



# The Weekly Pines

Northern Beaches Secondary College

## Manly Campus



*Academic Excellence ★ Personal Best ★ Giving Back to the Community*

Principal: Ms Kathy O'Sullivan

Deputy Principals: Mr Alex Newcomb  
Ms Marisa Carolan

23 July 2021 – Newsletter No.11

## From the Principal

### COVID-19 Update

Thank you so much for your patience and understanding as we adjust, like you, to the drastic changes in life over the last few weeks. In addition, thank you to those members of the community who have been in direct contact with me, offering advice and support. Particular praise to all Manly Campus staff who have maintained routines and stability during this evolving situation, whilst also supporting their own families during the pandemic.

Thank you!

To keep parents and students updated, all information and directives by the Department of Education and the changing school protocols that follow, will be disseminated through the **School**

**Enews app.**  **SchoolEnews**

This maintains clear lines of communication ensuring we all have the same information at the same time and can act accordingly. I urge all parents and caregivers to download the school app to keep abreast of information sent out. For instructions on how to access the app please see the information at the end of this newsletter.

As the economy is threatened and incomes are reduced or lost, we are very concerned that some of our families will face enormous stress and

strain. If we can do anything to assist, please contact the school on 9905 3982, or myself via email on [kathryn.osullivan4@det.nsw.edu.au](mailto:kathryn.osullivan4@det.nsw.edu.au)

If your child is sick and unable to engage in online learning, please advise the school following the usual attendance procedures. The Deputy Principals will be making phone calls to the home if attendance concerns are raised. When working from home, they will be using personal mobiles, and the calls will come through as no caller ID.

Once again, thank you for your understanding and support as we navigate through the ever-changing rules. Rest assured the school's aim, as always, is to provide our students with the best possible education and school experience.

### Student Wellbeing Check In

On Monday all students were asked to complete a wellbeing survey to encourage them to reflect on how they were feeling after one week of learning from home, and to identify additional strategies that we could put in place to support the school community. The survey asked students to give their top tips in relation to coping with online learning.

On the next page is a summary of the responses along with a summary of online wellbeing resources. These documents have been uploaded to the google classroom for students to access at any time.

**NBSC Manly Campus**

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# Top Tips from Peers

Responses taken from the Year 7-9 Wellbeing Survey

## Workload and Organisation

- Stick to the allocated time-frame
- Keep tabs open on screen e.g. education email, attendance and google classroom
- Don't put off asynchronous work
- Set timers and use a planner



## Communication

- Checking emails and year group google classroom at the start and end of the day
- Group calls for collaborative work
- Notifications for emails turned on



## Eating and Exercise

- Regular exercise throughout the day
- Stretching, getting fresh air and drinking water or tea during breaks
- Maintain a healthy diet



## Synchronous Lessons

- Join zoom sessions a few minutes before start time
- Ask questions if unsure of content, take notes throughout and summarise at the end of the lesson
- If possible, use headphones



## Daily Routine

- Stick to usual routine e.g. waking up on time and maintaining regular sleep patterns, getting dressed etc
- Integrate exercises to relieve stress e.g. listening to music, reading a book, meditating etc
- Move away from screens to not strain eyes



## Social Connections

- Maintaining regular contact with friends during breaks and after school and checking up on friends using various online platforms
- Talking and appreciating family



## Work Space

- If possible, set up a quiet space, free from distractions, which is well lit and has access to ventilation
- Have new bell times and modified timetable (synchronous/asynchronous) posted next to your screen



# Top Tips from Peers

Responses taken from the Year 10-12 Wellbeing Survey

## Workload and Organisation

- Stick to the allocated time-frame
- Keep tabs open on screen e.g. education email, attendance and google classroom
- Don't put off asynchronous work
- Set timers and use a planner/creates to do lists
- Take time to learn new study/learning strategies and print out assessment notifications
- Reward yourself when completing tasks



## Communication

- Checking emails and year group google classroom at the start and end of the day
- Group calls for collaborative work
- Notifications for emails turned on



## Eating and Exercise

- Regular exercise throughout the day
- Stretching, getting fresh air and drinking water or tea during breaks
- Maintain a healthy diet



## Synchronous Lessons

- Join zoom sessions a few minutes before start time
- Ask questions if unsure of content, take notes throughout and summarise at the end of the lesson
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## Daily Routine

- Stick to usual routine e.g. waking up on time and maintaining regular sleep patterns, getting dressed etc
- Integrate exercises to relieve stress e.g. listening to music, reading a book, meditating etc
- Move away from screens to not strain eyes



## Social Connections

- Maintaining regular contact with friends during breaks and after school and checking up on friends using various online platforms
- Talking and appreciating family
- Connect with SRC on Instagram



## Work Space

- If possible, set up a quiet space, free from distractions, which is well lit and has access to ventilation
- Have new bell times and modified timetable (synchronous/asynchronous) posted next to your screen



# MANLY CAMPUS ONLINE WELLBEING RESOURCES

## Name and Specific Purpose



- School Counsellor Powerpoint contact details, practical exercises to reduce exam stress and managing anxiety and stress

- Bite Back Mental Fitness Challenge and quizzes relating to mindfulness, connections and working to strengths

