competitions and the Premier's Debating Challenge, the Manly Campus debating teams had great success this year. Particular congratulations go to The Year 8 team who won the Year 7 and 8 State Championship. The Year 9 team and the Year 11 metropolitan team, although defeated, debated well to reach the regional finals. The coaches, along with the teachers involved are to be commended 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. Over 130 Manly students were involved in the program in 2018, committing to community service, physical recreation and taking on a new skill. 24 students were completing the Gold Level this year with 14 students (13 x Year 12 and 1 x Year 11) finishing and were presented the Gold Award. There were approximately 30 students completing the Silver Level and approximately 78 students completing 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.

Endure for a Cure

Nineteen students took part in the Endure for a Cure Schools Challenge, a five hour cycling event held at Sydney Motorsport Park, Eastern Creek to raise money for The Children's Cancer Institute. Manly Campus students raised more than \$500 each for this worthy cause and enduring a day of physical challenge to help improve the prognosis of kids with cancer. The team was presented with the Schools Challenge – Highest Fundraising Team trophy for the \$10, 682 raised.

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 a number of activities including terrarium making, cake stall and a photo competition, all of which contributed to raising approximately \$1000 which was pledged to fund worm farms and compost bins for the school.

Independent Learning Projects (ILP)

During Term 1, 2 and part of Term 3, Year 10 worked on individual passion projects during their ILP lessons. Students are worked on a wide range of projects – entrepreneurial, art, research, design and subject-specific. The diversity of the projects that students select really is the beauty of the ILP course, as it allows students to pursue an area of personal interest, and envision how that passion can be transformed into a real-world product or solution. In September, Year 10 showcased their ILP learning journey with family, friends and invited experts at the annual ILP Expo. Held over two nights, the designers and artists shared their projects on one night and our entrepreneurs, researchers and subject experts showcased their projects the next night. Both events were held in the school hall. Students excelled themselves, clearly demonstrating their depth of learning and understanding through explanations provided to judges and audience members.

LOTE Filmfest

A Northern Beaches Secondary College initiative, the LOTE Filmfest is an event where subtitled films from across the College campuses are screened and judged. The films showcased the talented language students with Manly Campuses Year 10 French class produced the winning 'most popular' film and overall most voted film. It was an excellent celebration and showcase of what our brilliant language students can create and achieve.

Metro Minds Competition

Our students' initiative and passion was clearly demonstrated through the success of the six Year 9 students who won the inaugural "The Metro Minds STEAM (Science Technology Engineering Art & Maths) Challenge" run by Transport for NSW. During Term 3, the students were given a month to come up with an original and innovative solution to real challenges faced by Sydney Metro. Their solution was presented as a 5 minute video pitch which included artist impressions and physical prototypes. As finalists, they had the opportunity to pitch their idea to a judging panel and large audience of Sydney Metro stakeholders followed by a Q & A session.

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. The 2018 School musical, The Little Mermaid, presented the largest ever group of cast, crew and orchestra, with over 150 students, staff, parents, ex-students and community members. This year's production was also used to highlight the damaging impact of human activity to our oceans, whereby single use plastics were collected from the school community and local businesses to create the under-water world set. 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 64 singers and dancers and an orchestra of 26 members were supported by a backstage crew of over 40 students who helped with props, makeup, lighting and sound. A team of 20 parents worked tirelessly to create the stunning costumes and another 30 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). During the first two projects – News Sim and Games For Good, students gained essential project skills such as collaboration, critical thinking and communication. In

Term 4, students participated in the Curiosity Con project where they worked collaboratively to run a conference for local year 5 students. This project took many forms such as inventing, redesigning, performing, and marketing – depending on whether students chose to be event managers, workshop presenters or expo stall holders. The project facilitated the development of creative thinking, time management and organisation, curiosity, collaboration and presentation skills.

Integrated into Praxis sessions throughout the year were specific strategies to develop the aforementioned skills, as well as providing students with the opportunity to self-assess and peer-assess these skills.

