James Cook Boys High School
Annual School Report
2011
Our school at a glance

School
James Cook Boys High School was established in 1956 and has built a strong tradition of comprehensive education for boys with emphasis on academic, sport, culture and the Arts. The school shares a prime learning space with Moorefield Girls High School and St George Special School. It is adjacent to the St George TAFE and allows easy access for students to participate in Vocational Education & Training courses.

The school supports a rich and diverse set of beliefs and cultural backgrounds and an ethos that demonstrates a respect for the school community and Australian values.

James Cook Boys High School places learning at the centre of all activities to support learning focused school culture in which the pursuit of personal best is the expected outcome for all students, staff and community members.

The school’s motto, “seek the unknown”, is linked to the courage and spirit of our namesake and appropriate academic enrichment, extension and learning support programs enable students to achieve in everything they do.

Students
In 2011, James Cook BHS supported and provided educational opportunities for 510 students. A broad and comprehensive curriculum is provided and caters for students with a wide range of capabilities. A dynamic support unit meets the needs of students with special learning needs.

The school provides all students with numerous opportunities to experience and achieve success in academic, sports, the creative & performing arts, student leadership and additional extra-curricular activities. Strong partnerships with numerous external agencies supports student learning within a safe and nurturing learning environment.

The core values for all students are to respect everyone and to perform to your potential at all times. These primary values are constantly, consistently and vigorously promoted within the school.

Staff
James Cook Boys High School continues to benefit from the input of highly skilled and motivated staff that lead by example, in and beyond the classroom, are passionate about their teaching and committed to achieving the best for their students.

All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2011 the school conducted numerous programs to support learning.
These include: enrichment and acceleration programs in science, mathematics, computing applications and English; transition programs with feeder primary schools and leadership programs aimed at increasing the leadership density throughout the student body.
The PE Faculty ran elite sports program across a range of sports such as tennis, rugby league and soccer, in which our students performed admirably.

The Music programs we have in place encourages participation across the whole school and brings together varied cultural groups and enhances peer teaching and mentoring with close teacher support.

We enhanced our policies and practices, especially in relation to student management, and built on our already strong Mentor program involving James Cook Boys working with St George Special School.
Student Achievement in 2011

Literacy
Average 4 year data trends (2008 – 2011) reveal the average percentage of Year 9 students achieving minimum standards for Reading (87.5%), Writing (n/a), Spelling (89.1%) and Grammar (80.1%). Similarly, the average percentage of Year 9 students achieving proficiency standards (Bands 9 & 10) for Reading (9%), Writing (n/a), Spelling (19%) and Grammar (9%).

Numeracy
Average 4 year data trends (2008 – 2011) reveal the average percentage of Year 9 students achieving minimum standards for Numeracy is 95.1%. Similarly, the average percentage of Year 9 students achieving proficiency standards (Bands 9 & 10) for Numeracy is 89%.

Higher School Certificate
When our students’ results were mapped against the State averages, our most successful results (at or above NSW averages) were achieved in the following subject areas: Biology; Chemistry; English (ESL); Mathematics Extension 1; Personal Development Health & Physical Education (PDHPE) and Visual Arts.

Messages

Principal’s message
James Cook Boys Technology High School works with its local community to provide opportunities for all boys to maximise their potential in a culture of reflection and enquiry.
Our mission is to:

• Provide the most effective learning opportunities
• Work in partnership with students and parents to promote socially responsible behaviour
• Ensure a safe and happy learning environment
• Ease the transitions of our students as they move from primary into high school, from the junior into the senior school
• Prepare them for global citizenship and the world of work.

An evaluation of welfare and discipline needs has resulted in revised attendance and student management practices being developed and implemented.

A strong anti-bullying program has been implemented throughout the school. Called “Bravehearts” the program was developed through the Welfare team and implemented via a whole day workshop involving vertically-organised groups, with teachers working in pairs and senior students working as role models and mentors.