<https://www.biteback.org.au/Explore>

- HeadtoHealth apps relating to breathing exercises to employ during stress and anxiety and improving sleep habits

<https://www.headtohealth.gov.au/supporting-yourself/support-for/young-people>

- Headspace Helping a friend during a tough time and looking after yourself

<https://headspace.org.au/young-people/how-to-help-a-friend/>

- Blackdog Institute What can we do to improve our wellbeing? And finding your strengths and using them

<https://www.blackdoginstitute.org.au/resources-support/wellbeing/>

- Reachout Various sources including: 10 Ways to take care of yourself during coronavirus, young people stories, a guide to dealing with constant change due to COVID19, staying socially connected during coronavirus, 6 tips for talking to your parents about mental health, stressed about study during coronavirus, 5 ways music can get you through tough times, 7 tips to dealing with change, How are you going?, 5 steps to talking to someone you trust, how to cope with bad world news, how to call a help line, mindfulness-is it for you? and how to ask a friend if they are ok?

<https://au.reachout.com/collections/coping-during-coronavirus>

**Bite Back**

**HeadtoHealth**

**Headspace**

**Blackdog Inst.**

**Reachout**

## Staffing Update

Congratulations to Kate Munro who was successful through merit selection in gaining the Head Teacher English position, and to Lana Prideaux-Remin who has been appointed to replace Angela Richards in Visual Arts. It is wonderful that we have been able to keep such outstanding educators at our school.

## Building Update

We were lucky to have done a few building jobs before the tightening of restrictions on construction work.

- Science preparation rooms completed
- Architects appointed and working on concept designs for the new gymnasium
- Bench seat in the English corridor painted
- Study pod painted
- Shade cloths in the quadrangle cleaned



## Alumni representing Australia in the Olympics

We have two NBSC Manly Campus Alumni competing in the Tokyo Olympics; Timothy Brand (Class of 2016) in the Australian Hockey team and Lisa Darmanin (Class of 2009) sailing for Australia in the Mixed Nacra event. Keep a look out for them in action over the next few weeks and be sure to cheer them on! We wish them the very best of luck.

## P&C Meeting

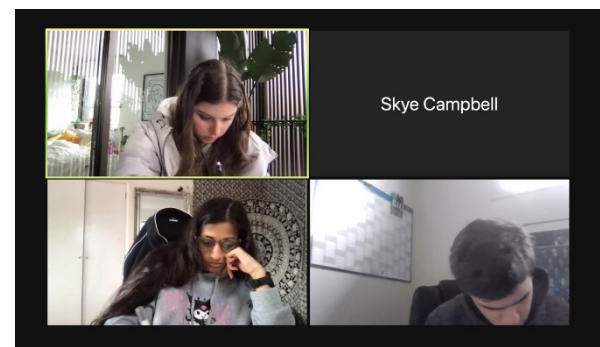
The P&C meeting on Wednesday 28 July at 7pm will be held via Zoom. Please register in advance: [P&C meeting register](#)  
After registering, you will receive a confirmation email containing information about joining the meeting.

**Kathy O'Sullivan**  
Principal

## Teaching and Learning from Home

It is not just students who are suddenly learning from home but teachers too. As we navigate new ways of delivering lessons, we are learning new systems, processes and pedagogy; we're all building new neural pathways- a silver lining in what can be a difficult time.

It is encouraging to hear teachers report high levels of engagement from some of their classes participating in 'speed dating' essay questions, zoom 'escape rooms', Tik Tok style genre adaptations and other innovative modes of learning. Year 12 have shown great resilience in their lesson participation, even sitting for exam practice over zoom.



*Year 12 exam practice over zoom -Top, left to right; Eliza Lo Russo, Kris Withana, Finn Cadzow*



He watched over all the tribes and his way of contact was through the sacred realm of dragon dreams.

“A dragon is to join our tribe today, she is fully pledged and ready for mating. She has been sent to us as she was the only survivor of an attack of Vendimir”

Gasps followed by muttering, circulated through the tribe. Vendimer is the eternal enemy of Goldenheim, she comes in waves of death and destruction, sucking the life out of all that is good.

Blaze should feel empathy for the newcomer, but his attitude was sour as it was just another dragon to humiliate and exclude him.

“Her name is Dawn” continued the elder.

The tribe echoed her name with curiosity and pity for her loss.

“She is coming” the elder announced as he took off.

There was a flurry of wings, scales and dust as the tribe took off on the tail of the elder. Although Blaze was disheartened by the news of Dawn he still launched off and with his natural speed easily made his way to the front.

Just in time to see a silhouette appear in the in the shadow of the sunset. It looked as if she was in the spotlight of Goldenheims fire, her path lit by the setting sun.

As dawn approached, all three of Blaze’s hearts skipped a beat. ‘It couldn’t be’, he thought

Blaze rapidly blinked his eyes because he thought it must be the reflection of the light.

‘But it real’

‘She’s blue’

‘BLUE’

Every set of eyes turned to him. But Blaze didn’t care all he could focus on was her, her the flint to strike his stone.

A spark lit deep within, growing into a blazing flame, a flame that reached every corner of his body filling his lungs with fire, a dragons fire.

