



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

3 September 2021 – Newsletter No.14

From the Principal

It was wonderful to welcome Spring officially this week, with the positivity of warmer weather and brighter days ahead, re-energising for all of us.

I have been getting up early to watch the sunrise and walk along the beach with my children. These routines have been important to 'fill up my cup' and model healthy and positive habits and mindset.

Thank you to Lucienne Herft (Relieving Head Teacher Wellbeing), for presenting to the P&C on Wednesday evening. Lucienne gave an overview of the wellbeing programs and support structures available for students and families at our school.

Specific [cohort wellbeing presentations](#) will be held in Week 9 and 10. We look forward to 'seeing' you there.

- Year 7 - Tuesday 7 September @ 6pm
- Year 9 - Wednesday 8 September @ 6pm
- Year 8 - Thursday 9 September @ 4pm
- Year 10 - Wednesday 15 September @ 4pm

Roadmap to Return to Face-to-Face Learning

Schools will return to face-to-face learning either through a 'staged return' or 'full return', depending on NSW Health conditions in their area.

Staged Return (Level 3 plus)

When stay-at-home rules are still in place, but other community vaccination and transmission conditions are met, students will return to school

in a staged way. This is a staggered return for **prioritised** cohorts, with no mingling or on-site activities.

Students will return to face-to-face learning with NSW Health-approved COVID-safe settings on school sites in the following order:

- from 1 November – **Year 11**
- from 8 November – **Years 7, 8, 9 and 10**

Students in **Year 12** and those completing their HSC are already able to return in a limited way and this will continue for the remainder of Term 3. From 25 October, these students will have full-time access to school campuses and their teachers.

HSC exams will be delayed until 9 November with a revised timetable and guidelines for a COVID-safe HSC to be released by NESA in early September.

Double doses of COVID vaccinations will be mandatory for any staff on school sites from 25 October and for all school staff from 8 November.

We are looking forward to having students and staff return to school and are putting in plans for a safe return.

The finer details of what this will look like for our school community will be updated closer to the planned return to school.

Kathy O'Sullivan
Principal

HSC Major Works

Completed Year 12 English Major Works

At 3pm last Friday, Year 12 English Extension 2 students submitted their HSC Major Works to NESA.

Lockdown has not been without its challenges - being a writer is lonely enough and then came along remote learning! Yet Manly students are resilient, and the 14 students in the course have done well despite not being face to face with each other or their teachers.

English Extension 2 involves countless hours of research and revision; of editing and experimentation. Teachers Ms Munro and Ms Koo are proud of each and every student for submitting a composition that reflects their passions, vision and inventiveness.

Thank you also to all the parents and families of these students who supported their young people through the journey.

Well done team, you did it!

The photo at the end of this report shows the happy, relieved and tired faces of the students (and their teachers!) at 3pm last Friday.

Major Works

Short fiction

Elle Fitzgerald: *The Glaistig*

Jessica Prescott: *The Absurd Man*

Joanna Liang: *Remapping the Human Soul: Sleepless in Sydney*

Charlotte Fullarton: *Milkweed*

Emma Meehan: *Marigold*

Will Murray: *A Study in Orange*

Mia Rankin: *What We Leave Behind*

Lara Munro: *Aemilius*

Chloe Bracher: *The Fence*

Poetry

Pema Deane: *The Trial of Ines and Esses*

Sunny Moon: *Han: A Collection of Memories*

Critical Response

Sophie Grcev: *Creativity vs procreativity: A linguistic guide to the childbirth metaphor*

Thilara De Mel: *When Samuel met Louise: a case for the revival of poetic imagination in critical analysis*

Creative nonfiction

Holly Chandler: *It'll make a great story one day*



HSC Drama Major Works

Drama is a unique HSC subject because it has two major works: the Individual Project and the Group Performance. The latter is a special project because you are completing a major HSC component in a group. The 2021 HSC Drama class has shown exceptional creativity, teamwork, creativity and theatricality in completing these projects. They faced numerous setbacks including the removal of all practical examinations from the HSC examination schedule. Nevertheless, they have done what they can to produce high quality performances and dramatic works.

Congratulations to:

Finn Cadzow, *Black and White* (script)

Zahra Chew, *Wolf Lullaby* (performance)

Hannah De Mars, *Mrs Maisel* (performance)

Eliza Lo Russo, *My Brilliant Friend* (performance)

Elsie Loadman, *The Sob Story* (performance)

Kris Withana, *Miss Havisham* (performance)

Whole class, *Seek the Truth* (self-devised group performance)

Love your work, Year 12 Drama!



