



Principal's Report

Dr Kristy Goodwin

In partnership with the P&C we engaged [Dr Kristy Goodwin](#), one of Australia's leading digital wellbeing researchers. Students from Year 7-12 completed an online assessment in April 2022 to identify their current levels of digital wellbeing and focus. The online assessment has been designed to pinpoint the digital habits that are helpful and serving students and some of the digital behaviours and practices that may need to be adjusted and/or rectified to optimise students' physical health, mental wellbeing and/or focus. There are four domains in the assessment:



Assessment Results and Recommendations

Areas of strength identified: Most students across Grades 7-12 at NBSC Manly Campus indicated that they did not have difficulties regulating their digital usage. This is a pleasing finding and may be correlated to their superior impulse control skills, which are typical of students with higher academic performances. Most students across all grades also stated that their use of technology was generally supporting their wellbeing. As would be expected, students in the younger grades were spending less time on digital devices both during the week and on weekends, compared to older students' usage patterns.

Areas of needs identified: Many students were not meeting the suggested 90 minutes of exposure to natural sunlight each day. This is vital for offsetting myopia (near-sightedness), to rest circadian rhythms to help with sleep and bolster mental wellbeing. Also concerning was that a significant proportion of students in all grades indicated that they were not regularly meeting the suggested sleep guidelines for their age range and not adhering to the recommended

60 minutes of moderate to vigorous activity each day. Issues with inadequate sleep duration were prevalent across all year groups, but most concerning in the younger year groups. For example, in Grade Seven 26% of students indicated that they were never consistently achieving 8-10 hours sleep/night, and in Grades 8 and 9 it was 22% and 26% of students who were 'never' attaining 8-10 hours sleep/night. Poorer sleep outcomes were correlated with a lower percentage of students in these grades 'always' having a designated spot outside of bedrooms for digital devices at night. It appears that a greater proportion of students in Grades 10-12 reported having firm limitations on what content they could access at home and restrictions on keeping devices out of bedrooms, as compared to students in Grades 7-9. This may be a trend in parenting approaches to technology management at home.

Dr Kristy Goodwin's Recommendations

1. Continue to educate your parent community about students' digital wellbeing

Parents need continual information and guidance about why it's imperative to moderate and limit their children and teens' time online, especially at night. Sharing evidence-based strategies and current research can help to arm parents with critical information and realistic strategies to empower them to navigate the digital terrain with their adolescents. Regular articles and tech tips could formulate part of your regular school communications with parents. This is critical for parents across all age ranges, but particularly in the lower secondary years, as your school results suggested that many students did not have restrictions on what they could access at home and where devices are stored at night (whereas, a greater proportion of your older students reported having greater parental controls and limitations).

2. Support students to cultivate the skill of focused attention

The most critical skill to develop in the 21st Century is attention. Students' ability to avoid multi-tasking and manage notifications are areas of priority. If students

cannot orient, direct and control their attention then their learning and wellbeing may be compromised. Targeted programs that develop executive function skills can bolster attention skills. Other science-backed initiatives that support students' focus are physical movement, breathing practices and light (ideally sunlight). These can optimise students' focus. Harvard Center (sic) on the Developing Child have some resources that explore executive function skill development. Students in Grades 10-12 also reported multi-tasking whilst studying and poor levels of focus.

3. Targeted sleep education programs

Sleep is foundational to student learning, mental wellbeing and physical health. Having sufficient periods of deep sleep is critical for learning, but many students in the survey data indicated that they were using devices within 60 minutes of going to sleep, suggesting that their deep sleep phases would be shortened. The student survey data revealed that a significant number of students, from all grade levels, were not meeting the recommended sleep guidelines of 8-10 hours/night for 13-18 year olds. Student and parent workshops that explore sleep hygiene, particularly exploring the ways in which their screen habits can sabotage their sleep would be ideal. Student workshops that outline the role sleep plays in their wellbeing and learning and the protocols that they can put in place to optimise their sleep would be suggested.

4. Consider ways to bolster students' natural light exposure & incidental physical movement at school

A surprising finding was that many students reported that they weren't meeting the minimum of 90 minutes/day of outdoor time. With the exception of students in Grades 9 and 10, the majority of students in all other grades were not meeting the daily recommended sunlight exposure of 90 minutes/day. Exposure to natural sunlight is critical for students' eye health as it can help to offset myopic progression. Exposure to sunlight can also help to optimise students' sleep, especially if being exposed to light within the first 30-60 minutes of waking (this can help to reset the circadian rhythm) and sunlight exposure can also promote feelings of alertness which is critical for learning and focus. Given that a significant number of students indicated that they were exceeding two hours of tech-time for leisure purposes both on weekdays and weekends, increasing physical movement, possibly with micromovement breaks within or between lessons may help to compensate for the increased sedentary time students may be accumulating.

Resources

- [Why your family needs to establish your digital guardrails](#)
- [Family Wellbeing Plan](#)
- [My Digital Wellbeing Plan](#)

Year 7 Evening

Year 7 parents and carers are invited to attend a Year 7 evening on Tuesday 7 June, 6-8pm in the school library. There will be a 30-minute presentation followed by refreshments and a chance to meet other year 7 parents and carers and members of the P&C. RSVP and payment to be made by Friday 3 June through trybooking: link [Year 7 Evening](#)

Year 7-10 Reports

Year 7 - 10 reports will be distributed in Week 9 this term. This year, we are replacing *Proficiencies* in Year 7-10 reports with *Manly Learner Attributes*. This is to align the report criteria with students' self-reflections completed through their Manly Learner Portfolios. There are a total of nine attributes under the three domains of *Academic Excellence*, *Personal Best* and *Giving Back to the Community*. Each semester, teachers will select a total of four attributes to report on relevant to the content of their course - one from each of the three domains, plus an additional attribute from any domain.

Manly Learner Attributes

ACADEMIC EXCELLENCE	PERSONAL BEST	GIVING BACK TO THE COMMUNITY
Resilient and Self-Directed <i>Challenging - Persisting - Adapting</i>	Reflective <i>Listening - Giving - Collaborating</i>	Global Citizens <i>Participating - Acting properly - Altruist</i>
Creative <i>Imagining - Inspiring - Problem Solving</i>	Self-aware <i>Experimenting - Comparing - Celebrating</i>	Communicators <i>Listening - Learning - Leading</i>
Critical Thinker <i>Reasoning - Knowledge seeking - Analysing</i>	Organised and Efficient <i>Planning - Prioritising - Adapting</i>	Collaborators <i>Contributing - Supporting - Trusting</i>
ENGAGED	CONNECTED	

Congratulations to:

- Olivia Castree-Crood (Year 12) who won the Sydney Eisteddfod Shakespeare monologue competition (17-19 years).
- Charlie Heaton-Armstrong (Year 10) who competed at the National Sprint Kayak Championships in Adelaide last week, winning gold in the following U16 races: K1 200m & 500m, K2 200m & 500m, K4 200m & 500m, and silver in the K1 1000m & 2000m. As a result of his performance, Charlie has been selected in the Australian team for the Asia Pacific Sprint Cup in Komatsu, Japan in September

Kathy O'Sullivan
Principal

Upcoming Events

Week 7: UAC Zoom for Year 12 parents & students

Year 12, Wednesday 8 June, 6pm - [link](#)

Week 8: School Musical

Tuesday 14 June - Saturday 18 June, 7pm

Tickets on sale through [trybooking](#), \$35

Week 9: P&C Meeting

Wednesday 22 June, 7pm in the library and via zoom

Week 9: UAC Zoom for Year 10 parents & students

Year 10, Wednesday 22 June 6pm - [link](#)

Week 10: Principal Awards

Monday 27 June - Year 7, 8, 9

Tuesday 28 June - Year 10, 11, 12

Students will be able to check for their names in the office foyer in Week 9, and parents of award recipients will be emailed details in Week 9.