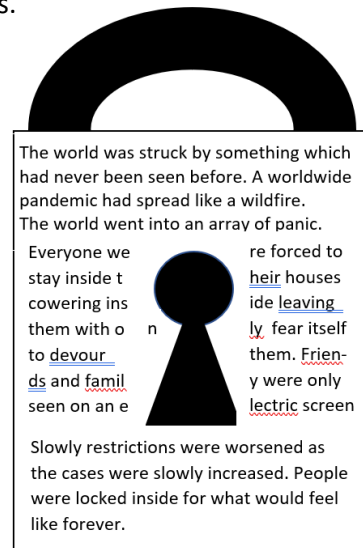
The flame burned courage and confidence into him, transforming him from the hollow shell of a dragon to a magnificent beast fueled by an eternal flame of power, honor and love.

Blaze’s heart filled with hope. He wasn’t alone in this cruel world there was someone else. They could be different together. For the first time ever, Blaze felt alive, and he knew he wasn’t a mistake, he really did belong on this place humans called Earth.

## Year 8 English

During our first week of home-based learning Year 8 English started their new unit of work "Styles of poetry". For last Friday's task students were asked to create a shape poem, in which they could use any shape or symbol to either literally or metaphorically explore a concept of their own choosing. Poem from Darien Hsu (following) really

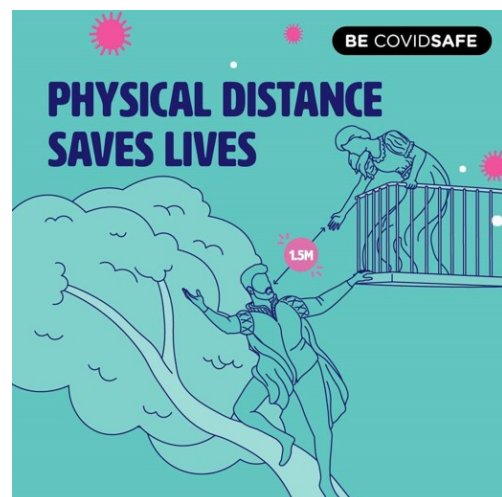
struck me as being very poignant in our current times and uncertain situation. It was very topical and dealt with our current isolation situation in a mature and sensitive way. I felt that by sharing this with our Manly community, we are reminded that we are all in this together. This poem reminds us that we are paradoxically connected and disconnected, and demonstrates that our students are not only resilient, but finding great ways to use their learning opportunities to find some sort of catharsis.



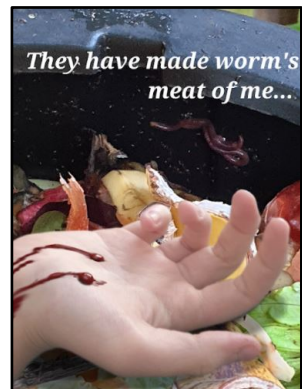
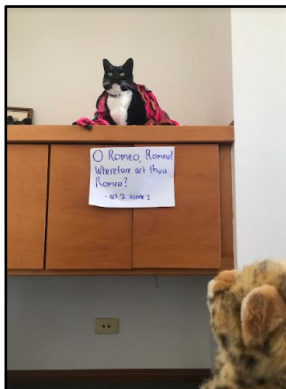
## Year 9 English

### ‘A plague on both your houses!’

Year 9 English students love a competition! So it was no surprise that there were some fantastic entries in last week’s *Romeo and Juliet* home photo challenge. The task involved appropriating a powerful line from the play and updating it for a contemporary audience, to stimulate ideas for the upcoming grade assessment.



Students reflected on their visual and language choices and investigated the relationship between texts, which is a key Stage 5 syllabus outcome. There was plenty of black humour, with students creatively adapting lines to suit the Covid-19 lockdown (we enjoyed seeing the Department of Heath's 'COVID take' on the famous balcony scene - see image). In the play, Romeo is prevented from finding out about Juliet's 'fake' death because there was a plague lockdown in Verona! Of course, this leads to catastrophic results for the 'star-crossed lovers'. Following are some favourites.



Starting from last column, from top, left to right: Photos by; Ethan G, Harry N, Ivan L, Joseph M, Lauren B, Lily H, Niamh D, Sam S and Tess H.

**Madeleine Koo**  
English

## Mathematics

The experience of last year's lockdown has allowed a smoother transition for both staff and students. As well as staff being more skilled in online presentations and video classes, the use of Google classrooms has been one of the most significant developments. Content is more easily provided, and students can present their work with ease using scanning apps or similar. Digital copies of all textbooks are also available to students.

### HSC students

HSC students remain on schedule for completing all course elements this term. Students will be commencing the remaining topics in week 3, to ensure this occurs.

HSC Mathematics Trial Examinations – all students have been advised that the assessment has been adjusted for all courses to only include topics covered in class until the end of Term 2. This will remain the case when students return to school. A substantial number of 2020 Trial papers have been posted in Google classrooms for all students to access as a resource for their revision.

### Year 11

As with the HSC students, Year 11 students remain on schedule for completing the course this term. This will be assisted through the availability of the online learning system ATOMI. Students should ensure they use this resource as it provides video presentations and online quizzes across all topic areas.