This report gives an overview of our students’ academic, sporting and cultural efforts in pursuit of their personal best at James Cook Boys’ Technology High School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Terry Vallis

P & C message
P&C meetings are held twice per term. A number of new parents have become active members of the parent forums. Whilst it has been difficult to maintain numbers at all meetings we have been pleased that our diverse culture has created valued feedback, discussion and ideas with which to move forward.

Parent opinion and input is valued at James Cook Boys Technology High School and every effort will be made to keep parents informed and involved. Meetings are advertised through the newsletter and SMS. The school will work to make communication more seamless by collecting family email addresses so that all correspondence reaches families in a timely manner.

Carolyn Day
P&C President
Student representative’s message

James Cook Boys Technology High School’s SRC have been selected from our high achieving student body, students who are the leaders of the future and who have demonstrated skills and characteristics that have become representative of the schools culture.

We conduct several fundraising events throughout the year to benefit not only our school by building up much needed resources, but also to assist charities in their effort to raise funds and assist in their causes.

Our aim through the prefect and SRC bodies is to become the voice of our peers and we are dedicated to improving the perception of our school in the wider community. We encourage student participation in all school based events and are proud ambassadors of this school which has helped develop us from boys to men.

Aaron Bartlett / Kerem Dormanli
School Captains

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments in 2011 were 510 students. There has been a slight decline in overall enrolments in recent years while the level of enrolment in the senior school has shown some increase. The school currently caters for approximately 10 international students who are fully involved in the corporate life of the school.

About 85% of students come from an LBOTE background representing more than 41 different ethnic groups. While a large percentage of students were born in Australia, English is still a second language for many in our school community.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>568</td>
<td>576</td>
<td>560</td>
<td>556</td>
<td>510</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student attendance profile
There was a decrease in attendance last year. The SMS message system used to alert parents to student absence has been discontinued and the school has chosen a new attendance monitoring system from Academy Attendance to reduce administrative resource requirements in the tracking process, refine real time attendance monitoring in individual lessons and reduce the time lag in communicating with parents. We also introduced a system whereby student arriving late to school on a regular basis or truanting regularly were monitored, parents notified and placed on weekly detentions.

Student Attendance
Management of non-attendance
There has been a decrease in student attendance over the past year.

The SMS messaging system used to alert parents to student absence has been discontinued and the school has selected a new attendance monitoring system from “Academy Attendance” that should allow us to:

- improve the accuracy of class and school rolls
- reduce the administration costs in developing and maintaining attendance data
- shorten the time for school contact with absent student families through faster correlation of absence data and an improved SMS system
- directly link attendance with the school’s welfare policies and procedures.

Retention to Year 12
Student retention is a key priority focus area within our school. Strategies used to enhance student retention are the implementation of Quality Teaching & Learning (QTL) programs, a variety of student mentoring programs and personalized tailoring of senior study patterns that are geared towards individual and attainable career pathways.

Post-school destinations
From the 2011 Year 12 cohort surveyed, the following information was obtained.

80 students surveyed:
- 30 (38%) gained entry to University
- 4 (5%) accepted Apprenticeships/Traineeships
- 39 (49%) enrolled at TAFE/College
- 7 (8%) gained full time employment

The high number of successful University acceptances was an outstanding result.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 54.6

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school staff comprises of one teacher with an Indigenous background.

Staff retention

Staffing at the school has remained relatively stable in the past year. However falling numbers led to a reduction of one staff member. A number of long term illness issues and the subsequent inability to obtain qualified replacement personnel made organisation and program delivery more difficult at some stages of the year.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

A number of staff is new scheme teachers working at various stages in achieving competency levels with the Institute of Teachers. These young teachers are making an extremely valuable contribution to the progress of quality teaching and learning in the school.

All members of staff are provided with training and development opportunities through School Development days and individual professional learning experiences.

