

Principal Report

Term 4 Bell Times

A reminder that the bell times are changing at the start of Term 4. Period 1 will commence at 8:55am every day, (3 minutes earlier). Students will be dismissed from school at 3:25pm on Monday and Friday afternoons (5 minutes later). On Tuesday, Wednesday, and Thursday afternoons they will be dismissed at 2:30pm. Please ensure arrangements are in place to accommodate these changes.

For students who have registered for supervision, this will be provided in the learning centre from 2:30pm – 3:25pm on Tuesday and Thursday.

Discussions with the bus company are ongoing, with the hope that an earlier service can be provided on Tuesday, Wednesday, and Thursday afternoons in the new year.

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|---------------|---------------|---------------|---------------|---------------|
| 0 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 |
| 1 | 8:55 – 9:50 | 8:55 – 9:50 | 8:55 – 9:50 | 8:55 – 9:50 | 8:55 – 9:50 |
| 2 | 9:50 – 10:45 | 9:50 – 10:45 | 9:50 – 10:45 | 9:50 – 10:45 | 9:50 – 10:45 |
| Assembly | N/A | N/A | 10:45 – 11:05 | N/A | N/A |
| Recess | 10:45 – 11:05 | 10:45 – 11:05 | 11:05 – 11:25 | 10:45 – 11:05 | 10:45 – 11:05 |
| 3 | 11:05 – 12:00 | 11:05 – 12:00 | 11:25 – 12:20 | 11:05 – 12:00 | 11:05 – 12:00 |
| 4 | 12:00 – 12:55 | 12:00 – 12:55 | | 12:00 – 12:55 | 12:00 – 12:55 |
| Lunch 1 | 12:55 – 1:15 | 12:55 – 1:15 | 12:20 – 12:40 | 12:55 – 1:15 | 12:55 – 1:15 |
| Lunch 2 | 1:15 – 1:35 | 1:15 – 1:35 | 12:40 – 1:00 | 1:15 – 1:35 | 1:15 – 1:35 |
| 5 | 1:35 – 2:30 | 1:35 – 2:30 | 1:00 – 2:30 | 1:35 – 2:30 | 1:35 – 2:30 |
| 6 | 2:30 – 3:25 | | | | 2:30 – 3:25 |

Acceleration

A focus of Strategic Direction 3 of our Strategic Improvement Plan is to engage and develop the talent of our High Potential and Gifted students through providing opportunities for our students to accelerate.

Acceleration is an advanced learning pathway where students are enrolled in and working towards outcomes beyond their age. Research very strongly supports acceleration as a highly effective strategy for gifted and highly gifted students, and consistently shows positive social outcomes in all forms of acceleration.

To be effective, acceleration must be in a student's best learning interests, the student must want to participate and should be supported by the student's school and family.

When a student requires academic acceleration, the following may be appropriate:

- early entry to school, a course or year level
- single subject or whole-year acceleration
- the use of multi-age classes
- vertical grouping structures across the school
- flexible groups created for specific subjects or tasks
- advanced learning pathways to access tertiary education

The most effective delivery method for subject acceleration is whole class grouping. All the chosen students can be exposed to the same complexity of material at the same time and at the same pace. This is the preferred mode at Manly Campus. Acceleration will be offered in the form of early entry to a HSC course for students in Year 10. They may then complete the Year 11 and Year 12 course for an acceleration subject one year early (in Years 10 and 11).

Historically, Manly Campus has offered Mathematics as an accelerated course and on occasions to individual students in specific courses. We are now expanding the number of courses offered to our current Year 8 students who will have the opportunity to accelerate in the following courses:

- Mathematics
- Biology
- Design and Technology
- Business Studies

Student Code of Conduct

There has been a targeted focus on the Manly Campus Student Code of Conduct, with particular emphasis on 5 – *Take pride in being a member of the Manly Campus community*. This document outlines a series of rights and responsibilities that students have to themselves, to others, to the school and to

the community. All students at Manly Campus are expected to adhere to this code. A particular focus remains on school uniform. If students are out of uniform, parents should send a note explaining this to the relevant Deputy Principal who will issue an *Out of Uniform Pass* for the duration requested. Students out of uniform without an excuse, will be issued a form to be completed by the parent and must return this the next day with the issue rectified.

STUDENT CODE OF CONDUCT

| | |
|---|--|
|  | <p>1. Be treated with courtesy, fairness and respect</p> <ul style="list-style-type: none"> • Be accepting, respectful and courteous to others • Follow teacher instructions |
|  | <p>2. Develop individual potential in academic, creative, sporting & leadership areas</p> <ul style="list-style-type: none"> • Strive for personal best in every undertaking • Enable others to learn • Be punctual and prepared for all lessons and activities • Complete all set tasks to a high standard |
|  | <p>3. Have a safe non-threatening learning environment</p> <ul style="list-style-type: none"> • Behave honestly, sensibly & safely in all areas of the school, at sport, on excursions & travelling to & from school • Create an environment free of teasing, bullying & all other forms of harassment • Respect school property & the property of others • Respect the personal space & privacy of others |
|  | <p>4. Have a clean and tidy school</p> <ul style="list-style-type: none"> • Keep all areas of the school clean at all times • Put all litter in garbage bins or recycling bins • Ensure school books, equipment and materials remain undamaged and unmarked |
|  | <p>5. Take pride in being a member of the Manly Campus community</p> <ul style="list-style-type: none"> • Act in a manner that reflects well on themselves and the school community • Wear the correct school uniform • Be active participants in school life to give back to the community |
|  | <p>6. Celebrate success and enjoy recognition</p> <ul style="list-style-type: none"> • Value personal achievements • Positively acknowledge the achievements of others |

Year Adviser Awards

Congratulations to all students who received a Semester 1 Year Adviser Award. A list of award recipients is attached to the end of the newsletter.

Kathy O'Sullivan
Principal

Debating Update

Senior Debating

Manly Campus senior debaters have enjoyed debating in the final rounds of the Premier's Debating Challenge over the last month, coming up against teams from across Sydney and NSW, including Crestwood High, Mosman High, Engadine High and Hurlstone Agricultural High School.

Both the Year 11 and 12 teams have now completed their competitions, with Year 12 making it through to Round 5 and Year 11 making it through to Round 6, narrowly missing out on the NSW quarter finals.