## **Stage 5 – Year 9 and 10**

Our online/ video provider [Atomi](#), has extended the availability of its service for the lockdown period to include Stage 5 Mathematics. Students in Year 9 and 10 can now access this resource to help them maintain their progress.

## **Stage 4 – Year 7 and 8**

Students will continue to focus on the algebraic topics this term. These topics are more easily adapted to an online presentation style, allowing students to work independently through examples provided by their teachers.

**Rob Harris**  
**HT Mathematics**

## **Science**

All students in Year 7-10 study science as a compulsory subject. In the senior years, 11 and 12, most students study at least one science, and some undertake 2 or 3 Sciences. The teachers in the science faculty continue to work with enthusiasm, dedication and determination to devise and deliver compulsory syllabus material that is engaging to all students while in lockdown.

Year 7-10 students are working with a mix of synchronous and asynchronous lessons. This is working well as students prepare and carry out their own experiments at home. Year 11 and 12 students are working synchronously, using MS Teams. Teachers have prepared a variety of activities to continue to deliver syllabus content while trying to keep things as “normal” as possible.

Below is a brief snapshot of the work happening in science during lockdown:

### **Year 7 - Forces**

Usually filled with practical work and experiments, this topic has students researching effects of forces involved in such things as earthquakes. Finding things at home to make their experiments like building their own crash test dummies is a challenge.

### **Year 8 - Energy**

This topic is based on types of energy and their transformations, leading into simple machines. Students will be asked to build several simple contraptions to demonstrate the action of energy and machines. Science Techno Museum, one of the highlights of Term 3 for Year 8, has been deferred until next term. Hopefully, we will be able to go on an excursion to the Powerhouse Museum, get back to working together in groups and displaying products amongst all Year 8 in both our school and college.

### **Year 9 - Heat, Light and Sound**

The Law of Conservation of Energy is being studied before properties and uses of heat, light and sound are studied in detail. This is going to entail some inventive ideas for students to demonstrate their learning. We have had to defer our incursion for Forensic Science. This will now happen at the end of Term 4.

### **Year 10 - Experimental Design**

This topic is the basis of all scientific method and experimental work. After learning the fundamental principles, students must devise their own question (which must be approved by the Science faculty) and come up with a valid, reliable experiment to reach a conclusion to answer their question. Doing an experiment like this at home should be straightforward. Students need to follow scientific principles and address all marking criteria that have been given.

### **Year 11 - Physics, Chemistry, Biology and Earth and Environmental Science**

All students are working steadily towards completing Modules 3 and 4 through MS Teams, ZOOM, Google Classroom, booklets, worksheets, quizzes and Atomi. Some students will be putting the finishing touches on their Depth Studies.

### **Year 12 - Physics, Chemistry, Biology and Science Extension**

As the Trial HSC examinations have been postponed until week 5 (at this stage), students have been doing exam revision and are also completing work in their last modules. Science

syllabuses contain enormous amounts of content and we must keep moving to complete by the end of term. Resources include MS Teams lessons, textbooks, worksheets and Atomi.

Students should have a mature attitude to work towards achieving their best.

Some teachers are more knowledgeable with technology than others, and I would like to thank every member of the Science Faculty for supporting each other during our time of Teaching and *Learning from Home*. I am very proud of their enthusiasm and professionalism towards each other, their students and the work they are producing.

**Vicki Maggs**  
HT Science

## TAS

### Year 7 Technology

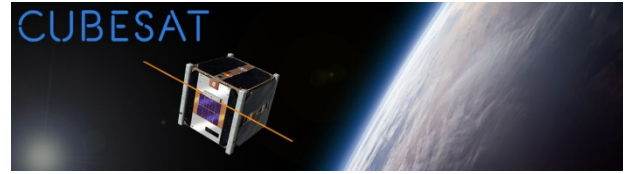
Year 7 mandatory technology classes will be investigating past and present indigenous agriculture using ABC Gardening interviews and worksheets. Students will then investigate the emerging situation with university technology, with video clips focusing on Agriculture 4.0. Students will be tasked with creating a PowerPoint presentation focusing on one aspect of agriculture and technology.



7 TEC 1 will be working on activities focusing on coding and Adobe Illustrator as they work towards the construction of their LED Makercase box.

7TECH 4 will be continuing to trial a new unit of work being developed by the Department of Education that will be released soon for schools across the state. The class will be investigating Cube Sat and their role in monitoring weather. The intension of the unit is for students working in small groups to research, design, build, wire up, code and test their cube sates at various locations

around school and interpret the information they gather.



### Year 8 Food Technology

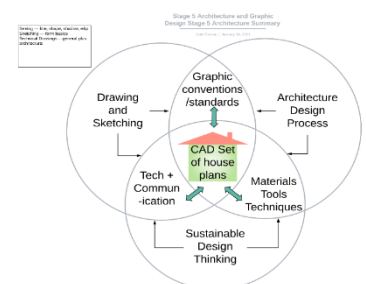
The 3 new classes this semester have not had the opportunity to be in the school kitchen yet. They have been working on activities focusing on safety, hygiene and equipment. Working on some basic practical food tasks at home, there maybe something tasty to share with their family. They have been reminded that washing up and an organized, clean work area is part of the design process.