National Reconciliation Week

National Reconciliation Week

This Year's National Reconciliation Week is themed, "Be Brave. Make Change." This challenges all Australians to be brave and tackle much of the unfinished business around reconciliation. This will lead to beneficial change for all Australians. National Reconciliation Week is always celebrated from 27 May to 3 June in response to two important historical events and significant milestones on the journey to reconciliation for Aboriginal and Torres Strait Islanders. These were the 1967 Referendum and 1992 Mabo, High Court decision. All Australians are encouraged to learn about our shared histories, cultures and achievements and contribute to achieving reconciliation in Australia.

A special assembly was held this week to celebrate National Reconciliation Week. Octavia Williams wrote her own Acknowledgement of Country and Rebecca Hoffman gave a speech outlining the significance of this week. Senior SRC members held a Q and A session where students were able to ask questions about aspects of National Reconciliation Week. Harrison Woods (Year 8) and Tom Woods (Year 10) were guests at the Dee Why High Potential and Gifted Conference on Tuesday with Harrison delivering a heartfelt Acknowledgement of Country and Tom welcoming attendees with cello music.

Octavia's Acknowledgement of Country

As a proud Yugambah woman, I would like to acknowledge the traditional custodians of the land on which we gather today. On these sacred lands, I pay my respects to elders past present and emerging and extend this respect to any other Aboriginal people among the students and staff of Manly Campus present here today.

I would like to recognise the ancient and developing connection between Indigenous peoples and their environment. For they hold the memories, traditions, cultures and hopes of Aboriginal Australia, which we continue to uphold as we live, breath and walk here at Manly.

It is important we acknowledge that under the concrete and asphalt, this land is, was, and always will be traditional Aboriginal land.

During this week we come together to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. It is this week that allows us to connect with our past and create a pathway for the future.

Rebecca Hoffman Reconciliation Week Speech

You may have seen a poster. Or a bulletin on the news. Maybe a tiny subscript squished into the corner of your calendar that heralded Reconciliation Week had begun.

We often view 'reconciliation' as an apology. And certainly, the week does begin with this in the form of National Sorry Day, remembering Kevin Rudd's 2008 speech to recognise the faults of the Australian government in treatment of Aboriginal and Torres Strait Islander people. But what we often fail to see, is that 'Reconciliation' means to come together in harmony. Reconciliation week starts with an apology, because to move forward we need to recognise the horrific actions of our people and government towards the Indigenous population.

We learn about these events in history. From primary school, we hear about the arrival of Captain Cook in 1770, and his declaration of 'Terra Nullius', that there were no people living on the land. Then in 1869, the Victorian government began the first removal of Aboriginal children from their parents. This established generations of children stolen from years of culture, heritage, family, and community, which has consequences that are still felt today.

We often view these horrific actions as belonging

to the past. 'But I'm not racist' we say to ourselves to alleviate the guilt. Yet in a country of people who are 'not racist' an Aboriginal defendant in court is 11 times more likely to be refused bail. Despite Australia not 'being racist', Indigenous people account for 48% of all children imprisoned even though they represent 5% of the population. In a country that 'isn't racist' Aboriginal and Torres Strait Islander suicide is double that of the rest of the population. And Australia apologises, because this happens now.

But Reconciliation week only starts with 'sorry'. This year's theme is 'Be brave. Make Change.' Because it is only through bravery that Indigenous people were first recognised as citizens in the 1967 referendum. Being brave enabled Eddie 'Koiki' Mabo to go to trial against the State of Queensland itself. He overturned Terra Nullius and the constitution, giving himself the legal right to a home, and making change.

For us, who may feel like there's not a whole lot we can change, being brave starts with being anti-racist - standing up to anyone who is propagating views of Indigenous inferiority. It's choosing to learn about Indigenous culture, art, music, and dance. Being brave is promoting a consciousness of the amazing culture that is one of the oldest in the world. Because it is through this that we can make change, so that we can truly reconcile. And 'sorry'? That's just the first step.



80th Anniversary Commemorative Service



Last Friday, Samuel Rose and I were gifted with the privilege to represent our school and honour the fallen at the 80th anniversary of the Japanese submarine invasion on Sydney Harbour which occurred on 29 May 1942 during the second World War. The commemoration took place at the breathtaking North Head Army Barracks.



We were surrounded by stunning views of the coast while veterans and representatives of those who are no longer with us shared stories of the shocking event. Among the people there were many representatives from other schools including all the schools in our college, as well as many local, state and national political figures. Near the end of the event, all of the organization representatives and individuals laid wreaths at the foot of the memorial. We were very honoured to lay a wreath on behalf of Manly Campus to pay our respects to those who gave their lives to save us. And let's not forget those brave Japanese soldiers who gave their lives for their country and were lost to the shells of the heavy cruiser, USS Chicago.

The day, although a solemn occasion, was a very good experience for the both of us and I'd like to thank everyone involved, especially Mr Young who





took time out of his day to attend the event with us. I can say with confidence that it was a pleasure to represent our school at this event and I salute those who fell for us 80 years ago.

Ben Pratley
Year 10

National Schools Constitutional Convention

Congratulations to Gina Harrison who represented NBSC Manly Campus at the 27th National Schools Constitutional Convention at Parliament House on 10-11 May. As the students were not able to travel to Canberra the NSW cohort met at NSW Parliament House and were set up with live inter-state video links. The question for the day was [‘Does Australia need a Bill of Rights?’](#)



Students heard from the Human Rights Commissioner, Ms Lorraine Finlay and a number of distinguished academics on the experience from different countries Human Rights laws and politics, as well as the Australian context in 2022.

There was a significant amount of pre-reading that each student was required to complete so that they could compare the outcomes of jurisdictions that already have a Bill of Rights. Students workshopped key questions throughout the two days that need to be addressed in order to progress the national conversation: What rights if any should be protected by a Bill of Rights? Should some rights be given a higher priority than others? If they should be protected, how should that be best done? (For example, should it be statutory or entrenched in the Constitution)? The final communique has been forwarded to the President of the Senate for tabling in federal parliament.