The level of competition was extremely high and both teams showed resilience, critical thinking and great team work as they enjoyed the thrill of high-level competitiveness and difficult topics that stretched their general knowledge of politics, law and order and education.

Well done to our seniors! We are proud of your successes and look forward to seeing some of our Year 12 students come back to Manly Campus as university student adjudicators next year.



Top to bottom: Senior debating team, Year 11 debating team with Miss Koo

Junior Debating

Meanwhile, our junior teams are progressing well. Year 9 and 10 were both awarded Zone Champions in the Northern Sydney competition, with Year 10 winning their internal debate against Year 9 and Year 9 winning against Cromer Campus. Both teams also won against Mackellar Girls, with Year 10 arguing persuasively that we should not ban election content on social media and Year 9 putting forward a convincing case to not ban religious leaders from endorsing political candidates or parties. The teams next face off against each other in a knockout round!

Our new Year 7 and 8 teams also have enjoyed their first foray into debating in high school, as the competition was cancelled during the Covid lockdowns last year. Year 7 lost against Mosman High School, but won against Mackellar Girls, convincing the adjudicator that single-sex schools should not be banned. Meanwhile Year 8 lost against Mackellar but won against Mosman High, convincing the adjudicator that it would be a bad idea to introduce

compulsory technology classes for all Australians over 60. The teams next debate each other on the topic of sport.



Top to bottom: Year 8, 9 and 10 debating teams

All students are always welcome to attend debating club on Tuesday lunchtimes in room 140 – it's a great way to make new friends and receive mentoring and training from our senior debating students.

Thank you to families and teachers for supporting this valuable enrichment activity.

Madeleine Koo
Debating Coordinator

Public Speaking Competition

Congratulations to Jarod Binley (Year 8) and Sarah Seo (Year 7) who represented NBSC Manly Campus in the Arts Unit [Legacy Public Speaking](#) Competition. Both speakers delivered an entertaining and informative prepared speech and the judges commended them on their clear manner as well as having a well prepared topic area that they were able to make a personal connection to. Both speakers took a different direction in the response to the impromptu "Step up to the plate". Jarod was inspired by his knowledge of how tectonic plates influence farming practices in China and Japan (thanks to a Year 8 Japanese language project), whilst Sarah defined plate as a standard that is met – and elaborated on her knowledge of sport and politics in her response.



Both students demonstrated that they are confident, resilient and critical thinkers and we look forward to nurturing their public speaking talents further in years to come at Manly.

Rebecca Stuart
HSIE Teacher

Student Report

On 2 August I was fortunate to participate in the Legacy Public Speaking Competition. The Competition aims to give junior high school students an opportunity to improve their confidence and develop public speaking and speech writing skills.

Entering the competition was voluntary. In the first stage, the Manly entrants were asked to give a speech on 'Diversity' at the Harmony Day assembly. Sarah Seo and myself were selected to represent the school. Altogether there were 15 students from 8 schools across Northern Sydney.

On the day, I had to do two speeches; one prepared

and one impromptu speech. The subject matter was open although students were encouraged to consider the Legacy values. I spoke about The Kokoda Trail, the location of one of the most important battles in World War II, and the mateship and personal sacrifice of the Australian soldiers.

For the impromptu component we were given five minutes to prepare a two minute speech on the topic 'Step up to the plate'. Impromptu speaking is definitely an interesting and challenging experience.

The competition this year was held over Zoom and so did not have the same feel as performing live. While this was a little disappointing, I gave both speeches my best effort and really enjoyed the experience.

Jarod Binley (Year 8)

Sport Report

Congratulations to:

- Maggie Goodman (Year 12), who competed in the world Junior Squash Championships, in France last week, winning four of her six matches. This tournament was a wonderful opportunity after being cancelled for the past 3 years due to COVID.
- 
- Oliver Franz (Year 10) who has been selected for the Australian U19 Men's Team for the 2022 World Floorball Championships Qualification Tournament in Wellington, New Zealand, 29 September – 01 October, 2022.
 - Yelin Zou (Year 9), who as a member of Australian Fencing Team, together with three other teammates from NSW, won Gold Medal of Senior Womens Sabre Team category at Commonwealth Fencing Championships 2022 in London. Yelin received the grant of "Local Sporting Champions" from the Australian Sports Commission in late July and this is another milestone for her development.
 - Jaslyn Plummer (Year 7) who competed at the Australian School Sport Swimming Championships in August, coming 3rd in 50m Freestyle and 2nd in 100m Freestyle.

Grade Sport Finals

Junior Boys Soccer vs Narrabeen Sports HS Win 5-4 on penalties after the finish of regular time (1-1)

Student Report - On 17 August the boys played in the zone final against Narrabeen. Early chances were being created and Jonas took advantage of this, scoring to make it 1-0 Manly. It was a very even game and the lead was held well until a 50/50 penalty call was given to Narrabeen. They scored to draw the game 1-1 which brought us to half time. With position and tactic changes, the boys came out firing in the second half, taking control of the game, Narrabeen only giving a brief scare with a shot that only just went wide. It was 1-1 at full time and extra time was needed. Although we all fought our hardest, we couldn't grab the win in extra time and the match went to penalties. Rikuu, Max, Orson and Jonas all converted their penalties and it was all tied up until a few Narrabeen misses gave Josh the chance to shoot for the match, which he took and won us the game.

Man of the match went to Josh for leading our backline, creating chances on the wing and most importantly, stepping up and converting his penalty to send us into the super final. A mention goes to Evan who played excellently in goals during the game and saved 2 penalties in the shootout, leading us to win the match.

Ailbhe Rosenwax - Year 9 (This week's Captain)

Senior Boys Soccer vs Barrenjoey HS Win 3 - 1

The team went into the finals undefeated this season. The boys continued their winning ways after utilising a range of tactics prepared by Mr Crooks, to dismantle Barrenjoey in a convincing 3-1 performance. They go into the upcoming SuperZone final quietly confident of defeating NBSC Balgowlah Boys, which is a rematch of the 2019 SuperZone final, the last time we were able to hold these finals. Congratulations and best of luck in the SuperZone Finals.