### Year 8 Timber Technology

Students have been introduced to timber technology and the workshop in a slightly different way. A greater focus on digital design and an understanding of timber, materials and processes will be introduced as a pathway to understanding the how and when they will be applied in tooled production before we step into the workshop. This ensures our classes will be ready to confidently and safely move into developing their practical skills to manufacture their modified pencil caddy and their individually design storage units later in the semester.

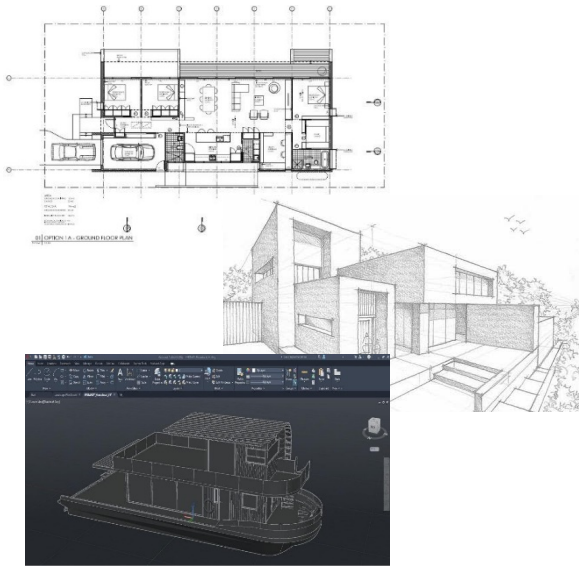
### Year 9 Architecture and Graphic Design

Architecture is the key focus this semester, with students individually developing an Australian domestic home design. After devoting the early stages of the year to learning quality hand-drawing skills, students are now producing capable starting plans with their home projects, informed by specific criteria and requests from prospective clients. Students will be developing





these initial drawing plans into elaborate graphic products, using architecture software.

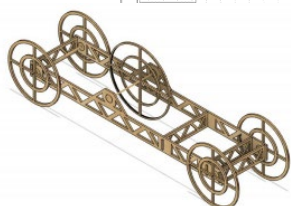
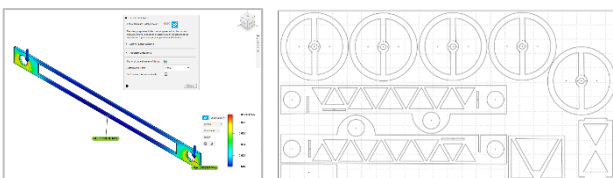


### Year 9 Food Technology

Students are working in pairs, as they work on their assessment task that focuses on a food issue that impacts our society today. Additionally, they can do some practical food projects at home, if it is possible. As with Year 8, there may be something tasty to share with the family.

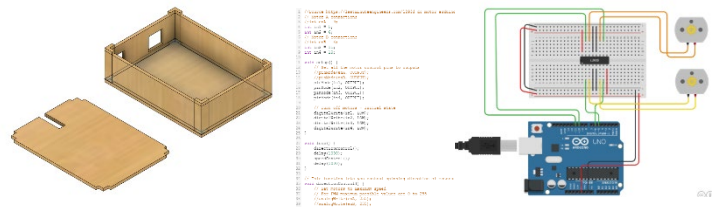
### Year 9 Industrial Technology - Engineering

Students will be conducting their own investigation into the mechanics of making an exception mouse trap powered car. They will then sketch their ideas for teacher feedback and discussion. Once a design has been selected students will draw the frame using Fusion 360 and conduct stress testing on their preliminary design. Once an optimal frame design has been determined through CAD simulation students will draw up their final design in Adobe Illustrator and laser cut on their return to school.



### Year 9 Information and Software Technology

Students will be using Fusion 360 (CAD software) to design a housing for the Arduino and TinkerCAD circuits (online application by Autodesk) to design, code and simulate robot control systems before building their solutions using Arduino hardware once we return to school onsite.



### Year 10 Industrial Technology - Engineering

Year 10 ITE students showcase their skills and knowledge they have developed over the last two years including metal fabrication, 3D printing, electronics and laser cutting. Students are given the opportunity to explore their personal interest by investigating alternative energy and potential projects to produce a Mini Major Project powered by a solar panel. Once students have developed four ideas, they will discuss the merits of each with their teacher to determine the most appropriate for their budget, skill level and achievability in the timeframe. Students will locate potential suppliers of the hardware so that it can be purchased ready for project production in Term 4.

Sample ideas below



### Year 10 Design and Technology

Similar to Year 10 ITE, the design and technology students will be investigating their areas of interest to create a mini major project. Whilst adapting to the challenges of online learning, focus will be on the introduction of skills that students are able to develop in situ. In order to be inspired and secure some contextual knowledge around their chosen areas of interest students will research two designers or companies and produce a report or presentation. This will check off one of their semester 2 assessment tasks.