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
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</table>

Further information regarding staff qualifications may be obtained from the school Principal.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>134,354</td>
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<tr>
<td>Global funds</td>
<td>383,93</td>
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<tr>
<td>Tied funds</td>
<td>152,169</td>
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<tr>
<td>School &amp; community sources</td>
<td>129,304</td>
</tr>
<tr>
<td>Interest</td>
<td>10,755</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,420</td>
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<tr>
<td>Canteen</td>
<td>193,985</td>
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<tr>
<td>Total income</td>
<td>1,024,083</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>74,442</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>37,702</td>
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<tr>
<td>Extracurricular dissections</td>
<td>40,228</td>
</tr>
<tr>
<td>Library</td>
<td>8,306</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>440,00</td>
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<tr>
<td>Tied funds</td>
<td>148,638</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>99,621</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>93,540</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>187,074</td>
</tr>
<tr>
<td>Utilities</td>
<td>78,927</td>
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<tr>
<td>Maintenance</td>
<td>45,311</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>26,951</td>
</tr>
<tr>
<td>Capital programs</td>
<td>30,788</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>871,974</td>
</tr>
</tbody>
</table>

Balance carried forward: 152,109

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

ARTS

The 2010 HSC results reflected the strong commitment to quality learning that informs all aspects of the creative arts faculty. Jake Arrogante was selected for the HSC exhibition “Art Rules” at Hazelhurst gallery. 100% of the HSC class achieved their top mark in Visual Art and all students achieved band 4 or higher in Visual Art. The class achieved higher than state average.

Year 7 Creative and Performing Arts programs reviewed and modified extensively. The process was informed by the School Review report. Assessment was coded in the Quality Teaching Framework and provides a scaffold for student feedback. This is then used to inform strategies for future learning.

Professional development courses focused on the use of ICT in the classroom and subject content. Time-based works were included in Year 8 programs as well as Photography and Digital Media. DER laptops were also extensively used in all aspects of the courses.

The school exhibition space provided opportunity to view the diversity of media and student responses to the courses offered such as Visual Art, Visual Design and Photography.

Excursions to Art Gallery of NSW supported the classroom learning. The HSC results reflected the diverse abilities of the students.

MUSIC

The Music Department continued to enhance and encourage the performance and composition skills of Music students by developing a wide range of activities in its technology labs. These labs continued to be the focus of students’ interest and Musical development in years 7 to 12.

There were a number of extra-curricular activities encouraging R ‘n’ B, hip-hop, reggae and rock performing ensembles. These occurred both during class and lunch times. Instrumental lessons for keyboard, guitar, drums, singing and woodwind were provided.

Harmony Day was celebrated at JCBTHS with a special concert. A wide range of talented students from years 7 to 12 entertained parents, teachers and students as well as visiting students from St George Special School with a very diverse program of entertainment. Special prizes were presented to a number of students.

During Education Week a number of different performing ensembles entertained shoppers at both Rockdale Plaza and Hurstville Westfield Shopping Centre. These performances involved students from years 7 to 12, all of whom impressed everyone with their varied program, technical skills and the efficient process in which they set up their own audio equipment.

Two excursions were organised for students who were interested in attending a musical. “Mary Poppins” was very popular with the students, many of whom requested that they be taken again to see the performance. “Jersey Boys” was also well received by our students and it was an inspiring experience for many of our students who demonstrated an interest in pursuing Music as a career. An excursion to the Sydney Symphony orchestra gave students an opportunity to experience a range of different instruments in a concert environment. The complimented the Instruments of the Orchestra unit of work.

HUMAN SOCIETY and its ENVIRONMENT

Human Society and its Environment (HSIE) offers students a broad range of subjects at both junior and senior level, with all HSIE teachers specialised and experienced in their subject area. There was a high interest by students to choose HSIE subjects in 2011.

The results in the Higher School Certificate and School Certificate ranged from solid to
outstanding. A Band 6 (92%) was gained in Legal Studies with a further three students gaining a Band 5 in this subject area. In Business Services, a relatively new subject in HSIE, two students received a Band 5 for the first time since this subject has been offered. In Economics, Ancient History and Business Studies, students gained solid results which included seven Band 5’s over these subject areas.

In the School Certificate ten students received a Band 5 in Australian History and seven received a Band 5 in Australian Geography. A large percentage of students gained Bands 3 and 4, with 46% in History and 48% in Geography.