GP Rehearsal



Director's Note: All characters should be wearing formal attire. Each candidate should wear the same clothes with the exception of a pin on each candidate's chest and the colour of their tie. CANDIDATE ONE wears a white pin with matching tie and CANDIDATE TWO wears a black pin with matching tie. The ADJUDICATOR on the other hand wears an old and tattered suit. Additionally, actors should be separate from dialogue, meaning each candidate should intentionally break the rhythm of dialogue to interject with any actions written in the script; actors should feel free to apply this to any other actions they perform that are not explicitly written.

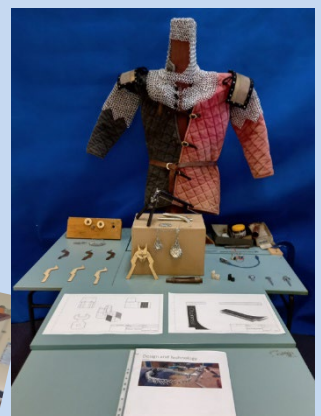
The set consists of a single small old looking wooden table positioned diagonally in the center. Atop the table rests a chessboard (if a regular chessboard is too difficult to recognise consider a larger chessboard) to the left and right of the table sit two simple wooden chairs. The set is illuminated in a warm beige lighting, if possible these lights should be intentionally left as fixtures viewable by the audience.

From top, left to right;
Eliza Lo Russo, Elsie Loadman, Kris Withana, Zahra Chew, Hannah de Mars, and an excerpt from Finn Cadzow's script.

HSC Design and Technology Projects and Folio Submissions

Our HSC Design and Technology students remained agile in this extremely challenging COVID effected year. Obstacles included: material supply problems, hours of in-person teacher guidance missed and many weeks without school workshop access during the second semester. Despite these lock down conditions, three students were able to complete their project and several were very close. The students' perseverance has been impressive. Well Done to Mack, Katherine, Holly, Anna, Kieren, James, Etienne, Eva and Adam!

Photos of their projects below, set up ready for marking.



English Report

Year 7

Novel Study

Year 7 English students have worked heroically all term in home learning. Classes have read set novels and investigated texts through the concept of survival, gaining new skills in textual analysis and essay writing. 7Y has studied the young adult fictional classic, *The Giver*. This bestseller involves the adventures of a 12-year-old boy named Jonas who lives in a world without pain but with many dark secrets... Read a review below.

Review of *The Giver*

The Giver by Lois Lowry is a book set in a dystopian town called The Community where a system called sameness exists. Sameness means that everything is the same: there is no disease or war but there is also no love, colour or memories. Everyone follows strict rules of how to live your life, and they are all unflinchingly polite. We are studying this book through the concept of survival, looking especially at the survival of some things but the elimination of others. I really enjoyed the book and would recommend it to others with a five-star rating.

Adelaide Tippet

Year 8

You may recall reading Zarina Nestel's short story 'A Spark Within' in The Weekly Pines a few weeks ago after it was shortlisted for the Northern Beaches Young Writers Competition. Well, a huge congratulations to Zarina whose story won first place. Her piece has now been published as an eBook in the NSW State Library.

Ethan Barlow (Year 8) has also been shortlisted for the Whitlam Institute's What Matters Writing Competition. You can read his poem below.

Alexander Parkes' Monster

By Ethan Barlow

1855...

*Rain hurled itself against windows and roofs,
Lightning split the sky, its wounds a blinding white,
The town of Birmingham was far from weatherproof,
But all were asleep except one man at midnight,*

*Alexander Parkes was making a monster,
From out his house bright light would blaze,
Nitrocellulose and alcohols he would stir,
And camphor containing ether he mixed in various ways,*

*Soon, the lightning became more persistent,
Violently ripping the sky's inky innards raw,
It was complete, the mixture was consistent,
Then he stepped back from his creation in awe,*

*From out that lab he made an elastic,
As his creation was none other than - plastic.*

The 1950s...