## Year 11 Design and Technology

Students will gain a greater understanding of theory through focusing on case studies that are linking to syllabus outcomes. This knowledge, along with their personal experience as a designer will be the basis for practice short answer and longer response questions, in preparation for the Year 11 examination at the end of the term. Students will have the opportunity to conduct research into a series of problems and use creative thinking tools to develop innovative initial ideas to solve said problems. Whilst working online students will be honing skills in InDesign, in readiness for their HSC design folio and drawing in programs like Fusion.

## Year 11 Engineering Studies



Following their design of a biomedical arm, students are investigating biomedical engineering mechanics and materials. Additionally, they are learning about new innovations within biomedical engineering and the societal effects of engineered solutions, looking at products such as Flex Wheels and ResMed Sleep Apnea technology.



## Year 12 Design and Technology

Students will continue with self-directed course content revision, summarising and completing past HSC papers in preparation for the upcoming Trial HSC examination. They will also be completing and editing their Major Design Project Folios, which are due for submission in Week 6 this term, together with their completed HSC Major Design Projects.

## Year 12 Engineering Studies

Revision, revision and a bit more revision. Students have covered the revision topics of Structures, Mechanics, Communication (drawing) and many past paper questions. They have done an

outstanding job of maintaining focus whilst the timeline shifts.



TAS Faculty

## PDHPE

PDHPE has had some challenges for both students and teachers whilst transitioning to online learning, but everyone has focused on their strengths, used their creativity and enthusiasm to work together and support each other in their learning and physical activity goals. This team effort reminds me of a quote from IOC President Bach when he was explaining the change in the Olympic motto: *“Solidarity fuels our mission to make the world a better place through sport. We can only go faster, we can only aim higher, we can only become stronger by standing together — in solidarity.”*

Students have been demonstrating this solidarity through their engagement in physical activity at home. They have been provided with a range of different activity options to participate in for their practical lessons, then record them in a journal. There have been many students who have been working on improving their skills and fitness, and encouragingly many students have been using their physical activity time to connect with family and spend time together. Here are some quotes from student’s journal entries;

*“Played tennis on a local court with my dad. Time played: 1h 30min. I felt a bit tired but overall happy as it was very enjoyable.”*

*“I went surfing on Wednesday with my friend. The weather was very cold and rainy, but it was lots of fun and definitely got my heart rate up!”*

*“My mum and I did a 30-minute hit full body workout on an app called fit on. There was a 5-minute warm up, 7-minute arm workout, 7-minute leg workout, 5-minute cardio and 6-minute ab*

*workout. This workout was really tiring and made my heart rate increase by a lot. I was quite sore for the rest of the evening."*



*"I played soccer with my brother in the backyard. It was a fun game and made me feel very exhausted! It was a cold day and so this helped me warm up."*

*"Did soccer training set by my club. I chose this to stay fit for my soccer season."*



*"Riding bike around the neighbourhood - approx. 30 minutes. I chose this activity as my sister suggested going on a bike ride, as it was her lunch break. Afterwards, I felt warm and thirsty"*

*"Walk, surf and swim at Dee Why. Went surfing with dad, then walked along DY with the family and then jumped off the point next to the pool and swam back to the beach"*



*"Run - 400m sprints - approx. 30 mins. Chose this as it focuses on all muscle groups. Also increases heart rate. Done with family"*

*"Walk and HIIT workout. I wanted to go outside, but it had been raining, so I walked rather than ran - with a HIIT workout to work on cardio afterwards. It was nice to get out of my room after a day of online school."*

In addition to being physically active, students have been learning about their Personal Development and Health. Some lessons need to be changed due to the nature of the topic, but all year groups have continued to develop knowledge and skills for looking after health and wellbeing.

Year 7 are learning about personal identity and its relationship to sense of self and personal health. Year 8 have been exploring how sport can influence diversity, inclusion and social justice.

Year 9 are completing modified lessons on healthy relationships and Year 10 have been exploring how to be critical of health information and services as well as maintaining a balanced lifestyle.

A big shout out to the Senior students in Year 11 and 12, who are showing incredible motivation and resilience in their continued learning of the Stage 6 syllabus and preparing themselves for the Trial examinations.

**Jen Walker**  
**HT PDHPE**

## Languages

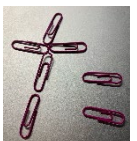
Learning another language teaches you problem solving and flexible-thinking skills, how to adapt to different situations and communication and collaborative skills. Moving to online learning for language students and teachers has been a challenge, but one we face with enthusiasm. We work on communication and understanding in every French and Japanese lesson, moving it online simply adds another dimension.

Senior French and Japanese students have continued to focus on their preparations for the upcoming examinations. The HSC Oral examinations have been rescheduled. Further information will be available on Monday.

French and Japanese classes in Year 7 - 10 have been busy with online lessons. Year 8 Japanese classes are preparing to present their amazing J-PIP research tasks online for their classmates in week 3. Year 7 Japanese classes have been hunting down Pokémon in an online hiragana escape room challenge and getting creative using items around the house to replicate hiragana characters. Some excellent examples of their work →.

Both years have been looking at Tokyo 2020, in preparation for the Olympic opening ceremony on Friday night.

気をつけてください。(Take care.)