Gina demonstrated her outstanding knowledge of human rights law and her leadership qualities and was nominated to represent the group as NSW speaker. She was also fortunate to be shown around Parliament House by the honourable James Griffin, Member for Manly and Minister for Environment and Heritage.



We are extremely proud of her achievement.

Rebecca Stuart
Legal Studies

Public Speaking Competitions

The Arts Unit has been extremely responsive in their approach to public speaking and has been running the public speaking competitions again this year.

Congratulations to Isla Hook (Year 11) who represented Manly Campus in the local Plain English Speaking Finals last month via zoom.

Congratulations also to Jarod Binley and Sarah Seo who will represent Manly Campus at the local final later this term in person.

I would like to thank all of the students who tried out for public speaking this year. It was an extremely difficult extra-curricular activity to run with cohorting arrangements in place last term, but all students used their own initiative to find alternate ways to communicate with me, with each other, and to communicate their broader messages across to the school community.

Ms Stuart
Public Speaking Coordinator

International Mathematics Modelling Competition

Recently, twelve students participated in the International Mathematics Modelling Competition. Constrained to a period of five consecutive days, teams of four unpack the given problem, hypothesize, test, and develop a working solution, before preparing and submitting a report on their solution to a judging panel.

This year's problem was titled "Aboard! Boarding and Disembarking a Plane" and required teams to investigate and determine the most efficient way for this to occur.



"The IMMC was an excellent opportunity to test our mathematical problem solving, teamwork and time management. We were challenged with a set of advanced questions centred on calculating boarding and disembarking times on passenger planes, tasked with creating a model that can be applied to different types of aircraft. Not only did this competition give us a chance to apply mathematics to a real-life problem, but it also gave us a taste of what working as a mathematician is like. Despite being mind-bendingly difficult, we all came out on the other side as better mathematicians." ... The Algebras

"Our group, the Mathlettes, had a wonderful time participating in the competition. We found the problem more challenging but also more enjoyable than last year, since it involved different mathematical methods to what we had encountered in school, and required us to develop and test several models before devising our final solution. While we may have exhausted the library's supply of whiteboard markers, the process was well worth the time spent, and we'd recommend IMMC to any enthusiastic problem-solvers." ... The Mathlettes

Maths Department

Debating

The 2022 Premier's Debating Challenge is well underway in Term 2 and our senior debating teams have enjoyed consistent success. Our Year 11 and Year 12 teams are now firmly at the 'pointy end' of the competition, squaring off against public high schools from across Sydney and NSW for the prestigious Hume Barbour Trophy.

The Year 11 team competed against Brisbane Waters Secondary College Woy Woy Campus in round two and convinced the adjudicator that students should not have to count one unit of sport towards their HSC. Likewise, in a spirited in-person debate with Baulkham Hills High School, our Year 12 team argued successfully that students should be able to choose to do extra academic classes instead of sport. Special congratulations to our Year 12 team who have been balancing debating with the demands of their HSC.



The Year 11 team competed against Quirindi High School in round 3, and as the affirmative team argued convincingly that statues of people involved in the colonisation of Australia should be removed. Their next debate is against Hurlstone Agricultural High School.

Meanwhile, in what is sure to be a lively event, Year 12 will next compete against Sydney Boys High School in a face-to-face competition.

Debating for junior students is also gathering momentum, with our new 2022 Year 9 and 10 teams ready to



represent the school against Cromer Campus and Barrenjoey High School in the coming weeks.

Students in Year 7 and 8 are trialing for the teams in Week 6 and 7, with those debates taking place in Term 3. Tryouts are taking place on Thursdays at lunchtime in room 140 on 2 June and 8 June.

Students who attend the weekly debating club on Tuesdays recently enjoyed learning and refreshing their skills when guest speaker Anthony Davey, the Department of Education's debating and public speaking coordinator, joined the club in a video conference.

A reminder that students representing the school in debates should be in full school uniform, including footwear, and blazers which can be borrowed from the school office.

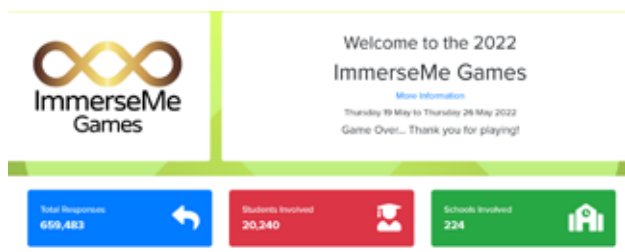
Please contact the debating coordinator through the school office or by email: madeleine.koo@det.nsw.edu.au regarding the organisation of fixtures or other debating enquiries.

Ms Koo

Languages

Game over ...

Thank you for playing our first ever immerseme games



Congratulations to all the Manly language students who participated in the ImmerseMe Games 2022 which uses virtual reality for language learning. What an amazing effort and a huge success!

The competition took place over 1 week from the 19th to 26th May, with 20,240 participants from 224 schools from all over the world. We had a total of 137 students enrolled this year for our first ever ImmerseMe Games as a trial and we look forward to inviting even more students next year.

Overall we came 5th in this global challenge. In our category of 100-250 students we ranked 3rd in the

world for any language. In French we came 2nd and 1st for Japanese. Amazing and well done Manly Campus.

Rank	Country	Name	Active Users	Avg Score	Score
1	Australia	The MacRobertson Girls' High School	166	328	47934
2	Australia	Manly Anglican School	100	221	22102
3	Australia	NBSC Manly Campus	54	174	21680

In Australia, for our category (100-250) and for any language, we came 4th overall, but 2nd in French and 1st in Japanese. Sugoi! Bravo Manly Campus.

Rank	Country	Name	Active Users	Avg Score	Score
1	Australia	The MacRobertson Girls' High School	166	328	47934
2	Australia	Vesuvius College	221	183	40508
3	Australia	Manly Anglican School	100	221	22102
4	Australia	NBSC Manly Campus	124	174	21680
5	Australia	Trinity Lutheran College, VIC	107	179	19157

There were also an impressive number of awards. However, a special mention must go to Lucie Oliver of Year 9 French, who achieved the prestigious Laureate award scoring 2003 points and achieving the highest score in the school. Bravo!

Thank you to all students for their enthusiasm and commitment and we can't wait to compete again next year.



The Languages Team

Year 12 English

A writer's life can be a solitary one and so it was a spring in their step that 12 eager Year 12 English Extension 2 students enjoyed an afternoon at Freshwater Senior Campus in Week 5. They listened to advice from HSC markers, asked questions and also discussed their own work with other students from Northern Beaches Secondary College, including Freshwater Senior Campus, Cromer Campus and Balgowlah Boys. Students are working on a diverse range of major works that include short fiction, critical responses and short films in this challenging course.



Year 11 Design and Technology

Students "Show of their Skills" is a project display located in the Library.

