Thank you to the staff of JCBTHS, parents, community and students who have made 2015 such a successful and exciting year. Congratulations to our Year 12 HSC students for a very successful academic year. Students who deserve special recognition for making the distinguished achievers list are Danyal Aslam, Ali Najm and Hassan Taleb. Congratulations to Andy Nguyen who was Dux for 2015 with an ATAR of 92. There was an overall improvement in our HSC results in 2015. In Biology and Visual Arts 100% of students achieved a band 4 or higher (70% and above), 92% of students in chemistry achieved a band 4 or higher, 83% of students achieved a band 4 or higher in English as a Second Language (ESL). In legal Studies and Advanced English 100% of students achieved a band 3 or higher (60% or higher) and 80% of students studying Business Studies and Ancient History received a band 3 result of higher. On Thursday 18th December JCBTHS had a morning tea for our HSC students to congratulate them on their fine achievements. The testament of our young men’s achievements are due to their hard work and commitment during the last couple of years and the work of their teachers who assisted and mentored them. The success of our students is due to their consistent and disciplined approach to achieving their personal goals. Their dedication to stay back after school and participate in additional classes as well returning to school during their vacation breaks to participate in intensive workshops demonstrated their commitment to achieve their best. The JCBTHS community is very proud of our students’ achievements and we are proud of the way our HSC students have embraced the spirit of JCBTHS by trying their best in everything they do, academically, socially, emotionally, spiritually and physically. Our young men will continue to be successful in their future endeavors and we welcome them in being part of the alumni of JCBTHS.
During term 4 JCBTHS participated in the pilot program for schools to have their school plan externally validated by an external panel of school principals. The external validation process will become mandatory for all schools in NSW. External validations will occur on a 5-yearly cycle. For JCBTHS this was a great opportunity for us to analysis our school’s strategic direction for 2015-2017 and to identify and examine evidence that substantiates our progress towards meeting our identified targets. The process involved drafting a school narrative of 2000 words, completing surveys against the school excellence framework to assess our school’s process in the domains of teaching, learning and leading and discussing our progress with an external panel of school principals. Further information regarding JCBTHS’ school plan can be found on the school’s website. JCBTHS has had an ongoing focus on continual teacher professional learning to enhance student-learning outcomes during 2015. Professional learning focus areas included inquiry based learning through Science, Technology, Engineering and Maths (STEM), Learning new and emerging technologies to enhance student learning outcomes and to developed collaborative learning experiences through the use of technology and professional growth through classroom observations. The latter has been a vehicle to enhance teacher quality and to have teachers work collaboratively across faculties to align their teaching practice against the Australian Professional Standards for Teachers. This reflective and highly supportive process will continue to be a foundation for professional learning to enhance teacher quality in the future.

Although the student’s last day of term was Wednesday the 16th December, staff was still at school participating in the final professional learning days for the year. Our focus for professional learning was looking at the school plan, teachers working with the Teacher Quality Advisor and looking at the Australian Professional Standards and the document “What Works best”, working with the Aboriginal Education and Engagement Advisors, and with our Positive Behaviour for Learning Coach. All of these learning activities proved to be valuable learning experiences for all staff and we look forward to our next professional learning day in term 1 2016.

This year we say farewell to some of the teaching and support staff that have spent many a year at JCBTHS. This year Mr Tsardis Head Teacher welfare will be leaving to take up a position at Rose Bay Secondary College, Mrs Kumar from the Mathematics faculty will be continuing her career at Lucas Heights Community School, Mr Kentwell from the PDHPE faculty will be retiring after 30 years of service at JCBTHS, Mr Curry from TAS will also be retiring along with Mr Kazzi from the Mathematics faculty who will be on leave from early February and will be retiring mid year. Some of our casual teachers who completed large teaching blocks in 2015 have secured positions
in other schools, Mr Matar, Mr Colles, Mr Hryce. Front the front office Mrs Minton will be retiring after more than ten years of service at JCBTHS. From the English faculty Ms Naguib a long term casual will be moving on and Mr Edwards was successful in his application for a position in an independent school in Victoria and will be on leave for next 12 months. I would like to thank all the staff mentioned for their hard work and dedication and wish them all the best in their future endeavors.