**Maria Feros**  
**Languages**



**BANDS of  
MANLY CAMPUS**

### Welcome back to band .... with Zoom

Thank you to all band members and directors for swiftly and resiliently switching to band rehearsals and private instrument lessons on Zoom while we are in lockdown. Directors Mark Brown, Craig Driscoll, Liz Scott and Kathryn Crossing have appreciated the students' attendance and enthusiasm.

This teamwork will make such a difference to the continued progress of each of the groups, thank you.

### Rehearsals and Music

Morning rehearsals are being held via Zoom at 8am on the same day as your child's normal morning rehearsal/s.

Lunchtime rehearsals are held on their usual rehearsal days for Jazz Combo and Junior Jazz Combo and Covers Band.

There is no lunchtime Percussion Group at present and this group is not expected to rehearse for most of Term 3. (Semester 2 fees will be adjusted for Percussion Group accordingly).

Your child's band director/s have been sharing practice music and recordings of their new pieces via google classroom. The classroom codes for each band and Zoom links for rehearsals were emailed to each band family last week.

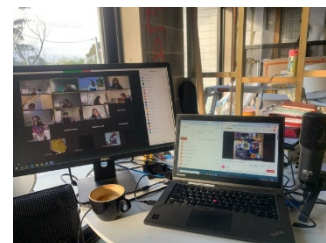
If you have not received the classroom code or link, please let us know by emailing your band liaison or [bandmanagerbomc@gmail.com](mailto:bandmanagerbomc@gmail.com).

### Absences

Please email your band liaison if your child is unable to attend their zoom rehearsal for any reason, in the same way you would during regular

rehearsals. This helps the directors to keep track and assist where needed.

Let's hope Craig doesn't drink too much coffee.



### Benefits of your Bands

While we all know Zoom is not the same as live rehearsals and the many great performances we had planned this term, online rehearsals will make all the difference in the coming weeks:

- keeping our talented musicians engaged-giving purpose to their practice;
- keeping their fingers, 'chops' and lungs used to playing;
- enhancing their music-reading;
- ensuring our groups are working on new pieces together, ready to perform as soon as they next get the chance.

Listening and playing music, especially in ensembles, has many other great benefits for mental health, creativity academic performance, social connections and more. Many studies, one [example 'the importance of music education'](#), have shown this and it is probably your own child's experience too.

*"Students highly engaged in music were, on average, academically over one year ahead of the peers not engaged in music"- Guhn M, et al. (2019). A population-level analysis of associations between music participation and academic achievement. - Journal of Educational Psychology.*

*"I would teach children music, physics, and philosophy; but mostly importantly music, for the patterns in music and all the arts are the keys to learning" - Plato*

*"Music is a hidden arithmetic exercise of the soul"-Gottfried Leibniz, German philosopher and mathematician.*



Dates and events listed in this report are subject to COVID restrictions at the time. Cancellations and variations may occur with short notice due to COVID. Please always look out for advice by email and/or the school app prior to an

event to find out if there are any changes to arrangements and follow the latest instructions.

### **HSC Trial Music performances involving Jazz Orchestra in the Manly Campus hall**

Thank you JO for accompanying three of their fellow band members in the HSC music performances.

**Rehearsal Tuesday 10 August JO arrive 11:45am**

Dress: school uniform

**Performance Thursday 12 August JO arrive 10:45**

Dress: Performance blacks

*No JO student to attend if unwell or awaiting a COVID test result.*

We wish Tilly, Sonakshi and Aidan and all other Manly Campus music students the very best.

### **Pending COVID Restrictions**

#### **Musicale, The Independent Theatre, North Sydney, Saturday 11 September, 5pm (TBC)**


A highlight of the band calendar, *Musicale* showcases senior ensembles and honours Year 12 members before their final examinations. It will feature SWO, SE, CO and JO.

#### **Junior Band Tour (CB, SwB, SB)**

Tuesday 30 November to Friday 3 December. If COVID restrictions are on our side in late Term 4, this tour will bring music to towns and communities around Port Macquarie. Our bookings can be cancelled with refunds if NSW Health and/or NSW Education require this at the time.

### **New Band Manager**

The band will continue without a band manager in position from Term 3, week 4 while we await restrictions being lifted. Band committee executive members and liaisons will take on some of the roles in the meantime.

**Thank you, Del Driving,**  **generous contributor to band fundraising!**

For over nine years, Larry Delaney, instructor of Del Driving has very generously donated driving lessons to support the Manly Campus band program. His donation this year equates to a whopping \$1056 of value to the band program for

which we are very grateful, especially during a financially challenging 2020-21.

Larry has been a licenced driving instructor for over 15 years and has a current Working with Children Certificate. He has taught many Manly Campus students. His lessons are ideal for starting off (automatic or manual), for taking up manual part way through their 120 hours and/or for their pre-test.

**Buy lessons and donate to the band all at the same time! Valid until December 2022.**

There are still 4 driving vouchers donated available for purchase - each valued at \$88. If any family from the school wishes to purchase one or more of the lesson vouchers, or wants to find out more, please email [bandmanagerbomc@gmail.com](mailto:bandmanagerbomc@gmail.com). All proceeds will be donated to the band program where they will be used to save for new equipment or an instrument that is needed.