Open Boys Volleyball vs Narrabeen Sports HS Win 2 - 0

After two defeats to arch rivals Narrabeen during the regular Grade Sport season, the boys went into the finals as underdogs. Knowing they needed to play their best volleyball to get the win, the boys had practiced each day to ensure they were prepared. The first set was extremely close, with the boys taking it 26-24. The second set was again another nail biter, however, after some great team plays, they secured the game taking the final set 25-21. Congratulations and best of luck in the SuperZone finals.



Open Girls Volleyball vs Narrabeen Sports HS Loss 2 - 0

The finals were always going to be a tough and close match as Manly hadn't yet beat Narrabeen this season. It was a tactical and well played game with both sets being won by Narrabeen by less than 3 points. Congratulations girls on a great season.



Macquarie University Robotics Open Night

On Friday evening 22 July a group of Manly Campus students attended the "Thunder down under" open day at Macquarie University, School of Engineering with the robotics team.

Students were divided into small groups and rotated through several introduction activities to identify skills, knowledge and interests. Manly Campus was well represented at this event with more than ten students attending including a large group of Year 8 students.

Year 12 students Kia, Annie Ming and Lucas, instructed students on the features, driving, crashing and many helpful tips for several robots used by the First Robotics team in previous competitions.

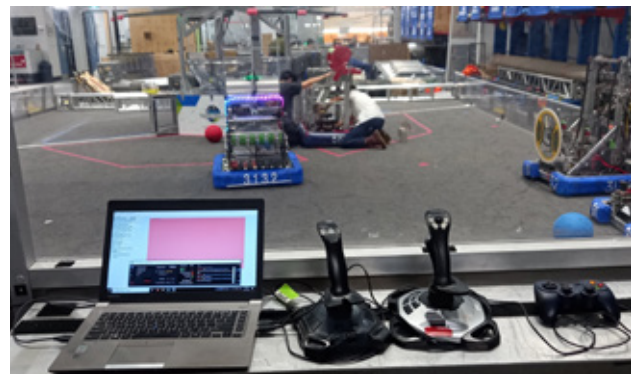
The second activity involved assembling, wiring and code troubleshooting an LED light strip game based using an Arduino.

The final activity for the evening involved building a catapult to shoot a ball into a box. This task

was similar to several robot challenges from past competitions, where balls were collected and placed or thrown in a collector.

Many students were very keen to go back and work with the team on Friday night to prepare a robot for the next competition

Ruben Stones (Year 11)
and Mr Forsyth (Head Teacher TAS)





Year 12 English Extension 2



Congratulations G22 English Extension 2

At 3pm last Friday there was jubilation and relief when 13 Year 12 English Extension 2 students completed their HSC Major Works.

English Extension 2 is the highest level of English in the HSC and is aimed at students with a keen interest in and aptitude for writing and literature. In the course, students develop valuable skills in research, editing and time management that they will take well beyond school and into university and future careers.

Teachers Ms Munro and Ms Koo are proud of each student for their persistence and dedication over the last year and for submitting compositions that reflect their passions, humour, vision and inventiveness.

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

Well done team, you did it!

Major Works

Short fiction

- Samuel Capell: *In fairer eyes*
- Olivia Castree-Croad: *Master of my Fate, Captain of my Soul*
- Xavier Herbert: *Synthetic Life // Organic Death*
- Balin Hewes: *Out of the blue*
- Annie-Ming Kowalik: *Smiles like the corners of petals knives*
- Mia McDonald: *The Anatomy of a Tunnel*
- Eleanor Yetts-McKernan: *Red threads*

Poetry

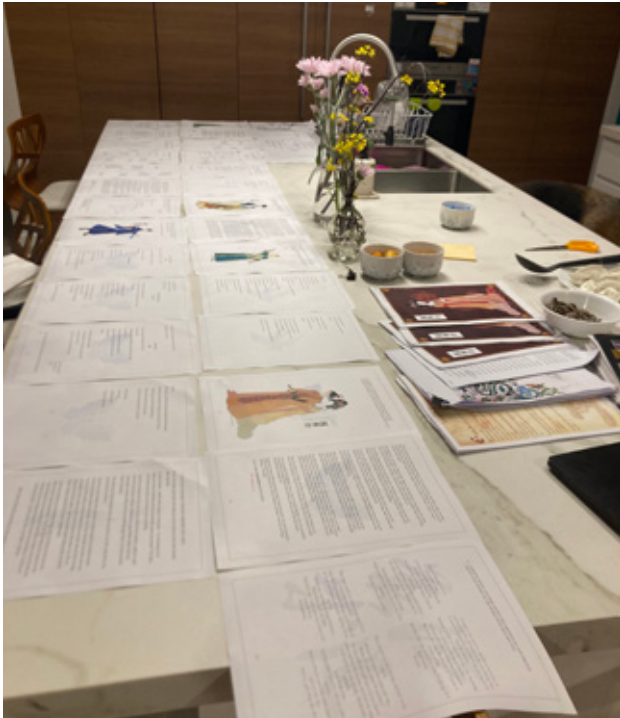
- Yindi Shipof: *On Searching and Salvation*
- Patrick Wu: *PUNK-ISM*

Critical Response

- Charlotte Camburn: *Entertainers and Peanut Crunchers: reclaiming the poetic voices of Plath and Cobain from the depths of tortured artistry*
- Siobhan Phelan: *Fictional Languages, or: How I Learned to Stop Mind-Mapping and Love Step-by-Step Guides*
- Elinor Williams: *Dressing the Becky Puppet*

Multimedia (short film)

- Andrew De Montfort: *A walk to the edge of town*



A Year 12 student reflects on their English major work journey

One must be a peculiar mix of inspired, crazy, sleep deprived and unrelenting to do the English Extension 2 course. With the achievement of finally submitting our long-awaited major work, our class of 13 realised a year-long journey towards a well-crafted piece.

While we worked hard all year, researching and conceptualising, the last weeks leading up to submission were a pendulum of stress, with the highs of 'I've gotten to the 6000-word count!', to 'but what does my work actually mean', duelling themselves across our waking hours.

Days before the submission date, groups of us coalesced near the English staffroom in what was aptly deemed 'the crisis room', furiously attempting to wrestle words into the shapes they were meant to describe on the page. While often punctuated by nonsensical declarations driven by undiluted stress:

'everything in the world is either a cow or not a cow' (in which I still see no logical fallacy), it is undeniable that the production of our final works was still the absolutely satisfying culmination of a year's worth of writing and rewriting and rewriting and rewriting.