The TAS faculty Cross Campus Year 11 Design and Technology students display their first assessment task in the library recently. These projects were a display of student's skills in solving a personal need or design problem. Skills demonstrated by students included CAD, acrylic bending, chiselling, cutting, digital design, drilling, gluing, laser cutting, painting, prototyping, rolling, routing, screwing, sketching, sewing, soldering and welding. Materials used in these projects included wood, plastic, textiles, metal and electronics. Students are commended for the high-quality work and projects produced despite many experiencing COVID challenges during term 1. Well Done, Year 11.



Mr Forsyth
HT TAS



Year 10 Industrial Technology Engineering

Mini Segways on the move...



Year 10 Industrial Technology Engineering students have completed their Mini Segway's after assembling the frame, installing the hardware, calibrating the software and completing the control system challenges. Well done Year 10. These students are now designing and 3D printing their own Quadcopter frames ready for test.

Mr Forsyth

Year 10 Geography Report

On Monday 2 May, Year 10 made the annual pilgrimage to Collaroy and Narrabeen. This fieldtrip was linked to the topic "Environmental Change and Management" which all Year 10 have been studying this semester, and provided students an opportunity to engage in authentic learning by investigating real world problems that are occurring in our local area.



The knowledgeable and friendly staff from the Narrabeen Coastal Environment Centre guided the students through activities which included water testing at Narrabeen Lagoon, sketching beach profiles, identifying waves and a guided walk where they discussed different strategies that have been implemented to manage coastal erosion and water pollution. Students were able to observe the contrast between the much-publicised vertical seawalls and the more "aesthetic" rock revetment walls.



Below are some student reflections:

"I got a better idea of the scale of erosion and destruction that Narrabeen-Collaroy faced in 2016. I also saw firsthand the strategies used to combat erosion. Louise, our guide, gave us further insight into the inner workings of erosion and the defences against it."

"The field trip helped me understand the depth of thought that had gone into the different types of management strategies. As well as giving me a real life and hands on experience with the ways to manage coastal erosion."

"While we had already learnt everything we learnt, it helped solidify this learning and showed us real life examples"

Year 10 PDHPE

Aerial Silks

As part of the Gymnastic unit in PDHPE, Year 10 have attended Integral Aerial Silks in Brookvale for two of their PDHPE lessons. The students have had an amazing time learning how to perform some acrobatics and challenge themselves in strength, coordination, and flexibility. It has been wonderful to see everyone get involved and have a go at this physically and cognitively demanding activity. Well done to everyone in Year 10.



Year 9 Reading Detectives

In Week 1, all Year 9 students participated in a 'Reading Detectives' incursion focused on improving literacy skills, in particular, inferential reading. They spent two periods learning about this skill then put their knowledge to the test, completing multiple reading task tests.



Reading is the most fundamental skills needed in ALL subjects; it is important to be able to read the implicit and explicit information in texts, exam questions and instructions. By becoming 'reading detectives', Year 9 learned strategies to zoom in on the clues in language, sentence structure and punctuation provided by composers to impart information. Inference (reading 'between the lines') can be challenging and mastering this skill can often differentiate the best readers, writers and speakers in a group.



Moving beyond NAPLAN, students are reminded that precise reading skills are important in class, assessments, the HSC, and everyday life. Some top tips for being an expert reading detective:

- Look for clues in the words that are not explicitly stated
- Dedicate time to developing a broad vocabulary
- Seek opportunities to develop your general knowledge

Miss Campbell
English

Year 9 Geography

Reconciliation week in the classroom

A core part of the Stage 5 (Year 9 & 10) NSW Geography syllabus is for students to investigate a diversity of perspectives around sustainable environmental management. Year 9 and 10 classes reflect on traditional practices and First Nations perspectives throughout each topic at different times over the year.

Year 9 are currently investigating how to achieve sustainable food security. We began by reflecting on different diets and the resources that have been available to our First Nations Communities for over 60 000 thousand years, such as [native grasses](#). Year 9 also looked at strategies used to alter biomes and manage the supply of food such as [cool burning](#) and the [fish traps at Brewarrina](#) NSW, as well as discussing the types of foods that have been consumed globally that can be produced sustainably (such as mealworms and crickets).



They considered the question "How can we ensure food security in the future by recognising and utilising sustainable practices of the past". As we have been limited in our field work investigations by both pandemic restrictions and the impact of La Niña, Year 9 have demonstrated their resilience and their willingness to embrace the future by sampling

some foods from [Circle Harvest](#). Year 9 are currently completing an investigative assessment task that explores the production strategies of either corn, rice or bananas.

Student Report

On 24 May, Year 9 geography Class 5 was surprised by Ms Stuart with cricket corn chips, rosemary mealworms, and barbecue mealworms. The class has different opinions on each of the snacks, but throughout the tasting nearly everyone enjoyed the small snacks. They were described as salty, crunchy and were said by our classmates to taste like beans. This was a fun and enjoyable lesson, balanced with education and trying new experiences.

The reason why Ms Stuart gave us dried crickets and mealworms was that in the future the world will most likely be eating this as it is sustainable and healthy. Crickets and mealworms are high quality in protein and various micronutrients, supplementing us with enough nutrients. This new 'future food' also can provide us with potential economic and environmental benefits, making insect food a major potential opportunity. Not only is it good for the world



and us, insect farming produces less greenhouse emission gases, which is a sustainable choice for the world. We should see insect food, such as dry barbecue crickets and rosemary mealworms as a future sustainable option for food.

Livia Lin
Year 9

Rebecca Stuart
HSIE Teacher

Year 9 Art Camp



Student Report

During the second week of term, Year 9 Visual Arts students were lucky enough to attend a three day camp in Bundanon. The venue, previously owned by prolific Australian artist Arthur Boyd, is now land owned by its community. Bundanon celebrates landscape and nature above all, as well as the art created from it.

We were greeted at the camp by incredible views of the misty valley and the (newly renovated!) accommodation. We got a tour of the Bundanon Art Museum which features works of both Arthur Boyd as well as inspired contemporary artists. The Museum included themes of landscape, nature and the way people intertwine with it.

We were creating art from dusk until dawn, only interrupted by meal times. Our class was first taught inking by the lake which was a great way to practice a more expressionist form of art. We took part in some night photography which allowed us to experiment with light. On the second day we looked at the way light, texture and colour interact with charcoal and painting. Then on the final day we used our surroundings to create sculptures that explored an environmental concept.

I'm sure the whole visual arts class will agree with me when I say this camp was a highlight of the year. We all had an amazing time and I personally feel that I learnt a lot about my art and capabilities.





Thank you to Miss Remin, Mr Newcomb and all of the Bundanon staff who made this camp a reality.

**Lars Woerlee
Year 9**



Year 8 Critics Day

During Week 3 and 4 this term, Year 8 Food Technology took part in Critics Day. Students were given the opportunity to prepare and make a range of dishes throughout term one and then select their favourite dish to modify and cook for their chosen food critic.

The students worked extremely hard to perfect their dishes and enjoyed having the opportunity to show off their cooking skills and involve the staff from NBSC Manly in the process of critiquing their dish.