Primary Mathematics Mentoring

Term 3 saw the recommencement of the highly successful maths mentoring program for students from Balgowlah Heights Public School. Once a week, for an eight week period, these talented mathematicians were presented with a series of mathematics problems by Year 11 Manly Campus students. Together they worked through the tasks along the way developing mathematical skills in both solving problems and communicating answers.

Project Penguin

2018 is the 12th 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 penguin's local to the Manly region. To start, 49 students visited Taronga Zoo and the fairy penguin habitat at Little Manly. They learnt about strategies to support the conservation and protection of the local penguins and the skills to assist them as mentors for local primary school students. Well informed, the Year 9 mentors visited local primary schools to help students to help develop resources to raise awareness of this local endangered species. A rewarding and educating experience for all who participated, developing communication and leadership skills, whilst engaging in environmental conservation in the local community.

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 on Wednesday afternoons in the Computer Room by parent volunteers for students to explore robotics and develop their skills using 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. Some of the projects students worked on were; reworking a bluetooth robot, a neural program and building a bionic hand.

Science Techno Museum

Science Techno is an annual event in its 12th year. In Term 3, the Year 8 cohorts from all four schools of the Northern Beaches Secondary College umbrella participate in this investigative learning project. All students did a fantastic job in choosing incredibly diverse and interesting topics and producing amazing displays. They researched the science behind their item or process, the history of its development and the impact it has had on society. Year 7, 10 and 11 students helped to judge these displays and spoke to the students who explained their topic. Science staff members also had some input into the judging effort. Six teams made up of 28 students were then chosen by peer review to represent Manly at the college finals that were hosted at Manly Campus.

Sport

Manly Campus had another successful year in the sporting arena in 2018. In swimming, 95 students represented our school at the Warringah Zone Swimming Carnival. Our school performed exceptionally well as a whole, achieving a very close 2nd overall. 4 Manly Campus students were awarded Zone Age Champion. An exciting moment of the day was when our girls All Age 6x50m Freestyle team took out first place and broke the long-standing record (set in 2000) by 3 seconds. In Athletics, over 100 students attended the Zone Athletics carnival, competing at their best. Manly was the overall winning school of the carnival and four students placed first in their age group, and were awarded Zone Age Champion. The top two competitors from each event went on to compete at regional level at the Sydney North Athletics Championships at Sydney Athletics Centre in Homebush. 6 students qualified to compete at the CHS State Carnival. In Cross Country, the Manly Cross Country Team had an exceptional day. In the first race for 17 Year boys and girls, our senior girls were placed 1st and 2nd and 8 students were successful in gaining a place for the Regional Team. Success continued with the 16 Year boys, who won six of the top ten places in their race. The juniors also achieved outstanding results with 21 students gain a top ten position and position in the Regional Team. Overall, Manly won the carnival and displayed excellent sportsmanship the whole day. Five Manly Campus students received Zone Age Champion. Two students received awards at the Sydney North Sports Awards this year, one a Blue Endorsement for continued excellence in Squash and the other a Sydney North Blue Award, an exceptional achievement. The Year 8 Gala day resulted in victory for Manly in all sports and encouraged exceptional teamwork and sportsmanship throughout the day. In Knockout Sport, Manly Campus had 14 teams in the Combined High Schools knockout competition this year.

Student Representative Council (SRC) Events

Carnation Day is a day of fundraising and celebrating friendship and gratitude with tokens of affection such as warm and fuzzies, friendship bracelets, carnations and teddy bear gifts. Carnation Day 2018 was held in March and included an ever popular cake stall. The day raised over \$850 for recycling initiatives at NBSC Manly Campus. Night of Stars was an evening organised to

showcase some of the incredible talent at Manly Campus in a fun and entertaining competition, along with a sausage sizzle. Singing, dancing, comedy acts and a meme took the stage making for an enjoyable evening. A panel of judges awarded a Year 9 student first prize for her original song and piano performance. Pine Stock, held in September 2018 took on the theme of 'Strayastock', celebrating our pride for our country, Australia. Students dressed in green and gold, Australian music played along with other entertainment such as a jumping castle, face painting, sock wrestling, thong throwing and a costume parade. 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. 16 students and some staff members had their hair shaved with other students and local hairdressers volunteering to do the shaving. Our school team raised almost \$6,500 for the Leukaemia Foundation along with some of the hair being donated to charity as well. Tim Tams and Jim Jams was another SRC fundraising event that was held in June. Students dressed in Pajamas and indulged in Tim Tam biscuits that were a sell out within minutes.