Seeing our works spread out in all their many-paged glory, journals filled with months of research, the satisfaction of handing in our final manuscripts was immeasurable.

Our amazing teachers, Ms Koo and Ms Munro, were unfortunate but not unwilling recipients of our stress, however, spending countless hours pouring over drafts, final revisions, final-final-revisions, and final-drafts-2.0 ('I promise this is the last one'), and caught not only the smallest grammatical and formatting inconsistencies, but also helped shape the very expression of our investigations, for which we are so grateful.

Annie-Ming Kowalik (Year 12)

Year 11 Legal Studies

Excursion to NSW Parliament House

On 11 August, Year 11 legal Studies was fortunate enough to be the first school allowed back into NSW Parliament House Question Time in over three years. The school was officially acknowledged during Question Time by the Speaker of the House and welcomed by all members of parliament. You can [read the acknowledgement in the Hansard!](#)



I would like to commend all students for being so well behaved during the afternoon. They were very patient as we navigated public buses and mandatory COVID testing upon arrival at Parliament House. I think that everyone was surprised to see the reality of political debate and questions during the course of the afternoon. Students heard about a number of political issues (such as alleged corruption, piloting of flexible school hours, the state of the economy and the current biosecurity response to combat the

outbreak of the varroa destructor mite) first hand before seeing how the issues were later shaped by our news media across various channels.

We look forward to taking Year 9 Commerce classes next term. Also coming up on 1 September, Year 9 Commerce and Stage 6 (Year 11&12) Legal Studies will have a visit from a Senior Detective in Financial Crimes from NSW Police.

Rebecca Stuart
Legal Studies/ HSIE Teacher

Some of the things the students found most interesting - Year 11 Legal Studies "What did you learn about or find most surprising at NSW Parliament House?"

- *I learnt how question time works and how politicians can ask almost leading questions towards members of their own party that allows for the person responding to talk up their own party and criticise the opposition.*
- *The democratic nature of the lower house, as even the wall decor is voted on. I found the way that the speaker maintains order very interesting.*
- *I learnt how NSW parliament functions during question time and how the speaker maintains order*
- *Learnt a lot about the dynamic of parliament and how everything functions*
- *I learnt the processes involved in question time in parliament house and the roles and function of certain ministers. (e.g. Jonathan O'Dea is the speaker who is charged with upholding the rights and privileges of the ministers)*
- *I found the history behind the legislative chamber intriguing. I was also able to witness the question time first hand, and learn about the processes involved when asking questions such as the implementation of a speaker to maintain order and decide who speaks.*
- *Parliament house is much more rowdy than I expected. I did not think there would be as much shouting, and definitely did not think people would need to be removed from the room. I found the discussions interesting but felt that the public opinion did not have that much of a representation. I didn't know about the speaker role and thought that was interesting too.*
- *We learnt about what the state parliament looks like and how the politicians treat each other. It was interesting to see how issues*

that affect NSW citizens are discussed among representatives.

- *It was a very cool and interesting experience and it was nice to have a small tour and feel the vibe within Parliament House. From the experience I learnt that to have many members from different areas, as well as ministers for different sub sectors, are key as this is how the most effective and fair decisions can be made. How it was run especially through the Speaker was very cool, with the calls and standing orders. It also gave an insight into current issues and attitudes of the different sides. Also the coalition seemed to be boosting their own sectors and government in order to prove their points.*
- *It was a lot of fun to watch how informal the whole experience was. I expected all of the parliamentary members to be serious and strict, but instead they laughed and clapped at each other.*
- *The excursion was a good way to learn about the workings of parliament in NSW whilst having a practical and engaging application of question time. It was relevant to the syllabus and was intriguing to hear relevant topics to young people amongst important national matters.*
- *It was an enjoyable experience in which I learnt about the parliamentary process in NSW and how politicians work to create new bills to help improve the quality of life in NSW.*
- *I learnt about how question time works in the state parliament house, and the different languages used to maintain order in the debates.*



Year 11 Design and Technology

Library Display

Year 11 Design and Technology students have recently displayed their Green Design is Good Design projects in the library. The focus of this assessment task was to develop and construct the majority of their group project from recycled materials.

Group 1

Project: Hamburger table

Group members: Maksim, Aideen, Danny

Recycled or upcycled: Timber



Group 2

Project: Upcycle wallets

Group members: Oliver, River, Felicity

Recycled or upcycled: Fabric and leather

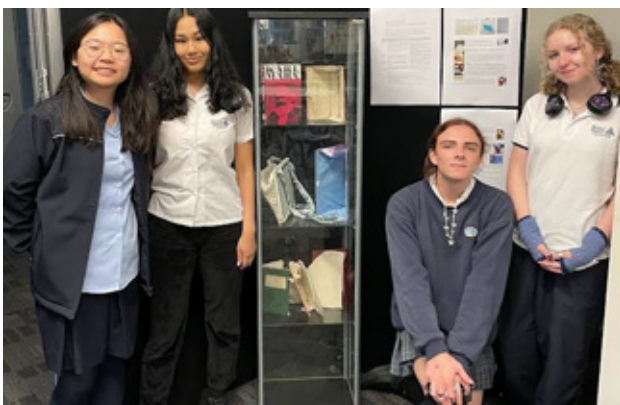


Group 3

Project: Sustainable book bag

Group members: Mayuri, Caroline, Lily Maya

Recycled or upcycled: Hardcover books and fabric



Group 4

Project: Sustainable broom

Group members: Callum, Oliver, Finn

Recycled or upcycled: Timber and plant leaves



Group 5

Project: Oversize Bean Bags

Group members: Ben, James, Liselotte, Vinny

Recycled or upcycled: Foam and fabric



Year 10 Engineering



As part of the Control Systems unit of work, Year 10 Industrial Technology students have sketched, design (with Fusion 360 CAD software) and

produce 3D printed Quadcopter frame prototypes ready for testing. Students must demonstrate using a remote control that they can hover, fly away from the user, fly back toward the user and land successfully.



Year 9 Science

Science Week

It's science week! - To kick off our Project Based Learning task, Year 9 had a Forensics Science day on 17 August that was filled with fun, collaboration and learning. In our incursion students were presented with a crime scene and had to examine and interpret evidence which included DNA analysis, microspectrophotometry, arson and ballistic evidences, in order to solve the Case of Identity. This case also incorporated social themes such as drug awareness and the impacts of hanging out with the wrong crowd.