*Plastic was a wonder material,
Cheap, flexible, heat resistant, strong,
Found in everyday items, it was a big deal,
And its uses ranged from plastic bags to nylon,*

*Little did we know, that Plastic was out to get us,
That Alexander Parkes' monster was evolving,
It spread to each product as packaging without fuss,
A cheap hazardous solution, nothing needed solving,*

*The plastic clung to our food,
In some cellophane mess,
And with our food, stewed,
Chemicals: PVC, BPA and BPS.*

*In landfills, plastic would stay forever,
Shipped off to different places,
Plastic was dumped wherever,
Contaminating waters on a regular basis,*

*And into the oceans pour,
Trillions of pieces of plastic,
The fish struggle, stomach sore,
Until dead, casualties drastic,*

*On land, Albatrosses litter the shore,
No longer a good omen and instead,
Cannot fly anymore,
And with a gut full of plastic lie dead,*

*Plastic sweeps in with the crashing waves,
Among the dead albatrosses on the shore,
Layering and piling, forming their graves,
Marking our age as the plastic age evermore,*

*But do we just let Alexander Parkes' Monster conquer?
Watch our once natural world suffer anymore?
Should we really put up with his creation any longer?
Because there's a path of cleaner alternatives, I'm sure!*

*For there's wooden cutlery and metal straws,
Or if wood is such an issue, then use bamboo,
Non-Biodegradables we need to outlaw,
And the choice to say no to plastic lies in you,*

*Eliminate plastic bags by bringing your own bags,
Rid coffee cup waste by buying and reusing a Keep Cup,
Put an end to plastic water bottles and their plastic tags,
By getting a water bottle and filling it up,*

*For this year, you will relieve the seas,
Of kilograms of your plastic in water,
For you will help stop the plastic disease,
That is called Alexander Parkes' monster.*

Year 9

English and Narrative Voice

'So many things had happened to us, Boo Radley was the least of our fears.' To Kill a Mockingbird

"Please, trust me. I most definitely can be cheerful. Just don't ask me to be nice. Nice has nothing to do with me." The Book Thief

Year 9 English students may have been in lockdown all term but the magic of reading has transported them to Depression-era Alabama and 1940s Nazi Germany. Probably not their first choice of travel locations! Classes have studied Harper Lee's classic novel *To Kill a Mockingbird* or Markus Zusak's coming of age bestseller *The Book Thief*, investigating the features and effects of narrative voice. The young Scout Finch in *Mockingbird* is a naive narrator while Death in *The Book Thief* is an unreliable one. 'Point of view' is a critical reading practice in Stage 5 English and its exploration leads to an appreciation of the constructed nature of texts. Students have not had access to hard copies of the novels but have risen to the challenge of digital learning through online versions or audio books. Miss Koo's class have been interacting on Google Jamboard, an online whiteboard that fosters collaboration through Zoom (see the image below).



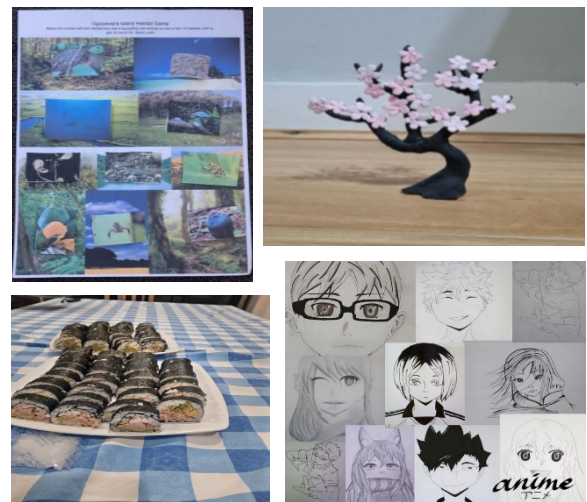
Languages Report

Year 7

The Year 7 students have enjoyed their introductions to Japanese and French this year. In Week 9, they will be submitting their choice of language to continue in Year 8.

Year 8

Year 8 are currently preparing their J-PIP presentation via zoom. They have to make a presentation with a Japanese theme. Some examples of their impressive work below.



French PIPs also showed an enormous variety of content and fields of interest and were mostly presented pre-lockdown, with some presented via zoom earlier this term. Well done to all students.



Year 8 French students have also been putting the home fires to good use this term by learning about

and making Tarte Tatin – a classic French dessert.
Délicieux!



Year 9

Year 9 have been busy building the foundations of the languages this year. Grammar, vocabulary, pronunciation and culture that will form the basis for developing their language and communication skills.

Year 10

All students made great effort for the Film Contest. Unfortunately, most groups were unable to finish because of Covid Lockdown, but one group was able to complete the task using their excellent technology skills. Well done, Shashwat, Ray and Luke.