Congratulations to our recently inducted School Captains and School Leaders for 2016. Justin Del Prado and Dion Paraskevopoulos (Captains) Anthony Hudd, Youssef Sheeth, Adam Mitreski, Rael Athas (School Leaders Prefects). Our school leaders had their first official duties at our 2015 Academic Awards Day, on Thursday 10th December. The awards ceremony was a fantastic opportunity to acknowledge and reward our students and to celebrate their success as learners with our community. We had a great turnout from our parents, community partners and special guests. I would like to thanks Ms Loutfy for her organisation of the event and the teachers and students who assisted in making it such a wonderful and enjoyable conclusion to the year.
Deputy Principal - Jim Mallios

Great learning experiences undertaken by students and staff alike typified a very busy and productive year for JCBTHS. As a school we have begun our journey into emerging technologies within education and examined how project and inquiry based learning supports authentic learning experience for students.

Teachers have undertaken professional learning in integrated learning programming and have developed the first of many teaching and learning programs around Science, Technology, Engineering & Mathematics (STEM) which is directly related to the National STEM Strategy endorsed by the Australian Education Ministers on 11 December 2015.

STEM learning in schools

STEM education is a term used to refer collectively to the teaching of the disciplines within its umbrella – science, technology, engineering and mathematics – and also to a cross-disciplinary approach to teaching that increases student interest in STEM-related fields and improves students’ problem solving and critical analysis skills.

STEM sits within a broader foundational knowledge base and the teaching of STEM is a part, albeit important, of a balanced program of learning.

The national strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling.

Extract from document Page 5  Document Link: http://goo.gl/5FFYIF

Our efforts around project learning, inquiry learning and utilising emerging technologies will be further supported with changes to our timetable in 2016, Year 8 will have blocks of Science & Maths periods to undertake projects each term.

From a technology infrastructure perspective, we have renewed the network and server equipment, deployed new desktops to the school library, will be launching a newly created computer room in Term 1 2016 and endorsing a Bring Your Own Device program for Years 8 through to Year 12.

Starting with Year 7 in 2016 we will be initiating our Technology Transition Program (TTP) for students. Each student will be provided a laptop device for use at school and home to work digitally during Year 7 & 8. This Technology Transition Program into high school will provide one-to-one technology that is easily supportable by our school. Students and parents will have time to assess what specific technology and device they need for Year 9 through to Year 12, this will be supported by the school with advice and purchasing portal access that centralises payment, warranty and insurance for personal devices in either outright purchase or financed repayment options.

In 2016 we will be advancing our focus with 3D printing, First Lego League participation and utilising emerging technologies in interdisciplinary programs.
Community Team Report – Mr B Yelavich

2015 has been an extremely busy year for the Community Team at James Cook Boys Technology High School. As a team we have proactively engaged stakeholders to collaboratively build sustainable partnerships with parents and the wider community, allowing the school to establish a framework that enables current and future students to connect with the broader community, and make successful transitions to further education and employment.

The key Milestone achievements made within this Team in 2015 included:

• The delivery of the Bayside Primary Schools Talent Acceleration Programs in Science and PDHPE. This allowed our feeder Primary School students to engage in authentic, meaningful, learning experiences, at JCBTHS, and developed leadership expertise and skills within our year 7 to 10 students.
• Hosting international student study tours groups, which supported the purchase of new school resources for use within a variety of key learning areas.
• Development of the School App and increased social media presence. This allowed students to connect with not only the school, but also the broader community to share our successes throughout 2015.
• The establishment of corporate partnerships with St. George Illawarra Dragons Rugby League Club and St George Westpac Bank. These partnerships enable the school to access sporting and business resources of two national organisations, and provided students with educational, social and leadership opportunities outside of the school environment.
• The evolution of our relationship with UNSW and TAFE NSW to provide learning opportunities, which meet the needs of each individual student has began and will continue to develop in 2016.