Students were also very busy with hands on practical work such as 'substance testing' (in reality flame tests, and solubility/precipitation) and 'urinalysis' (protein and glucose tests) in the science labs with Dr Bolton and Ms Wan.

Year 8 Languages

JPIP

Congratulations to all Year 8 students who have been sharing their PIPs (Personal Interest Project) presentations and products with their classmates over the past few weeks in class. Students have the opportunity to research and explore something that interests them from either France or Japan, depending on the language they are studying.

I started this assessment task with my classes three years ago and the students are raising the bar higher each year with their incredible presentations. The range of topics is broad and it's a fascinating insight into our students' hobbies and passions.

This year, my classes and I have been lucky enough to learn about such things as anime, Japanese clothing and street fashion, samurai, katana, amigurumi, native animals, noodles, geisha, festivals, pearl divers, Japanese flutes, the military, Japanese game shows etc.

As well as a research presentation, students create a product to showcase their topic. Products such as videos, clothing, models, dioramas, artworks and crafts have been shared with classmates. Noah Turner even made a real-life katana (samurai sword), which could not be brought to class! I have loved seeing my students engage in and share their learning about Japanese culture. It's the only assessment task that I have ever given out, that students cheer when they get it!





Thanks Year 8 students for another wonderful year of PIPs.

Maria Feros
Languages

Year 8 Beach Excursion

In Week 3, Year 8 embarked on a journey to Curl Curl Beach for a Visual Arts excursion. They experimented with a variety of materials including pencil, pen, charcoal and photography to capture the local scenery and create unique beach compositions which will inspire their next project, a painting of the beach on either a skateboard or canvas. The students had a wonderful time, enjoying the sunshine and even spotting some dolphins playing and surfing some waves.



'The expedition from our beach to South Curl Curl, with the dappled surface of the ocean, the subject of our drawings. Busy sketching whirls and dips in the tide, the green glass ocean crashed and tumbled against the rolling surf and an afternoon filled with charcoal stained fingers and sea-sprayed faces.'

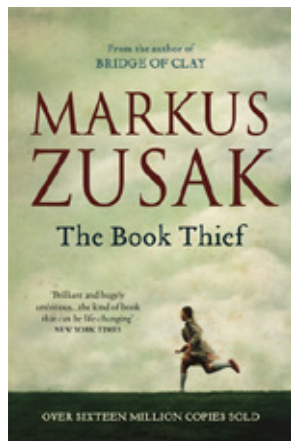
Ashley Jee (Year 8)

Year 9 English

Book Review

In Year 9 English, we are reading *The Book Thief* by Australian author, Markus Zusak. It is set in Nazi Germany and follows the journey of Liesel, a young girl who throughout the book, grows from a troubled child into a compassionate, creative young adult. With her adopted father, Hans Hubermann, she learns to read and develops a passion for words (and stealing books). Rudy, her bf (best friend!), steals not only apples but her heart. During this journey, we are also introduced to Max, a Jewish man with a similar love for literature.

The Narrator, Death, offers us a new perspective and a way for us to connect to the many victims of the war. Specifically, the book comments on the relationships humans have with Death and how he may interact with us. By giving Death a voice and almost-human personality, we can explore aspects of fate, religion and humanity during the war. *"Please believe me when I tell you that I picked up each soul that day as if it was newly born. I even kissed a few weary, poisoned cheeks. I listened to their last, gasping cries. Their French words. I watched their love-visions and freed them from their fear."*; it is a tragical and emotional way to look at victims of the Nazi Regime.



Lars - 9/10: *this book was incredibly moving. The characters are some that will stick with me for the rest of my life. The narration is interesting and unique. While the ending was absolutely brutal, Zusak has done an amazing job writing a future classic.*

Joanna - 9.5/10: *I was very emotionally invested in the characters and the book. I loved the way that it was written and how Zusak uses Death to narrate the events. Although the ending absolutely broke me, I still love this book very much.*

**Joanna and Lars
(Year 9)**

SRC Staff Spotlight

Ms Soraya Abidin – TAS Department

1. What made you get into teaching, any inspirations?

Becoming a teacher was a natural progression for me. My pathway was a bit different to most. After I finished school, I attended Art School at Sydney College of the Arts. I knew with this degree, becoming a teacher was always an option. I ventured in many different creative directions as a Textile Artist and working with Australian designers for Fashion Week, leading me to develop my own label 'Weathergirl'. I began selling at Bondi markets and later retail stores nationwide. I was often approached by aspiring creatives, asking me questions about the process of my work. I always enjoyed the opportunity to share my knowledge

and guided them. In those moments I realised I was a teacher. I began tutoring and teaching textiles to youth groups whilst completing my Dip Ed. This Industry experience is one of the most valuable tools I bring to the classroom.

2. What do you enjoy most about TAS and technology, what is?

Technology is awesome and constantly evolving. I love the 'hands on' practical environment and I like to set an open creative design studio vibe to my classes.

3. Do you have any fond memories of your high school?

Yes, I really enjoyed all the creative classes of course, like Visual Arts, Textiles, Wood and Metal. High school was such a wonderful time, it was the years of self-discovery and pretty much set my creative pathway. And I met my best friends.

4. What is your favourite part of Manly Campus?

The TAS staffroom and students. The people you work with and students you teach can really make your day. These guys have made Manly feel like home already.

5. What is one thing people don't expect about you?

I am a practicing Visual Artist and have exhibited work nationally and internationally. In seeking an opportunity to expand my artist network, I founded an NSW Textiles initiative 'Seed Stitch Contemporary Textile Awards'. The first exhibition was held at Warringah Creative Space, just across the road. The exhibition is now hosted by the Australian Design Centre and is in its 3rd biannual year of showing.

6. What advice would you give to Year 10 students considering TAS subjects for their HSC?

TAS offers many different creative directions. A discussion with your teachers can assist you to define exactly what it is that you are passionate about. Ideas and inspiration are one of the best driving forces for creativity and can lead to exciting discovery and successful project development.