A major focus in HSIE in 2011 was on creating Quality Assessments that were authentic and engaged the students. By working from the Quality Teacher model this was achieved by all staff in HSIE. Other focus areas included the further implementation of ICT in the classroom and Numeracy and Literacy goals. The Interactive Whiteboard was used extensively and students completed a large component of their work on Moodle. In a number of Assessments, part of the task was to email their assessments for marking. All programs in HSIE include elements of ICT, Numeracy and Literacy.

Students in HSIE had the opportunity to participate in a number of excursions, field studies and other subject related extra-curricular activities. Year 7 Geography used a variety of geographical tools to carry out field work in the school. In History, Year 7 visited virtual sites that highlighted aspects of Archaeology and Ancient Egyptian tombs. In Year 10 Geography, students visited Cronulla Beach to carry out Coastal Environment Fieldwork. There were also a number of excursions including a visit to The Jewish Museum, the District Courts at the Downing Centre and Luna Park to experience the running of a major Business. Year 9 saw a History play called ‘Soldier Boy’, based on experiences in Gallipoli.

In Business Services we saw the graduation of the first HSC class with some pleasing results, demonstrating the suitability of this subject to the school’s clientele. All students in Business Services participated in Work Placement for practical experience in this subject area and students once again participated successfully in the Stock Exchange game. A number of senior classes attended HSC Study Days in a range of HSIE subjects. After application for the DER Action Project in 2011, a select group of Year 9 Geography students will be participating in this program in 2012.

**MATHEMATICS**

The 2011 HSC results in the Mathematics course resulted in 63% of students in the Mathematics course achieving a band 4 or greater. In the General Mathematics course James Cook students were 26% also scored a band 4 or greater. Also, in Extension 1 Mathematics 75% score a band E3 or greater while in Extension 2 Mathematics 90% score a band E3 or greater. A special mention goes to Seyed Ali Hossini for 1st Placement in Mathematics Extension 1 and Mathematics Extension 2, Anthony Nedanoski for 1st placement in Mathematics and Daniel Butler for 1st in the General Mathematics course. These students are to be commended and congratulated on their hard work and efforts for all their achievements.

The 2011 School Certificate results in mathematics resulted in 36% of students in the Mathematics course achieving a band 4 or greater. This has been a phenomenal achievement for teachers and students who had surpassed previous results. These results are well above the state average. Many of the students, teachers and parents were pleased with their performance and results.

The data for NAPLAN showed a slight decline of 13% results overall throughout the strands of Numeracy Patterns and Algebra, Measurement Data Space & Geometry and Numeracy. It is pleasing to see that 67% of the cohort has shown significant growth in Numeracy well above the state average. While the remaining students who are yet to achieve the growth equivalent or better than the state average are participating in Numeracy programs in Year 7 to strengthen and consolidate concepts in preparation and readiness for the Year 9 NAPLAN testing.

The Year 9 NAPLAN data showed a slight decline of 10% overall results throughout the strands of Numeracy Patterns and Algebra, Measurement Data Space & Geometry and Numeracy.
Data Space & Geometry and Numeracy. These results show that 40% of students have shown growth in these areas above state average. The remaining students who are yet to achieve growth equivalent or better than the state average are in progress through coordinated efforts of their teachers and Numeracy programs in place to reinforce and support student progress in Numeracy.

2011 saw the targeting of all strands being tested in NAPLAN through, students working through Numeracy booklets which provided constant revision and thorough understanding of examination strategies. Frequently used mathematical terms and their meanings were targeted by the numeracy team to ensure students understood definitions used across different key learning areas to form a common talking point for staff and students used in their areas of focus in the year.

Earlier in Term 3 the Mathematics faculty ran two Mathematics competitions, The Australian Mathematics Competition and The University of New South Wales Mathematics competition. These competitions had worldwide and Australia wide participation which provide students a competitive platform to showcase their ability in problem solving and compete with and against the best mathematicians in the world for the elusive status and myriad of prizes. These students are intrinsically motivated to perform to the best of their ability.

We are proud of the results that the students have attained and hope that in the years to come that we will see an increase in the number of boys participating in the future competitions. In the Australian Mathematics Competition we achieved 1 Credit and 2 Distinctions.