Year 11

The students have been studying hard in spite of Covid Lockdown for their alternate yearly exams. They have been working conscientiously and I expect them to do well in the final exam.

Year 12

This week the students completed the Alternate Trial HSC Exam. The Japanese and French exams went well. All the students made a great effort to do their best under the current circumstances.

Congratulations

Aimee Wallace (Year 11) competed in the Japan Foundation Speech Contest 2021 and we are very proud to announce that she won the Kinokuniya Special Prize.

Her presentation was wonderful! She explained, in Japanese, how going to Onsen (Hot Springs) is such an important aspect of Japanese life and culture.

おめでとうございます！

(omedetoogozaimasu/congratulations)

Kubo Sensei



Science Report

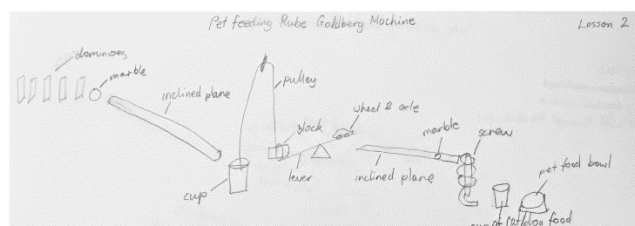
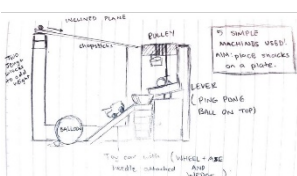
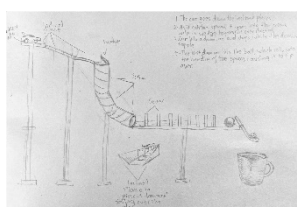
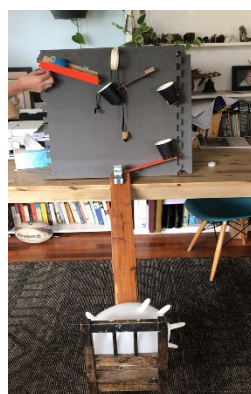
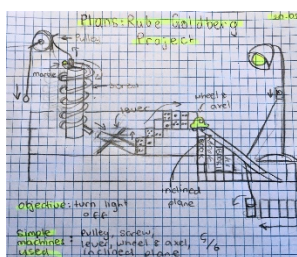
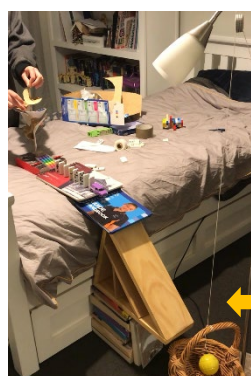
It was Science Week in Week 6, and although we couldn't run the Year 8 Science Techno program we normally have at this time, instead, students put their knowledge of simple machines to the test and let their creativity flow by building Rube Goldberg machines at home. A Rube Goldberg machine is an elaborate apparatus with multiple parts that utilises a chain of events to complete a very simple task. Students designed a range of contraptions that performed various functions including watering plants, feeding pets, popping balloons, switching on lights, closing doors, and turning off alarm clocks, just to name a few. It was an exercise in engineering as there was a lot of trial and error and problem solving needed to bring their ideas to life.

Student perspective:

The Rube Goldberg Challenge was definitely a challenge to complete at home. The project took 3 hours for me to make, but the result and the satisfaction I felt was definitely worth the time.

This was a fun and enjoyable task which not only educated us but also kept our eyes away from the screen for a while! I would definitely recommend this challenge to anyone who likes creating things, managing and solving problems, and needs time away from the screen! Livia Lin (8SCY)

A big thank you to the families who got involved and helped out so the students could film their machines in action (and also for putting up with a bit of mess for a while)! Here are some of the designs from students of 8SCR.



From top, left to right; Arshia Paryavi, Lillian Hamilton, Zara Lee, Kevin Zhu, Yukina Teitei Miyazaki and Sherissa Zhang

TAS Report

Year 8 Food Technology

Year 8 Food Technology have been continuing to focus on the practical and organisational skills that this subject requires. This group has not even had the opportunity to cook in the school kitchen yet. The last few weeks have seen students using fresh produce to complete a Thai chicken stir fry dish and sticky date pudding. The students hard work and food presentation skills have been impressive.

Thank you to parents who have made it possible for the students to cook these dishes, by ensuring they have the ingredients to make these dishes.