Supporting Body Confidence

Teenage years are full of significant changes; physical, social, emotional, and cognitive. In addition to this, there are also the added pressures of social media, which are easily accessible to our teens. Research shows that body image is one of the highest personal concerns for teenagers and that although girls are primarily impacted by body confidence issues, boys also experience body image issues as well.

Tips for Teenagers:

- Take notice of what social accounts make you feel uplifted and inspired - follow more of these accounts.
- Recognise which social media accounts negatively impact your self-esteem or body confidence and unfollow them.
- Challenge yourself to a week free from body talk and other negative self-criticism. Tell your friends and family what you are up to, so they can support you.
- Take a body talk inventory and for every negative feature you come up with, think of a positive replacement that shows gratitude towards your body.
- Limit screen time and do things that make you feel good - go for a walk, listen to music and hang out with friends outside of the world of social media.

Tips for Parents:

- Get familiar with the apps that your teenagers use; Facebook, Instagram, Snapchat, Tik Tok, YouTube etc. Have conversations about them and what they see on them. Discuss what is real vs what isn't.
- Be aware of family banter and comments that could be easily misconstrued or be preconceived as hurtful.
- Model body positive language when speaking about yourself.
- Encourage your child to take occasional breaks from social media if they feel overwhelmed or

are not enjoying it. Set screen time limits and take a walk, call a friend, or get them to make something creative with their hands.

- Regularly checking in with your teenager and making sure social media is a safe and positive space together.
- Speak to a GP or other health professional if you're concerned about your child's body image, are noticing disordered eating habits and, or negative self-body talk.

Students and parents - if you would like to talk to a professional about eating disorders and body image issues, you can call The Butterfly Foundation on 1800 33 4673, or visit the [website](#).

The Butterfly Foundation is offering a free webinar called 'Let's talk body confident children and teens' on Monday 12 September 2022 at 7:00pm - 8:15pm. They will be providing information and practical tips to help parents understand and promote positive body image in the home. [Register here](#)

Second Hand Uniform Shop

The uniform shop will be open on the first Tuesday and the third Thursday of the month from 8:15am -9am

Next Open
Tuesday 6 September &
Thursday 15 September
8:15am-9am

COVID safe practices in place, please adhere to the following:

Students only | Wear a mask | Stand 1.5 mtr apart while waiting in line.

If a student cannot attend the shop, orders may be requested online at: manly2ndhanduniforms@gmail.com

The second hand uniform shop is run by parent volunteers and relies on your generous donations. Donations of washed, good quality uniforms are much appreciated and can be left at the school office. 100% of proceeds go to the P&C for projects to benefit students.



BODY CONFIDENT CHILDREN & TEENS WEBINAR

**SUPPORTING BODY CONFIDENCE AND
HEALTHY RELATIONSHIPS WITH FOOD AND
EXERCISE IN YOUNG PEOPLE**

MON, 12 SEPT 2022

7PM – 8.15PM

VIA ZOOM

**Live – No Recording
Available**



AUDIENCE
Parents &
Community



SESSION LENGTH
1hr 15mins



COST
FREE

[BOOK NOW](#)



This relaxed and informative seminar for carers of primary and secondary age children gives practical tips to help you better understand and promote positive body image in the home. Delivered by the Butterfly Foundation, Australia's largest not-for-profit for eating disorders and body image concerns.

In this session you will cover:

- Overview of body image and the importance of prevention
- The spectrum of body and eating issues
- Key influence on body image, including social media
- The impact of diet culture and weight stigma
- Busting common myths around eating disorders
- Reducing appearance talk and how to respond when a child expresses negativity towards themselves/others
- The power of role modelling positive body image and behaviours
- Understanding warning signs and the importance of early intervention
- What to do if you are concerned about a child.

TESTIMONIALS

"So glad I came. There is so much pressure on kids these days, it's hard to know what to do. This has given me lots of practical ideas." Parent WA

Contact:

E: education@butterfly.org.au

T: 02 8456 3908

www.butterfly.org.au



Year Adviser Awards 2022

Year 7

Marcus Bai
Gilbert Barker
Sophie Buck
Sophie Elliot
Agustina Escribano
Lachlan Eyles
Lielle Fane
Sia Field
Jessica Freedman
Gopi Ghevariya
Annika Harding
Vivien Hurley
Nia Joshi
Benjamin Kinner
Benjamin Kioko
Andre Kwok
Shuyan Lin
Tatiana Materka
Sarah Seo
Matteo Taylor

Year 8

Camilla Bruclien
Samuel Clift
Matthew Erichsen
Shinwook Kang
Kenjin Kondo
Jennie Ming Kowalik
Aiden Lee
Bozhi Liao
Gus McBride
Louise Muenninghoff
Charlie Naylor
Maggie Ng
Jack Richardson
Alexandra Roberts
Alexander Stanojevic
Thomas Stevens
Aizen Tam

Nicholas Thornley
Jasper Willemse
Kye Williams

Year 9

Larnach Black
Evan Cahill
Amelie Chan
Tobe Cornelius
Ethan Feng
Jodhi Harrison
Lexi Hu
Luke Ivering
Joanna Lee
Marlon Leforestier
Vernon Leong
Sophie Lintvelt
Eliza Lyons
Anthony Swan
Max Winter
Daniel Yang
Rikuu Yoshida
Sherissa Zhang
Hanwen Zhu
Yelin Zou

Year 10

William Cannon
Martin Cheung
Zak Davies
Samuel Daykin
Jack Dowd
Cambell Freeman
Sean Haines
Saurav Holla
Lily Hundelby
Kosei Kubo
Jeremy Kwong
Jeremy Lee
Owen Malley
Gavin Min

Zebadiah Norris
Benjamin Pratley
Sana Sahdev
Eiji Sasage
Asa Shefts
Samuel Sherlock
Thomas Woods

Year 11

Leo Bernhardt
Joel Cameron
Francis Dael
Joshua Davey
Samuel Doughty
Noah Fiedler
Anuj Gupta
Kavya Gupta
Jiaying Han
Michael Hawkins
Kevin Lu
Ella Maryska
Finn Matthews
Jack Naylor
Ray Ozaki
Benjamin Palmer
Zev Shy-Tielen
Gemma Stevenson
Liselotte Thelosen
Luke Thom
Nicolas Vana
Jared Wong
Yixin Wu

Year 12

Samuel Capell
James Choi
Ian Chuah
Lucie Coffey
Daniel Crimp
Lachlan Farquhar
Lucas Farrugia