In the University of New South Wales Mathematics Competition we achieved 6 Credits, 4 distinctions and 2 High Distinctions.

The Mathematics faculty ran the Year 7 game called the “The Amazing Race”, co-ordinated by Ms Diakou and targeting numeracy. This allowed students to participate and answer questions based on the number strand and problem solving and take out the grand prize. This proved to be successful and the day was appreciated and enjoyed by students and staff.

This year we saw the promotion of Ms Diakou to HT Mathematics at Kogarah High School. We wish her all the best in her new position and future endeavours.

SCIENCE

Effective integration of technology into learning has occurred this year within the Science faculty. This year has seen many changes in terms of ICT application, in particular, Interactive White Boards and student laptop use. Staff members have accessed various sites and resources useful for IWB. These have been placed in a central file accessible for future use, evaluation and modification. D4 is the designated science IWB room but is made available to other faculty members through a central booking system. Data projectors and screens have been installed in four of the five currently-functioning laboratories.

Teachers are getting used to year 9 and 10 laptop work and can place documents, resources and website information on the Moodle site for use by students. Engaging research projects for students have been created and used as assessment tasks. Even the lowest-streamed academic classes are more engaged. More and more laptop-based work has been issued to students in years 9 and 10. In addition, students have been able to install an electronic version of their text book into their laptops for smoother operation of work in class and for homework.

Teachers have been in-serviced for electronic roll marking.

Strategies from school priority areas and linked to DET priority areas have been addressed. Some have been achieved as projected in the original plan within the year. Outcomes and targets can be found in the management plan.

We have improved understanding of the QT model and its application in units of work in each of stages 4 and 5, implement high quality transition programs to support students by ensuring greater access of science laboratories to primary school students, implement high quality transition programs to support year 10 students.
entering stage 6 courses, and used data from NAPLAN and ESSA and student feedback to develop appropriate strategies to address priority areas.

We have gathered information from ESSA (SMART package), NAPLAN and diagnostic school-based tests to analyse trends in literacy and numeracy underperformance. Topic booklets prepared with more literacy-based and numeracy-based exercises, e.g. cloze passages and tables, pie-charts and graphs.

All laboratories (except D4) have been refurbished to some extent. In D-block only benches have been replaced, with some gas tap and water tap replacements. The P & C and Deputy Principal’s involvement in 2010/11 and parent lobbying have been most appreciated. Their work has been essential in the building of entirely new labs in C block.

The work of Mr Hadges (scripture teacher) in instrument repair has continued this year. This has meant that no outside contractors (who have exorbitantly high costs) have been used - money is saved and more devices are always made available.

It is hoped that more use of ESL support will occur in 2012. In 2011 support was useful and attempts were made to integrate the support with the science-based outcomes. The Science faculty has continued to work supporting the students in the Special Education unit. Some of the students have been mainstreamed in science classes. This year students have attended the year 8 classes of one of the science teachers. This has proved to be of value to the students and carefully designed outcomes have been achieved, evidenced through basic tests.

Science teachers and the laboratory assistants have continued to prepare activities and demonstrations for any prospective students. It is an opportune time to show any future students and their parents the outstanding qualities of our teachers, students and school in general.

This year the accelerated program in Chemistry has continued and has attracted much interest—more so than usual. Seven Year 10 students managed to complete the Preliminary course and have started the HSC course. Five year 9 students sat the HSC Chemistry examination in 2011. There is much interest shown by the current year nine students for the course.

Chemical storeroom, equipment, video, CD and textbook Excel filing system has been modified and centralised. Electronic filing of risk assessments for common and frequent experiments has been initiated and will be an ongoing task for 2012. The work of the two Laboratory Assistants (Ms Nicol and Ms Geldard) has been invaluable. They have facilitated reliable record keeping and organisation in general. It has been difficult and mostly impossible to find replacement assistants when either of the assistants has been absent or on leave. They are also the main first aid people at school. They have also become the photocopy-responsible people in D-block.