Year 7 History Incursion

Macquarie University Museum of Ancient Cultures Student Report

On Thursday 5 May, Year 7 were lucky enough to attend a history incursion, where we learnt so many interesting facts and tips about Ancient Greece and other ancient cultures. It was a pleasure to be able to have learnt so much about such a foreign topic, and it was such a great course to take to strengthen our knowledge.

Our incursion was broken up into four periods, each highlighting a different segment of Ancient Greece. First up, we learned about archaeological theories and skills. Our presenter Ewan discussed how he and a few other archaeologists went to Bribir, Croatia to do some archaeological excavation. He taught us about all the skills and techniques one needed in the process of digging and looking for historical items, and even shared a few tips and tricks, such as where to dig, and how to do it carefully. I found this segment really interesting, because I learnt how someone can identify how old an artefact is, just by looking at the dirt that surrounds it.



In the second period, we learnt about Ancient Greek war and weapons. Our presenter had taught us all about hoplites, the name for a Greek warrior. She even brought in copies of Ancient Greeks' armour, and a few volunteers were allowed to try them on! A few of my friends and I got to try on the breastplates, greaves that protect the shins, a large shield called a hoplon, and short swords known as xiphos. The weight of all the armour absolutely baffled me. It was so heavy,



and we were told that the entire armour set was thirty kilograms altogether. Interestingly, Ancient Greeks had to carry the entire set of armour every day, but some warriors were wealthy enough to afford slaves to do it for them. The thing I liked most about this section was definitely trying the armour on, because it helped my knowledge of the strength of hoplites and it was generally really fun.

In the third session, we were taught about the geography of Greece and the countries surrounding it. We were each given a city, state or country to stick on the map, and were told lots of interesting facts and given lots of information on each city or state. We also ranked who was most valued in Sparta and Athens. Our presenter made the experience really enjoyable and educational. But that's not all! In our third period, we were also given mystery boxes, filled with intriguing items belonging to either a farmer, a trader, a priestess or an elite woman. My group's box of items belonged to a priestess; it had us thinking for quite a while! I loved the range of skills we strengthened in this period, and my favourite part was trying to figure out who the mystery box belonged to.



In our final session, we had a chance to use our hands, and get working. There were a few different tables, each relating to an archaeological skill. The first table my group started on was a labelling activity, where we had to match up the labels with their corresponding objects. The second one was where we had to put a broken tablet together, that contained a message written in Ancient Greek we had to decipher. The third one was quite fun; we had to tell if a person was male or female based on their skeleton. The fourth table involved us putting a broken piece of pottery together and trying to decide who it could have belonged to. The last table was so much fun. We had to find objects in a sandpit, using a sieve, brushes and a trowel. I loved the interactivity we got with this session, and the hands-on experience, really helped strengthen our knowledge. My favourite part of this session was the archaeological dig.

This incursion was so much fun and helped us learn in an engaging way. From the theory of archaeology to the mock up version of the real thing, this incursion has taught Year 7 so much about history and archaeology which was very valuable!

Aysel Fatima and Nia Joshi
Year 7

Putting Elevate Study Skills into Practice at Home

Three Strategies

Earlier this Term students from Years 7, 9, 11 and 12 attended study skills workshops run by Elevate Education where they learnt about evidence-based strategies to improve their study techniques, increase motivation, build confidence, and lift exam performance.

As always consistency is key to creating effective study habits that foster self-efficacy necessary for life-long independent learning! To continue to support the development of these skills that the students have recently learnt about, here are 3 practical strategies to use at home:

1. Identify S.M.A.R.T goals for the short and long term – S.M.A.R.T stands for Specific, Measurable, Achievable, Relevant and Time-Bound. This acronym is crucial for breaking down the steps needed to achieve these goals. It is also helpful to have the S.M.A.R.T

Goals displayed in the allocated study space to ensure accountability. Parents can also use this opportunity to discuss these goals with their children and provide gentle reminders and guidance when needed.



2. Study Timetables – Develop realistic study timetables that recognises all the current priorities including school, work, and social commitments. Display this in a wall calendar/planner and hang

it up in a space where it is easily seen. This helps both students and parents know what the plan is.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM	SLEEP	SLEEP	SLEEP	SLEEP	SLEEP		
6:30 AM							
7:00 AM	GET READY	GET READY	GET READY	GET READY	GET READY	SLEEP	SLEEP
7:30 AM							
8:00 AM							
8:30 AM						GET READY	GET READY
9:00 AM							
9:30 AM							
10:00 AM	S	S	S	S	S	HOMEWORK	
10:30 AM	C	C	C	C	C		
11:00 AM	H	H	H	H	H	FREE TIME	
11:30 AM	O	O	O	O	O		
12:00 PM	O	O	O	O	O		
12:30 PM							W
1:00 PM	L	L	L	L	L	B	O
1:30 PM						A	R
2:00 PM						K	K
2:30 PM						E	
3:00 PM						T	
3:30 PM						B	
4:00 PM						A	
4:30 PM	FREE TIME		FREE TIME	HOMEWORK	HOMEWORK		
5:00 PM							
5:30 PM	HOMEWORK	HOMEWORK	HOMEWORK	FREE TIME	FREE TIME		FREE TIME
6:00 PM							
6:30 PM	FREE TIME	BASKETBALL	FREE TIME	BASKETBALL	W	F	HOMEWORK
7:00 PM	MEAL		MEAL		O	R	
7:30 PM					R	E	
8:00 PM	HOMEWORK	MEAL	HOMEWORK	MEAL	K	T	MEAL
8:30 PM						I	
9:00 PM						M	HOMEWORK
9:30 PM	FREE TIME	FREE TIME	FREE TIME	HOMEWORK	FREE TIME		
10:00 PM							FREE TIME

3. Knowing what is happening and when – Being organised, efficient and taking responsibility for ones learning means that it is crucial to not just wait for the assessment notification to be given out by the teacher. It means reviewing the Assessment Schedule Booklet emailed to the student’s email at the start of every term and putting reminders in calendars and making time in study timetables for upcoming assessments.

Ms Tie
Student Support Officer

Night of Stars

Night of Stars is our school’s annual SRC coordinated talent show, where students from all years are given the opportunity to showcase their plentiful array of skills and talents. From the event, after generating just over \$2000, all proceeds were donated to the Starlight Children’s Foundation, in their mission to support and brighten the lives of children in hospitals across Australia.



On the evening of 27 May 2022, Manly welcomed 216 audience members from the

wider local community to celebrate the assorted presentations, ranging from instrumental and vocal performances to fantastic drama monologues. Congratulations to Year 12 Drama (Tara, Millie, Cathy and Olivia) on 3rd place, Paolo and Zander on 2nd and Olivia Castree-Croad for taking home 1st place. Another congratulations goes out to Alex Harris for winning the Audience Choice award, and congrats to everyone else who performed on the night, Manly's talent was truly on display. Besides performances, numerous activities were held throughout the night, such as the famous Mr Posen Trivia and the compelling Tim Tam slam course. The judges this year included current teachers: Mr Posen and Ms Munro, as well as the beloved ex Manly teachers: Mr Cowan and Mr Leung. At the end of the night, Mr Leung surprised us all with his rendition of Dua Lipa's "Don't Start Now", and just as we thought the night couldn't get any better, he started rapping.