From top, left to right;
Niskha Tolani, Liam Llewellyn, Eileen Park, Daisy Hughes,
Ethan Barlow and Yukina Teitei Miyazaki

Year 9

Year 9 Food Technology students had to select an issue associated with food in Australia. They then had to research their topic and plan a recipe that demonstrated their chosen area. The foods ranged from vegan, to kangaroo, to low fat examples.

The students have been working well in their home environment, with a big thank you to parents for enabling the ingredients needed, to their home shop.



From top, left to right; Yana Sharma, Eugene Lee, Zhou Zhang and Lauren Brown

PC Report

PC this week explores the *Keep Learning* aspect of the *Five Ways to Wellbeing*.

Learning new skills is always a useful endeavour, however what we like best about it, is the positive effect it can have on your wellbeing. Also, it doesn't have to be school focused or super complicated.

There are myriad ways to bring learning into your life. Learning has been shown in the research to help improve and maintain our well-being. It can boost self-confidence and self-esteem, help build a sense of purpose, and foster connection with others. People engaged in learning report feeling better about themselves and a greater ability to cope with stress, as well as feeling more self-confidence, hope and purpose.

Here are some ways to embrace new experiences, seek opportunities and surprise yourself (and others) by learning a new skill during lockdown.

Take an online photography course: Now is the time to learn a new skill, and surprisingly there are tons of [free photography courses online](#). Some may need a DSLR camera but there are also

courses in [smartphone photography](#) that focus on capturing interesting angles and concepts, and using natural light.

Learn to touch type: Have you seen how kids type? That two-finger jab thing they do on the keyboard (or worse still, the iPad stabbing that makes me want to layer 72 screen protectors on their devices). [Learning to touch type](#) will speed up their essay work too, and they will stop claiming carpal tunnel syndrome as an excuse to avoid their English and history homework.

Build a website: Why not learn to code? [Code Academy](#) offers free coding classes online. You could build your first ecommerce site or start a blog.

Create an Anime: If you are into graphic design, [Anime](#) is a good way to use time and learn a new skill.

Write a letter: I know, I know it's not cool. What a wonderful surprise for Grandparents who would love them even more. Additionally, a lot of nursing homes are looking for letters and drawings for their residents to read (check first that they're accepting external post).

Start a podcast: There are lots of podcast hosting platforms, and most of them have good guides to explain how to do it. [Podcast.co](#) allows you to download a comprehensive guide with no obligation to sign up.

Cook a theme night dinner: Go to Italy, India, Morocco, or any country you'd love a taste of, a themed meal can transport you there.

Learn car maintenance: change the oil and water or change a tyre under supervision.

Watch a TedED: From the makers of TED talks [TedED](#) offers brilliant educational talks, as well as a daily email of lesson plans for any age group.

Online STEM Lessons: [Mr Azfar](#) on YouTube has uploaded lessons on specific topics including Physics, English Lit, and Maths, and also

livestreams lessons every day on his channel **Lockdown Lessons**.

Learn about art: [Google Arts and Culture](#) has a huge rabbit hole of art, architecture and cultural nuggets to fall down. So much to learn.

Learn a language: try a new language on [Duolingo](#).

Just Dance: A great way to exercise.

Free live personal training: [live workouts](#) with a personal trainer.

Take ballet lessons: [English Youth Ballet](#) are live streaming classes on Instagram. Also see this post on [how to get your ballet fix in lockdown](#) for real dance enthusiasts. Alternatively, **see a ballet:** The Royal Ballet is uploading full productions to its YouTube page. Try [Peter and the Wolf](#), and see where you go from there.

Strava a bike ride: Encourage your children to use that expensive bike they wanted that's been sitting in the garage or shed for the past two years. They can take their bike out and try to improve their distance on [Strava](#). This can be achieved even with lockdown rules.

Go to the theatre: Every Thursday at 7pm [National Theatre](#) are showing free full length productions of their best shows such as **One Man Two Guvnors** with James Corden.

Online quiz night: The [teenager version of the virtual quiz night](#) that's had so much success on Facebook. Lots of fun.

Make a photo book: You know all those family holiday photos you've been meaning to put into an album.? Alternatively, let them design a [photobook](#) of their own – maybe even a Year Book if they've just left school more abruptly than they were intending.

Do a virtual dive or space trip: Watch [3D underwater videos](#) or space exploration on YouTube for a bit of escapism.