Fergus Fitzpatrick
Freya Green
Chloe Hines
Ashlyn Johnson
Sayano Kijima
Louis McKay
Jack McLean
Louise McWhinney
Aidan Perry
Luna Razzaghipour
Joshua Roberts-Coles
Bezi Saunders
Yiao Xue

Bell times are changing at the start of Term 4

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 0 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 | 7:55 – 8:50 |
| 1 | 8:55 – 9.50 | 8:55 – 9.50 | 8:55 – 9.50 | 8:55 – 9.50 | 8:55 – 9.50 |
| 2 | 9:50 - 10:45 | 9:50 - 10:45 | 9:50 - 10:45 | 9:50 - 10:45 | 9:50 - 10:45 |
| Assembly | N/A | N/A | 10:45 – 11:05 | N/A | N/A |
| Recess | 10:45 - 11:05 | 10:45 - 11:05 | 11:05 - 11:25 | 10:45 - 11:05 | 10:45 - 11:05 |
| 3 | 11:05 - 12:00 | 11:05 - 12:00 | 11:25 - 12:20 | 11:05 - 12:00 | 11:05 - 12:00 |
| 4 | 12:00 - 12:55 | 12:00 - 12:55 | | 12:00 - 12:55 | 12:00 - 12:55 |
| Lunch 1 | 12:55 - 1:15 | 12:55 - 1:15 | 12:20 - 12:40 | 12:55 - 1:15 | 12:55 - 1:15 |
| Lunch 2 | 1:15 - 1:35 | 1:15 - 1:35 | 12:40 -1:00 | 1:15 - 1:35 | 1:15 - 1:35 |
| 5 | 1:35 - 2:30 | 1:35 - 2:30 | 1:00 – 2:30 | 1:35 - 2:30 | 1:35 - 2:30 |
| 6 | 2:30 - 3.25 | | | | 2:30 - 3.25 |



Band Report

So many events!

We are so happy that we have so many events coming up. Every member of Band will have played in at least one of the 4 events happening in the next couple of weeks.

See below dates for your diaries.

Please note that Semester 2 fees will be coming out soon. Prompt payment would be much appreciated. If you haven't paid Semester 1 fees please can you do so. Any issues please get in touch at andyandmel@gmail.com

Chamber and Strings - ASBOF

Hot on the heels of the success of our Wind and Jazz streams, String Ensemble and Chamber Orchestra will play at ASBOF this Sunday. Good Luck and enjoy.

Strings - Opera House Performance

Almost immediately after ASBOF, String Ensemble will play at the Opera House next Tuesday! We are so proud of you and excited that you have been chosen to perform in the Festival of Instrumental Music. Only a few individual items are chosen so this is a real honour. Congratulations!

Tuesday 30 August

- Winter school uniform with blazer and tie
- Don't forget your instruments as it is not a normal band day
- 3pm - The coach will leave school
- 4.45pm - Parents collect students at the Opera House stage door
- 6.15pm - Students meet back at stage door to go backstage
- 7pm - Show starts.

Jazz Orchestra - Creative Arts Performance at Freshwater Campus

JO will accompany some of our HSC Music students at this cross-campus event. Thank you for supporting your peers, especially at such a busy time of term.

- Uniform – Blacks.
- 6.30pm for a 7pm start.

Concert Band and Wind Ensemble – NSSWE Festival (Northern Sydney Symphonic Wind Ensemble)

CB and WE will be playing at the Spring Festival of NSSWE at the Concourse in Chatswood – another great venue for music.

Thursday 8 September

- Uniform - Winter School Uniform with Blazer and Tie
- 5.40pm - Concert Band meet at Muster Point to go Backstage
- 5.55pm - Wind Ensemble meet at Muster Point to go backstage
- 7pm - Show starts.

We would like a few volunteers with WWC to stay with students through the event, please let your Liaison know if you can help – you will still get to watch the performance from the Dress Circle.

[Tickets on sale now through ticketek](#)

Senior Wind Orchestra, Jazz Orchestra, Chamber and Strings - Musicale

Our premier event at the Independent Theatre in North Sydney where we hear outstanding music from our Senior Ensembles and officially say goodbye to our Year 12.

Sunday 11 September

- Winter school uniform with blazer and tie
- 1pm: Bump in, students set up equipment
- 2-4pm: Rehearsals for each ensemble & ensemble photos
- Pizza provided for all students
- 5pm: show starts (intermission half way)
- 8pm: everyone pack up and Jazz in the foyer.

Tickets on sale Monday 29 August at 9am through [trybooking](#).

Jazz Orchestra & Jazz Combo at Manly Jazz Festival

The Jazz festival has had to move to a new date and reduce to 2 days, so it is a testament to the reputation of Manly that we are still asked to perform when there are less spots available.

Please save the date:

Jazz Orchestra Sunday 25 September 4 - 5pm

Jazz Combo Sunday 25 September 1.45pm - 2.45pm

Term 4 Dates

Chamber and Strings – Strings Soiree

Friday 11 November

Jazz Night Out

Saturday 19 November

All Jazz

Intermediate Band Tour

November 29 – December 2nd

Batemans Bay

(yes, it is the week after Year 9 camp, and the week before Year 10 formal, it is a small window of opportunity)

Junior Band Tour/Camp

6-9 December

Port Macquarie

Emails will be coming out to families with details and asking for numbers. Tours will need a high proportion of students to attend in order to go ahead.