A huge thank you goes out to everyone that was involved on the night. To the supporting teachers, judges, crew members, SRC, performers and the audience, thank you for making Night of Stars 2022 memorable. Now the daunting task of waiting another year for such an event is upon us, but keep your excitement high, socks on (but ready to be knocked off), and we'll see you at Night of Stars 2023.

SRC



Sport

Senior Knock Out Boys Tennis

Finally the sun shone and a long drive to Tuggerah Lakes was rewarded by a 6-0 win for the senior Knock-Out Boys team. Led by our Year 12 Daniel, the boys displayed great sportsmanship and had a thoroughly enjoyable game against the boys from Tuggerah Lakes. Congratulations to Daniel Callister, Leroy Sze, Leo Bernhardi and Yao Jiang, whose next opponents in the Stan Jones 2022 CHS Trophy Competition will be Normanhurst Boys.



Girls Open Knockout Touch Football

What a fantastic team the Open Girls Touch Football team are. This year is a full team of Year 12 students; many who have been representing the school on the touch football team since they were in Year 8. Every player performed in the games with energy, motivation, confidence and most importantly team spirit and sportsmanship. This Year the team played Barrenjoey High School in the first round. They won this game to proceed to the next round. With smiles on their faces and a 'can do' attitude they played in the rain on a wet and muddy field against Pittwater High School. Whilst they didn't score the most number of tries in the game, I believe they came away winners as they worked so well together and kept their positive attitude and remained flexible the whole time. I will be sad to see the Year 12 girls go at the end of this year, but also look forward to discovering a new generation of touch players for the school. Congratulations to the whole team.



From the Environment Committee

Some benefits of cycling to school

- Multitasking: transport and exercise combined into one
- Exercise has been proven to boost mood, productivity, focus and energy
- Exercise has been proven to reduce stress and clear your mind
- Reduces your carbon footprint (not driving or using public transport saves emissions)
- Decreases travel time to school; a 3-4km trip takes 10-15 mins (e.g. from Dee Why, Collaroy, Queenscliff, Manly Vale, Freshwater) and a 7-8km trip takes 20-30 mins (e.g. from Narrabeen, North Balgowlah, Balgowlah, Fairlight, Seaforth)
- You can cycle with your friends

There are many safe cycling paths: download the [Komoot app](#) or view on [this website](#)



Reducing Textile Waste

Australia is the second highest consumer of textiles per person in the world. Annually, each Australian acquires on average 27kg of new clothing and discards 23kg to landfill. That's about 800,000 tonnes of textiles to landfill every year and these fabrics won't quickly break down, polyesters can take 200 years to decompose. In many ways, this issue stems from fast fashion, its trends, quickly changing stock and low prices. Lower prices can be a massive draw to buy from fast fashion brands and as great as it would be for everyone to purchase 'slow fashion' it is generally a lot more expensive. But there are other ways to be more environmentally conscious when shopping for clothes.

Buying upcycled clothes from op shops and donating your own clothes can be a great way to be part of a sustainable cycle. However, it is important to mention that the clothes must be wearable, many clothes donated to op shops don't end up in the store at all because they just aren't wearable and those unusable clothes still end up in landfill. And when

shopping fast fashion, you could aim to shop with environmentally conscious brands. [Good On You](#) is a website which provides ratings of thousands of brands and their sustainability and ethical practices.

The issue of textile waste in Australia also comes from the lack of options for textile recycling. There are textiles that aren't wearable and there is no well known or accessible place to recycle them as there is for plastics and paper. However, there are various smaller companies around NSW who are aiming to tackle the issue of fabric recycling. Some of these include [Worn Up](#) who work with schools and businesses to recycle non wearable fabric scraps and [RecycleSmart](#) who have a textile pickup service in 13 councils around NSW (full list on website). Keep an eye out for any recycling initiatives in your area.

Band Blazers needed

Do you have a band blazer to sell?



Band blazers are needed for July.

If you have a band blazer to sell

contact Ish Chen:

ishauchen@gmail.com

We will be creating the opportunity for families to sell or buy second hand blazers. More details to come. This will be a complimentary service, facilitated by our volunteer band committee, in order to give families access to sell and buy blazers. Blazers for sale will need to be in good condition and dry cleaned.

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 7 June 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.



Band News

At last we had our long awaited event the Big Band Bash at Freshwater Campus, and what an event it was.

Every ensemble warmed up quickly and played beautifully, filling such a big space with their music. There were a lot of happy families on the night.



A huge thank you to all the volunteers who came to hand out pizzas, drive the truck and return instruments to school, we couldn't do it without you.



Northern Beaches Instrumental Festival - Strings and Chamber playing

This weekend all members of String Ensemble will be playing at Pittwater High for the Festival, Chamber Orchestra is in the Gala. Family and friends can come and watch the performance and tickets can be purchased at the door for \$5 adult, \$3 concession and \$10 family.

String families to arrive at 4.30 for a 6pm performance. Chamber families arrive at 6.30 for a 7pm performance. All students to wear black band polo (with the Manly Band logo on it) black pants / skirt, black socks / stockings, black shoes.

Next band event: Workshop day for ALL students Monday 18 July

This is an essential workshop day to prepare for the Australian School Band and Orchestra Festival.

The expectation is that students will attend in order to refine performances for the event.

If you know you will be away, please let your Band Liaison know asap so the Conductors can plan.

Australian School Band and Orchestra Festival - at the The Sydney Conservatorium of Music Sunday 24 July

Concert, Wind Ensemble & Wind Orchestra. Swing, Stage, Big Band and Jazz Orchestra.

Sunday 28 August

Chamber & Strings

Blazers required uniform for ASBOF

With no performances for the last couple of years,

blazers have not been required. Now we are back to public performances, Blazers are again uniform. Should you need to sell a blazer or buy one, please get in touch with Ish Chen (Luke Ivering's mum, Year 9) by email: ishauchen@gmail.com

The band program's premier performances at Sydney Conservatorium are resuming in 2022
Wind & Jazz Stream - Sunday 24 July (T3 Week 1)
Strings Stream - Sunday 28 August (T3, Week 6)

This is a formal event for ALL BoMC members who will be required to wear the formal band uniform including the blue school blazer.

We will be creating opportunities for families to both sell and buy second hand blazers; keep an eye out for details of this to be advised shortly. This will be a complimentary service, facilitated by our volunteer band committee, in order to give band families access to sell and buy blazers. Blazers for sale will need to be in good condition and dry cleaned.