### **Diary Dates Term 3**

**New date: Tuesday 10 August, Rehearsal for HSC Music Trial performances at MSC hall, JO, school uniform**

**New date: Thursday 12 August, HSC Music Trial performances at Manly Campus, JO, performance blacks**

**New Date: City to Surf Fundraiser for Band, Sunday 17 October, Bondi Beach (TBC), all families welcome**

**Postponed: Term 3 Band Concert for WE, BB, SE, CO and CvB**

**Thursday 12 August, Hall, 6:30-7:30 pm**

**Postponed: Term 3 Band concert for CB, SwB, SB, JJC and PG**

**Monday 16 August, Hall, 6:30-7:30 pm**

**Now very unlikely: Intermediate Regional Band Tour, Monday 6 September to Thursday 9 September, WE/BB**

**Pending restrictions: Musicale - The Independent theatre, North Sydney, Saturday 11 September SWO/JO/SE/CO, Students from 12:30 pm TBC, concert 5pm**

## Diary Dates Term 4

**New event:** Manly Jazz Festival, 1-4 October (long weekend), JO/BB/JC- ensembles and dates/times yet TBC

**Orchestral Soiree - Monday 8 November, Mosman art Gallery, 7pm -SE/CO**

**Jazz night Out, DY RSL, Saturday 13 November, 6pm, all jazz bands**

**Junior regional band tour, Tuesday 30 November to Friday 3 December, CB/SwB/SB**

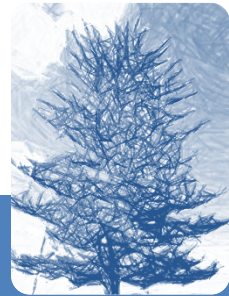
## Band Names

**Wind Stream:** SWO-Symphonic Wind Orchestra; WE-Wind Ensemble; CB-Concert Band

**Strings Stream:** SE-String Ensemble; CO-Chamber Orchestra

**Jazz Stream:** JO-Jazz Orchestra; BB-Big Band; SB-Stage Band; JC-Jazz Combo; JJC-Junior Jazz Combo.

**Other:** Covers band- CvB, Percussion Group-PG



*Capimus Sed Tradimus*

*What We Receive, We Pass On*

# Supervisors of Learner Drivers Online Workshop



Wednesday, 28 July 2021 6:30pm to 7:45pm

You can learn all the simple steps on how to teach a learner driver at this free online workshop. This online workshop will provide practical advice on a range of items including:

- Changes to the Learner Driver Licensing Scheme
- Log book apps approved by the Roads and Maritime Services
- Completing the learner driver log book
- Supervising learner drivers
- Understanding the benefits and safety aspects of supervised on-road driving experience
- Understanding the licence conditions for learners and provisional licence holder

## Registration

Bookings are essential as there are limited spaces. Log in details for the zoom presentation will be emailed closer to the event. Learner drivers are also invited to attend.

[Bookings - Supervisors of Learner Drivers](#)

### **Contact Information:**

Northern Beaches Council – Road Safety Officer

[roadsafety@northernbeaches.nsw.gov.au](mailto:roadsafety@northernbeaches.nsw.gov.au) or call 8495 6804

Northern Beaches Council have partnered up with local youth suicide prevention charity Share the Spark to host youth event **Spark Tank**.

Spark Tank is similar to the TV show Shark Tank. At this event young people will present their ideas in front of an expert panel to win financial backing and professional business assistance.

The aim of this event is to:

- Spark a passion for life in young people by empowering them to pursue their dreams and big ideas
- Provide seed funding for young people towards their an idea, invention, app, new businesses or community service to make them a reality
- Give local businesses, entrepreneurs and community members the opportunity to support young people in the Northern Beaches

### **Participation eligibility**

Be ages 8-16 years (Category 1) or 17-23 years (Category 2)

Must live in the Northern Beaches LGA

### **How to enter**

Get a team together of 2 – 6 people in the eligible age category

Come up with an idea, invention, app, new businesses or community service

Submit entry at <https://sharethespark.org.au/spark-tank-event>

### **Closing date for entry**

August 31, 2021

Submissions will be evaluated on merit, uniqueness and community involvement

Finalists will be given support and coaching before the live pitch presentation

### **Finalists**

Will present their pitches at the Spark Tank event in front of a live audience and a panel of eight successful entrepreneurs

### **Spark Tank Live Event**

Live event will be held on 8<sup>th</sup> October at the new Auditorium, St Matts on the Corso Manly, 6pm – 9pm

Tickets for this free event can be obtained at <https://www.eventbrite.com/e/spark-tank-youth-business-pitch-event-tickets-160162633749>

(This event will also be live streamed, so will go ahead even if we are under new COVID restrictions.)

### **Winners**

Could receive thousands of dollars in seed funding to go towards their idea, invention, app, new businesses or community service

Will receive 10 weeks of business start-up advice provided by successful entrepreneurs and business consultants

**The Northern Beaches Council is generously matching funds raised by panelists and community members up to \$10,000; so the prize pool to be awarded to the winning participants is potentially over \$20,000.**

For more information check out <https://sharethespark.org.au/spark-tank-event>