All Bands - Big Band Bash 2

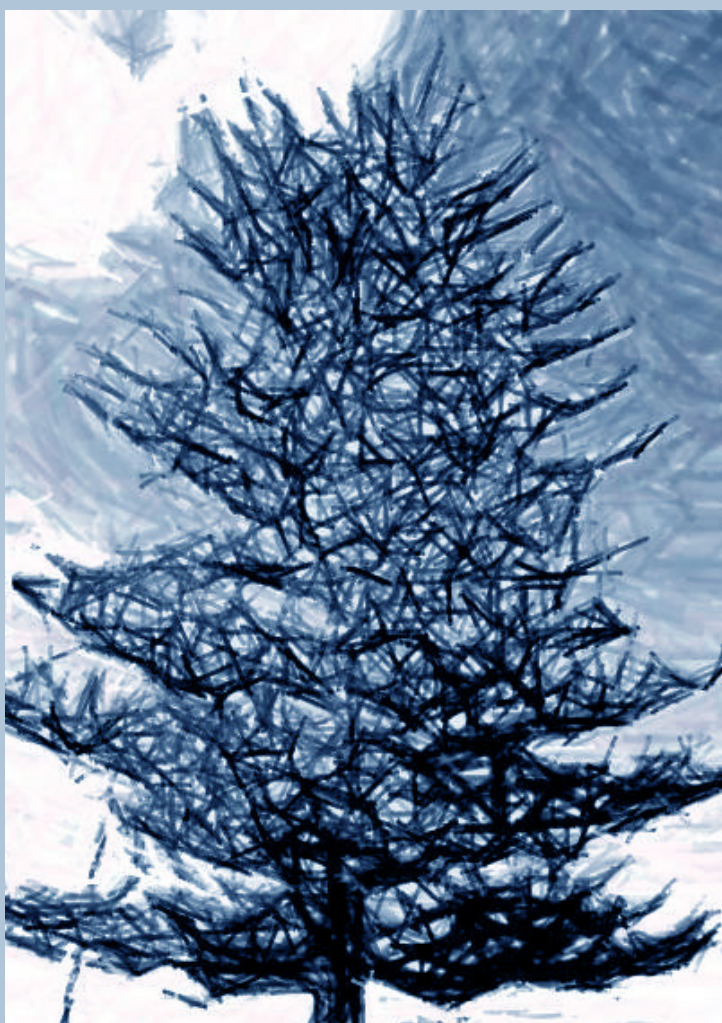
Tuesday 13 December TBC

2023**Sun Run 2023**

Saturday 4 February

Our chance to be part of a great community event and fundraise for Band. Come and volunteer.

*The next newsletter will be published on
Friday 23 September*

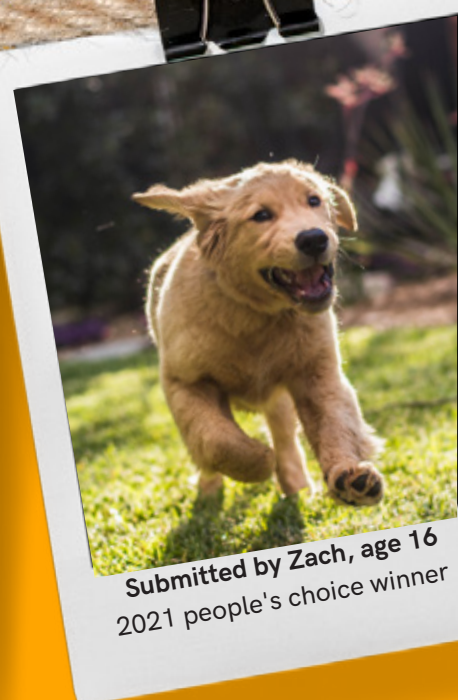




Submitted by Logan, age 16
2021 competition category winner



Submitted by Ruby, age 13
2021 competition overall winner



Submitted by Zach, age 16
2021 people's choice winner

NEED A LIFT?

Mental Health Month photography competition for young people aged 12-24 across Northern Sydney



To celebrate positive mental health, capture a photo of something uplifting, positive or joyful in your life or community.



Selected photos will be showcased in lifts and across your local community as well as on Instagram @needaliftphotography during Mental Health Month in October.



Heaps of prizes including 6 x JB Hi-Fi vouchers up for grabs with values of up to \$350.



Submit your entry by Sunday 11th Sept, 2022.
For details and to enter scan this QR code now >



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Northern Sydney
Local Health District



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Lifestyle and opportunity @ your doorstep

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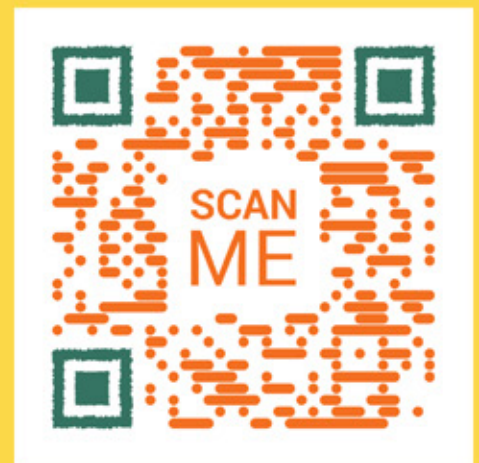
**MENTAL
HEALTH
MONTH
OCTOBER**

CALLING YOUTH AGE 8-23 WITH A BIG IDEA!



SPARK TANK: YOUTH BUSINESS PITCH EVENT

Have a big idea to
start a business
or help your community?
Enter today for a chance to win
business coaching and a chunk of
a \$15,000+ prize pool



SUBMISSIONS CLOSE
AUGUST 31

Live Event at Glen Street Theatre, Belrose

13 October 2022

Share the
spark
sharethespark.org.au



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Share the spark

HOW DO I ENTER?

1

PUT TOGETHER A TEAM

Your team must be between 2-6 people, ranging in age from 8-23. Ages can vary within the group. For evaluation, we will separate the teams into two age categories, roughly one for 8-16 year olds and one for 17-23 year olds. At least one person on the team must be going through (or recently gone through) a 'hard time'. **We won't ever ask who it is**, but your team members should know.



2

COME UP WITH AN IDEA

Get the team together and think big, think bizarre. Do whatever sparks your imagination and inspires you. It can be an idea for a business, an app, or an invention to save the world. You can also think of an idea for something you want to do. A project or community event, or something for your team or school. The idea can be as big or as small as you like.



3

SUBMIT YOUR IDEA

Now you need to submit the idea. Click the Spark Tank Submission form link on our website at <https://sharethespark.org.au/spark-tank-event>. Don't worry, it is only 3 quick questions. You do not need to know exactly how you will make your idea work or how much money it will take, but you should be able to make some good guesses. **Deadline for submissions is August 31, 2022.**



4

PITCH AT THE EVENT

Our "Sparks" judges will evaluate your submissions. Finalists will record a run off video. Then three teams from each age category will pitch on the night. Everyone who submits will receive feedback on how to progress their idea. The selected teams who will make the pitch will have a pre-interview with the Sparks team and some coaching prior to presenting at the event.