In 2016, we will continue to work towards achieving the products of our school plan; establishing Milestones that see our school build on its proud academic, sporting and extracurricular achievements. The coming year will see our school:

• Expand our Bayside Primary Schools Talent Acceleration Programs to also include a Technology Program and Creative and Performing Arts Program.
• Host community events such as Harmony Day and the schools 60th Birthday, allowing the broader community the opportunity to engage with our school.
• Develop reading, mathematics and sport programs which utilise the leadership and academic strengths of our students to support the educational needs of primary school students within the Bayside community of schools.
• Take part in Professional Learning opportunities that build greater collegiality between all schools from the Bayside Learning Community.
• Continue to build our presence within the St George community, and offer all members of our school community opportunities that will assist in their cognitive, social, emotional and spiritual development.

I would also like to take this opportunity to thank all members of the community team for their hard work throughout 2015, and wish everyone from the school community a safe holiday and a happy new year.
Western Sydney University

Students from years 10 and 11 enrolled online to attend the Western Sydney University UDay at the Bankstown campus. This excursion gave students the opportunity to speak to current Western Sydney University students and academic staff, and explore the range of courses available at the University through academic presentations and interactive activities. This event provided students with the opportunity to gather information about their further education and career pathways. The university provided transport for the students, a BBQ lunch, and a university experience showcasing their new branding.

UNSW Engineering Day

Students who have expressed an interest in an Engineering career were invited to attend the UNSW Engineering Day where they could gain a deeper understanding of the extensive range of opportunities in this industry. There were interactive seminars across several areas of engineering that enabled students to deepen their understanding in areas of personal interest. The only problem with the day was not being able to attend all the seminars! Students were amazed by the university, inspired by the workshops, and now have a clear vision of expectation and career development.

Cook Up Success

2015 was the second year the Cook Up Success program was delivered to our year 10 students. This year the program expanded to include components of the Crossroads course for senior students, as there were many elements that overlapped. The Cook Up Success and Crossroads program aims to provide students with the skills and knowledge to prepare them with their transition into senior school and beyond.

The highlight for the majority of students was the Speed Careering workshop. Guests from across a variety of industry volunteered their valuable time to share their career journey with our students. Small groups of students rotated every 6 minutes between each guest learning about career pathways, and engaging with specific equipment. A big thank you goes out to each of our guests from;

Australian Defence Force  UNSW Engineering
Vision Personal Training  Sydney City Law School
MM Photos  JMC Academy Film and Production
Try Surveying  Western Sydney School of Computing, Engineering and IT
Health Industry  Property Industry
The entire week wouldn’t have been a success without the variety of workshops delivered by:

Paul Wade - Skills for Life  
St George Youth Services – Drugs and Alcohol  
Bay City Care – Respectful Relationships  
Westpac Bank – Mock Interviews  
Department of Human Resources – Financial Literacy

NRMA – Live Learn Drive  
Police – Safe Partying  
City Rail – Travel Safe  
Project Youth - Homelessness  
Clair Scott – Personal Strengths

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**Year 10 Crossroads Program - Mr R. Sawford**

On the 4th December, Year 10 students departed Kogarah station at 7am to take part in a bush trail hike and kayaking adventure in the Royal National Park at Bundeena, as part of their compulsory crossroads course. Crossroads is a mandatory program for students undertaking their HSC in NSW government schools.

Crossroads is designed to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives. Crossroads aims to prepare and support these students as they encounter situations related to identity, independence and their changing responsibilities and develop their skills in achieving learning outcomes.
Positive health and wellbeing for young people can include a sustainable state of positive mood and attitude, resilience, and satisfaction with themselves, relationships and experiences. In positive health and wellbeing, young people are more likely to achieve better educational outcomes, make a successful transition to work, develop healthy adult lifestyles, experience fewer challenges forming relationships and are more actively engaged citizens.

On the 8km bush trail hike, the boys were able to see and experience the flora and fauna of the Royal National Park, take in the natural coastal scenery and strengthen relationships with their peers. Students also developed leadership skills in new and challenging contexts.