Future Dates

Thursday 8 September TBC

Concert and Wind Ensemble – NSSWE Spring Festival at the Concourse

Sunday 11 September

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

13 – 16 September

Intermediate Band Tour / Camp

24 – 26 September TBC

Jazz Orchestra, Jazz Combo – Manly Jazz

Friday 11 November

Chamber and Strings – Strings Soiree

Saturday 19 November

All Jazz – Jazz Night Out

6 – 9 December

Junior Band Tour/Camp

Wednesday 14 December TBC

All Bands - Big Band Bash 2

The next newsletter
will be published in
Week 10
on Friday 1 July



*WHY YOUR
FAMILY NEEDS
TO ESTABLISH
YOUR DIGITAL
GUARDRAILS*

by
DR KRISTY
GOODWIN

MY DIGITAL WELLBEING PLAN

DR KRISTY
GOODWIN

NAME: _____

WHAT

I can use the following digital devices-



I can use/play/watch these apps/games/websites/shows-

I need to check with my parents first before installing or using any other platforms/apps/games/sites.

WHEN

My digital bedtime is -



Before I switch on devices in the morning I need to have completed these tasks-

Before I switch on devices in the afternoon/evening I need to have completed these tasks-

I can use digital devices on these days at these times:

DAY	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

WHERE

I can use devices in these places at home -



I cannot use devices in these places at home -

At night my device/s are stored -

TERMS & CONDITIONS

As a family, we will revisit this Digital Wellbeing Plan in _____ months.

MY DIGITAL WELLBEING PLAN



WHAT

I can use the following digital devices-



I can use/play/watch these apps/games/websites/shows-

I need to check with my parents first before installing or using any other platforms/apps/games/sites.

WHEN

My digital bedtime is -



Before I switch on devices in the morning I need to have completed these tasks-

Before I switch on devices in the afternoon/evening I need to have completed these tasks-

I can use digital devices on these days at these times:

DAY	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

WHERE

I can use devices in these places at home-



I cannot use devices in these places at home-

At night my device/s are stored-

TERMS & CONDITIONS

As a family, we will revisit this Digital Wellbeing Plan in _____ months.

NAME: _____

HOW

I take regular breaks when I'm online every _____ minutes.



I will implement the following strategies to look after my vision, hearing and posture:

- the 20-20-20-20 rule
- at least 90 minutes/day in natural sunlight
- headphones are used at no more than 60% maximum level
- headphones are avoided when I'm walking or riding my bike/scooter/skateboard
- my neck remains in a neutral position when I'm on devices
- I bring devices to my eye level where possible
- I keep devices away from my physical body as much as possible
- I talk to a trusted adult (parent, teacher, coach, family member, family friend) when I have a problem online, or when I see something upsetting and I know I won't get into trouble or have my devices removed
- other strategies-

WITH WHOM

I can play/chat/game/socialise with the following people-



I cannot play/chat/game/socialise with-

HOW MUCH TIME

Am I making enough time to:



- sleep (5-13 year olds need 9-11 hours and 14-17 year olds need 8-10 hours/night)
- be physically active (at least 1 hour/day of moderate to vigorous activity)
- socialise (with friends and family in real life)
- play
- read
- other (list important interests, or hobbies, or chores here)-

I feel really good when I stick to no more than _____ hours/day during the week

I feel really good when I stick to no more than _____ hours/day during the weekend

I will manage how much time I'm spending online by-

As a family we'll revisit how much time I can spend online during the school holidays or other if there are extenuating circumstances (lockdowns, illness).

CHILD/TEEN SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____

COMMUNIQUÉ

Does Australia need a Bill of Rights?

10 & 11 MAY 2022

Museum of Australian Democracy at Old Parliament House

27TH NATIONAL SCHOOLS
CONSTITUTIONAL CONVENTION



1. Introduction

The Twenty-seventh National Schools Constitutional Convention (NSCC) was held at the Museum of Australian Democracy at Old Parliament House in Canberra from 10-11 May 2022.

99 students from Government, Independent and Catholic schools from across Australia, covering metropolitan, regional, rural and remote locations, registered to attend the two-day activity. Day One 98 students attended the hubs and Day Two 85 students. The reduction in number was due to COVID-19.

Due to uncertainties surrounding COVID19, the students and supervisors gathered in their own states and territories in 11 hubs across Australia – the hubs were in Canberra ACT, Sydney NSW, Melbourne VIC, Brisbane QLD, Bundaberg QLD, Townsville QLD, Cairns QLD, Adelaide SA, Perth WA, Hobart TAS, and Darwin NT. Key speakers and facilitators, together with the ACT delegates, gathered at the Museum of Australian Democracy at Old Parliament House in Canberra. Each hub's participation was facilitated through Zoom.

The Convention topic that delegates were tasked to investigate was, *Does Australia need a Bill of Rights?*

2. Convention processes

Through a program of pre-reading, working groups and keynote speakers, delegates considered a wide range of issues around the topic before deciding their preferred option for an Australian Bill of Rights.

The Convention was facilitated by Emeritus Professor John Warhurst AO.

Convention opening remarks were given by:

- Emeritus Professor John Warhurst AO, Australian National University, provided opening remarks and welcomed the delegates.
- His Excellency General the Honourable David John Hurley AC DSC (Retd), Governor-General of the Commonwealth of Australia provided the official opening for the 27th National Schools Constitutional Convention. The opening remarks posed several key questions for the delegates – if we are to consider a Bill of Rights how should it function, who should interpret it and who would protect it?

Questions asked by the delegates focused on:

- The different possible models that a Bill of Rights might take, such as constitutional and legislative models
- Experiences and stories of Human Rights being upheld, lived and valued by ordinary Australians

Convention speakers were:

- Ms Lorraine Finlay, Human Rights Commissioner – *Human Rights in law and politics – history and the Australian context in 2022*. The address provided delegates with an overview of the central role that democratic institutions such as the rule of law, separation of powers and federalism, play in protecting human rights in Australia.

Questions asked by the delegates focused on:

- Whether it is possible to balance competing and conflicting human rights within a Bill of Rights
- How to uphold human rights and create a cohesive society when we all have different perspectives on what rights society should value

- What costs (monetary, political and otherwise) might be involved in the creation of a Bill of Rights, and whether those costs might outweigh the benefits
 - What role young people can play in upholding and protecting human rights in Australia
 - Whether the development of a Bill of Rights could lead to further politicisation of Human Rights
 - Whether entrenching a Bill of Rights within the Constitution could compromise any of our existing structures that underpin democracy and protect human rights
 - Whether democracy is a necessary pre-condition for the protection of human rights
 - How to facilitate positive public and political discourse in relation to human rights
 - Should Australia look to model its Bill of Rights based on international examples, such as the United States?
 - The role the Human Rights Commission plays in protecting human rights in Australia
- Dr Helen Watchirs OAM, ACT President and Human Rights Commissioner – *Experience of different countries*. The address provided delegates with an overview of human rights approaches in five countries – the United Kingdom, New Zealand, South Africa, Canada and the United States. Dr Watchirs also reflected on her experience as the ACT Human Rights Commissioner.