About 10% of students were able to perform well in analytical and deep-knowledge-based tasks. Work on assisting student understanding continues and various diagnostic activities have been designed, e.g. differentiating ‘describe’ and ‘explain’ and representing data for various purposes: line graphs or pie graphs or tables etc. Five students were awarded Credits. One Distinction was awarded. Pleasing results: 5 students were awarded Band 6 and 13 awarded Band 5. There is room for improvement! There were too many students in Band 3: 33.

Booklets which are used by the students including revision booklets will be reviewed and more skills type questions will be used in future assessments. 2011 was moderately successful with an overall number of 9 band 5 results: 4 in Biology and 1 in Senior Science. Past results are shown in addition to the 2010 ones. In general, outstanding achievements indicate the profound difference that acceleration has made to the learning and expectations of some of our talented students.

Ms Alibrio’s year 9 extension class offered students a deeper insight into the main stage 5 science course. This is an excellent preparation mechanism for future acceleration classes. The extension classes work well when they can be linked to acceleration (stage 6 courses).
The Science faculty continued to contribute to whole-school programs that support the development of students. Mr Richards has worked hard to continue to recruit, organise and supervise students involved in the Duke of Edinburgh initiative. In the past he has played a major role in coordinating the OH&S practices within the school. Mrs Diwakar was instrumental in organizing the SRC body and its various activities in the first half of the year: primarily fund drives and community work.

Most of the teachers are willing grade sport coaches-Ms Alibrio continued to work at regional level and she has proved to be instrumental in the ongoing work through the Beacon foundation and her work in ICT in Science (using data loggers). In addition, Science faculty members are also involved and/or responsible for other activities, including school photographs, school diaries, Multicultural Day (with MGHS), half-yearly and yearly reports coordination and first aid assistance.

Year 8 and year 10 project work is steadily improving and it is expected that the very best of the coming project reports will have the opportunity to be exhibited at the Wollongong Science Fair (at The University of Wollongong).

Congratulations to Mrs Diwakar for being a finalist: NEiTA 2011 ASG Inspirational Teaching Awards. NEiTA is an organisation which offers communities an opportunity to celebrate the work of great teachers who inspire their students and their communities.

ENGLISH

English programs in 2011 offered exciting and diverse learning experiences for students to build their literacy and language skills. Throughout the year all Stage 5 faculty programs were revised, and English teachers participated in assessment workshops, using Quality Teaching resources to evaluate and develop assessment tasks.

Technology was used effectively as a teaching tool and all English teaching rooms have now been set up with access to Internet and a projector. This allowed us to study film more effectively, use class blogs, integrate relevant lectures from You Tube, use video clips to support listening assessment tasks, access TALE resources and provide students with the opportunity to use PowerPoint presentations to support oral tasks.

Extension programs provided opportunities for students to develop their talents in many areas. The Extension class in Year 7 taught by Ms Rees made outstanding progress in imaginative writing. The Year 8 Extension class taught by MsMc Dermott and Ms Tarleton excelled in public speaking and debating activities and the Year 10 elective Extension English class participated in filmmaking, wrote monologues based on Shakespeare’s plays and delved into detective fiction.

Debating teams participated Year 7 and 8, Year 9 and 10 and Year 11 interschool debating competitions and brought great credit to our school. Ms Rix and Ms Tarleton coached teams.

Students were involved in drama activities in English lessons and Ms Okell and Ms McDermott organised a Theatre Sports group on Wednesday afternoons. This enthusiastic group of students developed confidence and communication skills. Ms Mason who has been a highly skilled and inspirational Drama teacher for many years at James Cook Boys High School resigned during 2011 and this was a great loss to our school.

Throughout the year literacy initiatives in the English faculty included the development of booklets to assist students to prepare for NAPLAN tests, spelling competitions for Year 7, wide reading library programs, the integration of explicit teaching strategies developed in the TELL course into faculty programs and language and literacy tutorials for ESL senior students.