After the bush trail hike, the boys kayaked from Bonnie Vale to Maianbar, building their capacity to work as part of team, paddling double kayaks over 4km in trying conditions.
Our coding club is held every Monday afternoon. The aim of the club is to engage students in computer technology and allow them to gain a practical understanding of basic coding. This semester, students have diligently learnt how to write and sequence instructions using click and drag programming software.

On the 15th of December 2015, thirteen coding club students made their final journey of the year to Macquarie University. Despite the awful morning navigating traffic conditions on King Georges Road, we arrived at the Macquarie ICT Innovations Centre on time. The workshop started off with an introductory session that explained the basic features of the Lego EV3 robot and Mind storms software. After a couple of demonstrations on building and programming the robots for specific purposes, students participated in open-ended challenges such as measuring the distance with a wheel and changing direction when the robot detected an object in its path. The activities in LEGO robotics provided to be a highly engaging activity for the students and assisted them in developing their critical thinking skills.

The highlight of the day was the “Vampire bots” activity. We know that vampires love the dark and hate the light. Students programmed their robots to automatically detect light or darkness. If the room is bright then the robot would be less active. Whereas if the room is dark enough then the robot would start flashing, moving fast forward and backward, turning right and left and making funny noises as well. Students enjoyed the activity. It was also a collaborative problem solving activity which tested the students skills and to work collaboratively.

It was a fun day to have the time to tinker with LEGO robotics, allowing deep thinking and action to come together. Students received a pack of LEGO and mini figures as souvenirs.
Sports Report – Mr G. Errington

Sport has always been a very important part of the fabric of our school. This has been the case this year where 89% of the students participated in Grade Sport. All these students represented the school with passion, pride and sportsmanship. In the summer competition, we competed in a number of sports including volleyball, touch football, basketball and table tennis. Teams were successful in reaching the Semi Finals in ten of these sports and won competitions in Junior Touch Football and Junior Table Tennis. The Junior Touch team played very impressively and they were convincing winners in the final, the team was fortunate to have super coach – Mr Sawford who guided the boys throughout the season.

We were also runners up in 15 years Basketball and Mini Soccer. Both these teams were very unfortunate to lose very close final matches but the spirit they played in was a credit to the boys and the school.

All the results are amazing when you consider the number of students that are in the junior school. A great deal of accolades needs to be given to the Year 7 and 8 students who performed so well in Touch, Mini Soccer and Basketball throughout the year. Many of these boys had not played the sport before but enjoyed the experience of representing their school and playing with their friends.

During the winter season we performed at a higher level. The mighty 13/14 Rugby League side were successful in defeating Blakehurst High school in the grand final. This match was played at Kogarah Jubilee Oval, the home of the St. George Dragons, so the boys were fortunate to play at such a venue. There is a lot of talent in the Rugby League ranks and it was a very fitting reward from a dedicated team.

Not to be outdone, the Junior Table Tennis Teams both won their competition and the standard of play was very high and a credit to the coaches, Mr Woo and Ms Axiotis. Table tennis is becoming a very popular sport amongst the students.

Once again, our tennis teams were highly successful in reaching the semi-finals and the Opens were very unlucky losers. The 15 and 14 teams reached the finals with the 15 years team being successful, while, the 14 years were undefeated for the whole year but fell at the final hurdle.

The Athletics and Swimming Carnivals were well attended and proved to be fun days. The Cross Country was staged around the school and this was a popular event with staff and students.
Finally, I would like to thank all the students who represented our school this year. I know it was a very successful season and I hope all boys look forward to playing again in 2016. Congratulations to all students who received trophies at our Sports Presentation Day and a very big thank you to all staff for their work with the grade teams.