SWAT – Student Wellbeing Advocate Team

Fifty eight students from Years 10 – 12 applied and were trained to be Student Wellbeing Advocates (SWA). The aim of SWA team is to encourage young people to identify their strengths and to empower them to become champions for change to help strengthen student wellbeing in the school community. The SWAs were introduced to the idea that positive wellbeing is the ability to respond to challenges. The roles and responsibilities of the SWA team were discussed and summarised as to actively advocate for student wellbeing and help create a school environment that fosters a positive and productive state of mind, allowing students to respond to the challenges of everyday life, enjoy respectful relationships, engage in lifelong learning, benefit from opportunities and contribute productively to society. Their role was highlighted as to support positive wellbeing strategies in the school that help young people to maintain positive wellbeing and resilience. They were introduced to this year's Five Ways to Wellbeing – Keep Learning aspect of the PC program, exploring a wellbeing tool and adding to other tools explored in previous years' PC sessions – Choice Theory and Five Ways to Wellbeing.

The SWAs were led through the theory and strategies of learned optimism to be able to teach their PC classes the methods and benefits of this well-being tool. They went through the other aspects of the PC program with sessions that promote the Connect and Take Notice components of the Five Ways to Wellbeing – fun interactive activities that create connection and cohesion between the various year groups in each PC class, and the active mindfulness and gratitude sessions which have a scientifically proven positive impact upon wellbeing. In Term 3 they created Connect sessions for Term 3 and 4 reflecting their innovative, insightful approaches to giving their experience and wellbeing interest a voice as they become change makers in student wellbeing.

Tournament of Minds

Tournament of Minds started in Term 3 with a team of seven students from Year 7 – 10 competing in the STEM challenge. They collaborated using their critical and creative thinking skills to come up with a 'newly discovered organism found in an unusual environment.' Following this they designed the animal as well as created a model, discovery video and performance that they presented on competition day to a panel of judges and audience of parents. Their presentation was complex, interesting and humorous, showcasing their extensive capacity to creatively apply their scientific knowledge. They also competed in a spontaneous challenge, which tested their collaborative problem-solving skills under pressure. The Manly team was the highest scoring STEM team of the day, and are to be congratulated for their efforts.

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 including singing carols at the War Vets. In addition to these engagements, they performed items for many of the schools events.

Wear it Purple Day

Wear it Purple day is an annual event at Manly Campus to celebrate our inclusive Manly Campus populace. With a big purple and rainbow presence in outfits, nail art, hairspray, cakes, the students had a memorable day celebrating diversity and young people from the LGBTIQA+ community through participating in this event and supporting that everybody has the right to be proud of who they are.

Write a Book in a Day

In August, fifty five students from Year 8 and 9 participated in the Write a Book in a Day challenge fundraiser, raising funds for The Kids Cancer Project. Working in teams, the 12 hour 'day' was a fun, collaborative and creative day, full of enthusiasm from the students. Students were provided with characters, locations and situations that had to be included in their story. They were challenged with writing, editing, illustrating and publishing a book with copyrights. The event was ideal for budding writers and artists to come together whilst giving back to the community and raising over \$3,000 for charity.

Wraps for Love

The Wraps for Love project, which has been in action for over a decade, demonstrates active support of the school ethos of giving back to the community. Additionally, some students learnt to knit for the first time. In 2018, students from Manly Campus, along with a few dedicated teachers and parents, knitted over 1400 squares that were sewn together to make 42 blankets. 4 blanks were sold to fund resources for the following year and the remaining 46 were donated to the charity Wraps for Love, where they are then distributed globally to people in need.