Questions asked by the delegates focused on:

- What role does the ACT Human Rights Commission play in the development of legislation?
- What role should our courts play in the interpretation of a Bill of Rights?
- The merits of delineating rights explicitly as compared to leaving rights open to interpretation
- New innovations in the protection of human rights in other jurisdictions
- The benefits of a Bill of Rights for marginalised groups in Australian society
- How to avoid the politicisation of judicial appointments
- How to balance competing perspectives on rights, especially when some perspectives seek to silence others
- How best to enforce human rights in practice.

Dr Andrew Banfield, Director of Politics and Public Administration Section, Research Branch, Parliamentary Library at Australian Parliament House – *What rights if any should be protected by a bill of rights? Should some rights be given a higher priority than others? If they should be protected, how should that be best done?* The address provided delegates with an approach to categorising human rights in terms of first-generation rights (protection of citizen from the state), second-generation rights (obligations on states) and third-generation rights (obligations on international systems). Dr Banfield also argued that human rights must come from and live on in people, and cautioned that we should “codify carefully”.

Questions asked by the delegates focused on:

- Whether codification of some rights leads to the exclusion of other rights
- How to ensure the moral behaviour of corporations without codifying a Bill of Rights
- Who does a Bill of Rights provide protection from?
- How foreseeable a Bill of Rights is in Australia’s political landscape
- Why there is such a large difference in awareness of the Constitution in Australia as compared to the United States

- How to reconcile the fact that human rights must come from the people, and the protection of underrepresented and minority groups
 - Whether codifying a Bill of Rights could repair some of the distrust in our democratic institutions
 - How the growing importance of global challenges and global interconnection is shaping human rights.
- Fr Frank Brennan SJ, Jesuit Priest and Rector of Newman College at the University of Melbourne – *Protection of Human Rights in Australia*. The address provided delegates with an overview of the impact of choosing between a constitutional or statutory Bill of Rights, particularly with respect to how this influences who holds final decision-making power in regard to human rights. Fr Brennan also described his personal involvement as chair of the National Human Rights Consultation Committee established by the Rudd Government in 2008.

Questions asked by the delegates focused on:

- How does Australia currently hold itself accountable for breaches of human rights and its international obligations?
 - Whether there is a place for religious values in the discussion of human rights, and how best to balance competing perspectives in a Bill of Rights
 - Whether there is benefit to allowing different jurisdictions to implement their own human rights frameworks
 - The extent to which it is desirable to leave a Bill of Rights purposefully open to interpretation by the judiciary
 - How Fr Brennan’s faith has shaped his thinking in relation to human rights
 - How do we find the appropriate balance between individual liberties and the needs of the state, and how do we ensure that minority groups are protected in this process?
- Ms Megan McCrone, Australian Electoral Commission, provided an overview of the referendum and plebiscite process.

Questions asked by the delegates focused on:

- Whether entrenching a constitutional Bill of Rights is practical, given the difficulties of the referendum process
- How we can seek to promote meaningful engagement with democratic process and voting in Australia, especially for young people.

3. Delegate deliberations

Workshops

Three Working Group sessions were designed to generate features and ideas that might be suitable for inclusion in a proposed Bill of Rights, and to decide on what form (if any) it should take.

Working Group 1: *How are rights protected at the moment? What are the strengths and weaknesses of the mechanisms and processes? In what way should rights be balanced against responsibilities?*

Delegates considered the ways in which rights are currently protected in Australia through a variety of mechanisms, including common law protections and the variety of statutory protections at both Federal and State level. Delegates also considered arguments concerning how best to balance rights and responsibilities. After considering these ideas, delegates discussed:

- The main sources of human rights protection coming from common law and statute law
- Human rights additionally being protected through the fact that they are culturally engrained and valued within our society
- The importance of democratic structures and institutions in protecting human rights, such as rule of law, separation of powers, freedom of the press, membership in international rights organisations
- Weaknesses of the current system included that a patchwork approach leaves many Australians unclear on what their rights are, and consequently more vulnerable to infringements of those rights
- Other weaknesses included difficulties in enforcing human rights and the vulnerability of statutory protections to arbitrary changes
- Delegates proposed that South Africa and Canada provided useful and specific examples of how to balance rights and responsibilities.

Working Group 2: *What rights, if any, should be protected by a bill of rights? Should some rights be given a higher priority than others?*

Delegates considered the varying approaches and rights protected in the United States, Canada, South Africa and New Zealand. In Workshop Groups they considered the ways in which these approaches emphasised and prioritised some rights above others and discussed how this might influence the rights to be prioritised in an Australian Bill of Rights. Delegates also considered whether a Bill of Rights should place limits on the scope of rights, and how this limitation should be expressed. After considering these ideas, delegates discussed:

- The difference between first generation rights (protection of citizen from the state), second generation rights (obligations on states) and third generation rights (obligations on international systems)
- First generation rights are more appropriate to be entrenched in a constitutional Bill of Rights whereas second and third generation rights might be more appropriately included in a statutory Bill of Rights as they would then be more flexible and open to growth and change in a dynamic society
- Rights should not be absolute, and it is reasonable to place limitations upon them. Examples of appropriate limitation clauses were drawn from South Africa and Canada.

- Whether a statutory Bill of Rights would become a point of partisan contention, increasing political conflict in the area of human rights
- Would a Bill of Rights, being necessarily vague, encourage extremism in Australian society?
- The role of a Bill of Rights in protecting against the tyranny of the majority
- A Bill of Rights needs safeguards in place to ensure it continues to reflect community values
- Discussion of whether all first generation rights require entrenchment
- Whether the current system of rights protection in Australia is working effectively
- Why now is the best time to make a Bill of Rights a political priority
- The political capital required to make a Bill of Rights a part of the political agenda
- Whether a Bill of Rights should take a constitutional or legislative form
- The merits of stability and certainty in regards to rights versus the need for flexibility and growth
- Difficulties in the enforceability of any Bill of Rights
- Concerns about a legislative Bill of Rights being left to the whim of politicians of the day
- Concerns that by explicitly recognising some rights, we may be implicitly excluding others
- Discussion of the purpose of a Bill of Rights, and who it should or could benefit.

4. The Plebiscite

Delegates voted either 'YES' or 'NO' to the plebiscite question:

To establish an Australian Bill of Rights

The plebiscite results were as follow –

Voting results from 85 delegates were:

National Tally Board	Formal YES	Formal NO
New South Wales	11	3
Victoria	10	10
Queensland	8	7
Western Australia	6	8
South Australia	9	1
Tasmania	2	1
Australian Capital Territory	3	2
Northern Territory	2	2
NATIONAL TOTAL	51 (60%)	34 (40%)

The plebiscite to establish an Australian Bill of Rights passed.

5. Convention Outcome

Due to the Government being in caretaker mode for the election the Communiqué will be posted to the incoming President of the Senate once announced, requesting that it be tabled in Senate.