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**Year 7 & 8 Swim School – Mr N. Pikis**

In week 9 JCBTHS students in Years 7, 8, 9, 10 participated in a week of activities and events to extend their learning opportunities outside of the classroom. Year 7 and 8 students as part of the NSW Board of Studies PDHPE stage 4 syllabus attended a compulsory Learn to Swim Program. The Sans Souci Leisure Centre facilitated the program. Students attended four consecutive lessons that catered for their individual swimming ability. Year 9 students participated in a variety of excursions and activities around the local area and across Sydney, culminating in a boot camp that tested the resilience and endurance of our young men. Year 10 participated in their Cross Roads and Cook Up Success program. The week was a great success and provided the opportunity for students and teachers to work together and to enjoy their shared learning experiences outside of school.
STEM Report – Mr R. Mansour

The sub group for the staff team comprising of Mr Loucopoulos, Ms Axiotis and Mr Mansour undertook extensive planning to develop an integrated STEM (Science Technology Engineering and Mathematics) unit of work ready to be implemented in 2016 for Stage 4 (Year 8).

By focusing on these areas together further develops the skills and knowledge in each discipline which are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning allows students to develop collaborative, ethical and analytical approach to achieving course outcomes.

VALID Online Testing for Year 8 – Mr P. Loucopoulos

The Validation of Assessment 4 Learning & Individual Development (VALID) test for Year 8 students was held on 10 November. The VALID Science 8 test is an 80 minute interactive, multimedia test completed entirely on a computer. Content wise, the test contained multiple choice, short response and extended response tasks that are grouped around real-world issues, including scientific investigations. This is a diagnostic test, with tasks framed on Stage 4 outcomes and essential content in the NSW Australian Science Syllabus.

Students were tested on their:
- knowledge and understanding of science
- understanding and skills in the process of scientific investigation
- ability to evaluate evidence, make judgements and think critically
- ability to access information and communicate scientific ideas.

The anticipated release of VALID Science 8 2015 results will be in February 2016. A personal report for each student will be sent to parents/carers to describe the science knowledge and skills demonstrated by the student in the test. There will also be information about how your child’s results compare with overall performance of all students in the test. All year 8 students are to be congratulated on their diligence and commitment during the test.
Student Leadership – Ms M. Atzemis

On Friday 20th November 2015, the Year 8 and 9 students that participated in the Youth Frontiers Mentoring Program had an opportunity to showcase their projects. In front of their peers, parents and mentors the students presented their final products, after all their hard work and commitment.

The students created posters and PowerPoint presentations on a range of community themes including Anti-Bullying, Study Skills, Youth Mental Health, Environmental Issues, upgrading local parks and Engagement in Sport. The students outlined their initiatives and also demonstrated strategies to aid the realisation of their projects.

This showcase provided an opportunity for students to communicate their ideas on a subject they felt particularly connected to with the prospect of many of their initiatives being further explored in the future. Students were also able to see what could be achieved from mentoring and teamwork in providing leadership opportunities and developing skills that can be adapted to other areas of school life.

Congratulations to our newly inducted School Leaders (Justin Del Prado and Dion Paraskevopoulos (Captains) Anthony Hudd, Youssef Sheeth, Adam Mitreski, Rael Athas (School Leaders Prefects), and thank you to the parents, friends and community who attended our induction ceremony. JCBTHS has a long history of having exceptional school leaders who have represented the school with commitment, loyalty and honour and this year will be no exception. Our leaders have already been extremely impressive showing dedication and commitment over a number of years being part of the SRC and other school and community projectors. Their election speeches were of the highest calibre that I have seen and their induction speeches were poignant and inspirational. I look forward to working with the Student Leadership team throughout the year and I am very confident that we will up hold the values and vision of JCBTHS to the highest standard.

On November 25th our school acknowledged White Ribbon day through a special whole school assembly. This was an important event for our school community and for us to understand how we as men can take a positive stance to eliminate violence against women in our society. Our students
have also developed an understanding of the role they play in developing respectful relationships with their peers through the Respectful Relationships workshop that has been facilitated by Bay City Care, earlier this year and during our Cross Roads program. Youssef Sheeth one of our newly appointed school leaders, initiated and created a large white ribbon that was placed in the library where students could write messages of support for White Ribbon day. It was inspiring to see our young men participate and acknowledge the role they play and will continue to play in the future of our community. Our young men displayed and demonstrated compassion, understanding and sincerity to help change the future of domestic violence in our community.