Visit a museum: [art galleries and museums](#) are putting some of their collections online, so there's

an unprecedented amount of things you can now see up close without the queues. Take a look at the **Natural History Museum's** [fossil exhibition](#) – it's very cool.

Learn an instrument: Ukeleles or harmonicas are inexpensive, or give them spoons and put in your ear plugs, and they can start to [learn online](#).

Learn to sew: If you have a sewing machine, your children can pick up basic sewing techniques through YouTube videos.

Make a time capsule: There's no doubt about it – now is an unprecedented time in their lives and having something tangible to look back at in the future will be both fascinating and iconic. You'll find some tips on how to make a time capsule worthy of the Coronavirus lockdown [here](#).

NBSC Learning Hub

Introducing the NBSC Manly Learning Hub

The Student Engagement Team have created a Learning Hub website to give Year 11 and 12 students access to a whole host of helpful study tips and strategies to help stay motivated and productive in the final push towards the Year 11 and HSC exams.

There are pages from the following:

- Study SMART, Not Hard using your Learning Strengths
- HSC Exam Prep
- Year 11 Exam Prep
- Motivation Tips During Lockdown

We have just started to build this website inspired by some of the challenges of online learning for our Seniors and will be adding content to it regularly.

Year 11 and 12 students can access the NBSC Learning Hub website via the link on the Year Group Google Classroom.

Engineers Australia Platform



Welcome to Engineering Your Future 2021

Engineers Australia have opened their *Engineering Your Future* platform. Every Monday at 5pm from 30 August to 29 November, students will be able to engage online and learn from the Engineers working on and in amazing projects/iconic companies.

The aim is to provide a glimpse of the many varied and exciting opportunities available to future engineers. Check out engineering showcase for information on engineering universities, as well as great videos on innovators and inventors.



To register, students should go to:

https://ea.jomablue.com/reg/store/engineering_your_future_2021.

If you have any issues with registering, please email Dr Drew (TAS Faculty):

Joanne.Drew1@det.nsw.edu.au

Wellbeing Presentations



*invites you to our*

ONLINE COHORT PRESENTATION YEAR 7

Dear Parents,
You are invited to join us for a webinar hosted by the Year 7 wellbeing team, reflecting on student wellbeing and learning in term 3, 2021.

Time and date: Tuesday the 7th of September from 6:00pm to 6:30pm
RSVP: please register via this link (this will be the same link you can use to join meeting on the night):
<https://nsweducation.zoom.us/j/66494613820pwd=eGFrbXVjcjRwcj9HRmR1cEh1M0IMdDZ09>
Passcode: 168012

For those who cannot join us at that time a copy of the presentation will be emailed through following the event.

*invites you to our*

ONLINE COHORT PRESENTATION YEAR 8

Dear Parents,
You are invited to join us for a webinar hosted by the Year 8 wellbeing team, reflecting on student wellbeing and learning in term 3, 2021.

Time and date: Thursday the 9th of September from 4:00pm to 4:30pm
RSVP: please register via this link (this will be the same link you can use to join meeting on the night):
<https://nsweducation.zoom.us/j/61212397519?pwd=M3ZlYUNmZ01LckRlajNlT3pneXUt09>
Passcode: 538751

For those who cannot join us at that time a copy of the presentation will be emailed through following the event.


*invites you to our*

ONLINE COHORT PRESENTATION YEAR 9

Dear Parents,
You are invited to join us for a webinar hosted by the Year 9 wellbeing team, reflecting on student wellbeing and learning in term 3, 2021.

Time and date: Wednesday the 8th of September from 6pm to 6:30pm
RSVP: please register via this link (this will be the same link you can use to join meeting on the night):
<https://nsweducation.zoom.us/j/64174167092pwd=Q3ZWdk5UmxYeVd1WmVHd1dSc21qdDZ09>
Passcode: 866275

For those who cannot join us at that time a copy of the presentation will be emailed through following the event.

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ONLINE COHORT PRESENTATION YEAR 10

Dear Parents,
You are invited to join us for a webinar hosted by the Year 10 wellbeing team, reflecting on student wellbeing and learning in term 3, 2021.

Time and date: Wednesday 15th September 4:00-4:30pm
RSVP: please register via this link (this will be the same link you can use to join meeting on the night):
<https://nsweducation.zoom.us/j/64111971520pwd=ZGVSUWU1V3RyMVg1Uk4vMnExNUJ0QT09>
Passcode: 954149

For those who cannot join us at that time a copy of the presentation will be emailed through following the event.