'Mastering The Bays' is an initiative formulated in association with World Planning Day and

Mastering the Bays program – Ms M. Atzemis

Observatory Hill Environmental Education Centre. It is designed for students of Geography, Visual Arts and Graphic Design and provides the opportunity for these students to see the processes involved in creating and planning urban renewal, Town Planning, Urban Design Principles and Careers in Town Planning.

On Thursday 12th November a group of 15 students from Years 9 and 12 visited various sites around Sydney to celebrate ‘World Planning Day’. We began at the Barangaroo Site to view a renewed precinct and viewed a presentation on the Urban Transformation Program for the city of Sydney. We then participated in a field trip by ferry to view the White Bay Urban Transformation precinct and were told of the future plans for this area. Our tour concluded with a view of the City of Sydney Planning Model at Town Hall and a discussion on Careers in Town Planning.

In addition, students have had the opportunity to participate in a competition to design a façade for the Sydney Fish Markets Site which enabled them to utilise their skills in graphic design. This experience was an enriching one for the students who participated as they were given an insight into what is involved in the planning of our City of Sydney.
Mosaic Project – Mrs M. Loutfy

It was wonderful to see thirteen students from Years 9 and 10 participating in the Mosaic Project which is run by the University of New South Wales. The Project started with a visit to the University on the 11th of August which our students undertook a one-day cultural training session, in preparation for the Forum Day. On that day, volunteers acted as mentors for our students, running group workshop activities, discussions, games and a campus tour.

Throughout Terms 2 and 3, a dedicated group of UNSW volunteers visited our school regularly and worked with the group helping them create a major video project about the concept of multiculturalism. They also attended an excursion to Kogarah Shopping Centre where they interviewed the public about the concept of Multiculturalism and how different cultures contributed to Australia. An excellent video presentation was created by our enthusiastic students where they played the roles of hosts and guests in a program called ‘Public Test’.

On 27th October, students and parents attended The Mosaic Expo Night held at the University of New South where they showed their major work and viewed the works of other schools. The night was a great success and both our students and parents enjoyed a happy atmosphere mixing and socialising with other students.

I would like to congratulate the following boys for their excellent project work, enthusiasm and capacity in representing the school in such a dignified manner: Phi Pham, Ali Saadi, Houssein Najm, Saeb Chamaa, Ali-Al-Mohamed, Alrizki Azhar, Jordan Francis, Houssein Fardous, Mohamad Hijazi, Alfonso Ortiz, Daniel Ellyes, Munashe Marevanhema and Joshua Del Prado. Also, I would like to acknowledge Mr N. Hadges for his great assistance with transportation.
Excursion: Featherdale Wildlife Park – Ms M. Lee

On Tuesday 15 December a very exciting excursion was organised for our international students whereby they were introduced to a wide range of Australian wildlife species in a natural setting at Featherdale Wildlife Park.

It was an hour’s journey by bus to the park’s location and the students were greeted by the loud sounds of Australian fauna upon their arrival. We all headed towards the amphitheatre where one of the employees presented an informative lecture on four specific wildlife species. The students were able to pat and ask questions relating to a koala, black-headed python, two-headed lizard and a tawny frog-mouth and everyone was enthralled with the in-depth discussion on Australian habitats and the interaction of species.

The most popular enclosures were the little (fairy) penguins, the world’s largest crocodile (that opened its mouth as wide as possible for us and displayed its ugly teeth) and the Tasmanian devil (that fascinated everyone by hiding within a tree trunk).

Our international students thoroughly enjoyed the outing and were involved in an animated discussion throughout lunch regarding where they would like to go for their next scenic excursion.

Homestay Carers

Our number of international students at James Cook Boys Technology High School is increasing, therefore it is important to explain to interested parents and members of the local community that if they have a spare room available in their home, then they can become a Homestay Host.

Homestay is a cultural exchange between a local individual or family (called a “Homestay Host”) and a visiting International Student who comes to live as a guest in their home while they are studying in Australia. It is a program that helps the international student understand the culture and customs of the region in which they are studying and many of the students make life long friends with their host. The Host provides the Student with all their basic needs, including their own room, food (if applicable) and space in which to study, and in return the Student pays a weekly fee. Over the period of their time together the Host assists the Student to become familiar with the local area and customs while staying in a relaxed and friendly household setting. The Student is also encouraged to share with the Host, information about their home country and culture. This interaction is what makes Homestay ideal for someone looking for a unique cultural experience.

Anyone who is interested in becoming a Homestay Host should phone James Cook Boys Technology High School and ask for Ms Lee.

For further information:
http://www.homestaynetwork.org/public/about-ahn-homestay
The purpose of the Learning and Support Team is to ensure that every student has the right to learn on the same basis as every other student in the school. For students who have particular needs or impairments to learning the Team can organise for adjustments to learning programs to allow individual students to achieve their potential.

The Learning and Support Team was established in 2014 and its role within the school was expanded and strengthened in 2015 with a representative from every faculty in the school joining the Senior Executive, the School Counsellor and specialist teachers to form the team. Fortnightly meetings were held and members of the team disseminated information to their respective faculties. Students who were supported by the Learning and Support Team were identified by test results, school reports, teacher referrals, medical referrals and parent contact.

When students were referred, the Learning and Support Team assigned specialised staff to assist these students. These staff included the Hearing Support Teacher, ESL teacher, Literacy Teacher, LaST (Learning and Support) Teacher and the Careers Adviser. Individual Learning Plans were developed to cater to particular learning needs of students and these programs were progressively monitored and evaluated in meetings.

The Learning and Support Team also organised special provisions for eligible HSC students and provided adjustments to assessment programs for particular students. Appropriate support was also organised from outside agencies and the DET.

Parents are encouraged to contact the Learning and Support Team if they have any concerns or questions about their son’s learning.

**The Quick Smart Program 2015**

In 2015 the Quick Smart Literacy program was organised for Year 7 students. The program is designed to improve reading fluency, speed and confidence and to build vocabulary. Two age specific PAT tests, (Reading and Understanding and Vocabulary) were undertaken by all students in Year 7. This data allowed teachers to identify students who would most benefit from the program. Additionally there was an intensive Quick Smart program for students with special needs.

Students participated in the program for two periods each week and worked in pairs. In each lesson students completed a series of activities including vocabulary recognition exercises, reading with expression, timed reading, comprehension, word games and testing. When the PAT tests were administered again in Term 4 it was noted that there was positive improvement for students. Class teachers also commented that some students were responding more confidently to class literacy activities.

Overall, the Quick Smart experience broadened the boys’ vocabulary, increased their word recognition and offered techniques that they could use in the classroom to improve text understanding. Students are to be congratulated for their positive participation and diligence.
Mathematics Transition Program – Mrs M. Lagoudakis

Moving from primary school to secondary school is a very significant transition for children as it requires substantial preparation, planning, adjustment and support.

Transition to secondary school usually occurs at a time when students are also experiencing changes associated with their development from childhood to adolescence. Successful transition from primary to secondary schooling is linked with understanding and acknowledging the developmental needs facing young adolescents, including social, emotional, physical and educational.

Transition is a process, not a one-off event, which requires both time and commitment. It is a process of building relationships and understanding, with the aim of supporting students in their transition, identifying barriers to a student’s learning and any adjustments that can be made. When successful, students have a sense of belonging and purpose, are positively connected to their peers and teachers, their learning is interesting, relevant and fun and follows on from their previous learning of the curriculum.

Transition also has multiple implications for teachers, for example, they are able to share their professional expertise across the learning community and collaboratively plan units of work incorporating shared assessment strategies within specific Key Learning Areas. Teachers engaging in successful transition encourage and support students to take risks and drive their own learning and provide them with opportunities to solve problems through collaboration, analyse and synthesise ideas, employ higher order thinking, create new knowledge and apply learning in authentic contexts.

A Community of Schools including James Cook Boys Technology High School, Moorefield Girls High School, Arncliffe Public School and Rockdale Public School are involved in a project to develop a program that promotes sound pedagogical practices based on the mathematics continuum of learning outcomes in the NSW Mathematics K-10 Syllabus across stage 3 and 4, incorporating research into effective transition models.