Many students achieved commendable academic results throughout 2011 with two students achieving Band 6 results in the English Advanced course and three students placed in the top 8% of the English Standard course. 37% of students studying the ESL English gained a result over 80 and ESL English continued to be one of the best performing ESL courses in our school. In the School Certificate Literacy test one student achieved an excellent Band 6 result and 17 students achieved Band 5. Many students in
English classes worked consistently and diligently throughout 2011 and made excellent progress.

English teachers continued to support student welfare initiatives. Both Ms Loutfy, the Year Adviser for Year 10 and Mr Grose, the Year Adviser for Year 9 supported students through counselling, merit presentations, liaising with parents and organising relevant welfare initiatives. The Year 10 Presentation Ceremony organised by Ms Loutfy, Ms Weekes and the English Faculty provided a formal opportunity for the school to recognise the academic, citizenship and leadership achievements of a wonderful group of young men.

English teachers continued to be engaged in professional development courses and activities that focused on backward mapping and assessment tasks, integrating student laptops into English lessons, understanding the new National English Curriculum and English Studies course and courses about teaching strategies for film making, teaching fiction and drama activities. Ms Rix and Mr Grose were also members of the team Leadership for School Improvement Program and organised and collated staff surveys about literacy, numeracy and school ethos.

**SPECIAL EDUCATION**

The Special Education welcomed in four new year seven students in 2011. We said “goodbye” to 2 year 12 students, one to full-time TAFE and the other to an apprenticeship in Carpentry.

The IM class continued with individual programs in Maths and English as well as having specialist teachers instruct the students in a number of different areas including Woodwork, PDHPE and Science. Students in the senior years again accessed TAFE Courses at Gymea with great success. The work experience program continued as usual with students learning a number of different skills at stores like Bunnings, Coles and K-Mart.

We introduced three exciting new programs this year. Firstly, Life Skills Hospitality, which used the teaching skills of Mrs James combined with the facilities of Moorefield Girls to produce a varied selection of dishes. Secondly, Nova Employment gained part time paid employment for two of our boys for one day a week, which will certainly assist them in the employment market on completion of their HSC. Finally, the class participated in a regional Special Olympics Soccer competition over two terms on a Monday morning. The competition was stiff with Endeavour High, a sports selective school having two teams, including students who were representing Australia in the Special Olympics. James Cook had an outstanding season finishing equal first, another reason to be proud of our wonderful young men.

**TECHNOLOGY and APPLIED SCIENCES**

For 2011 the Technology and Applied Studies faculty offered classes in the subjects of Years 11 & 12 Engineering Studies, Industrial Technology Timber and VET Construction, Years 9 & 10 Technology Electronics, Timber and Graphics Technology, Years 7 & 8 Technology and Life Skills Class Technology Timber.

The faculty’s staff consisted of a Head Teacher and 2.8 Teachers. At various times throughout the year the faculty had to reorganise itself as two of the teachers had long periods of sick leave and there continued to be a non-availability of suitably qualified teachers to act as replacements.

Apart from some notable exceptions the HSC results in the Faculty’s offered subjects were, generally, below the State average. Conversely, the SC results were very pleasing and show that those students in Year 10 performed consistently and to a high standard throughout the year.

In the second half of the year a group of year 11 & 12 students travelled to Brighton Le Sands Public School, for three hours per week, where they helped construct playground equipment items. This formed some positive links between this school and Brighton PS which, hopefully, will continue and grow. Similarly, St George Special School has requested assistance from the faculty in the construction of garden wind chimes and other sensory items. A group of Year 10 students have volunteered for this and will continue with this work into next year. As of 2012 the subject of VET Construction will be delivered at Gymea TAFE.
VET & T-VET

The school offered VET courses in Business Services, Information Technology and Construction. All of the enrolled students achieved very pleasing reports from their 70 hours of work placement and a number gained employment offers from this work placement.

Once again most of the students enrolled in these subjects benefitted from the “real world” and “hands on” experiences offered by these subjects. Many of these students have progressed into enrolling in TAFE courses with advanced standing.

In 2011 the number of students enrolled in TAFE delivered TVET courses was less than previous years, 21 students successfully completed TVET subjects. The same variety of subjects were studied and with the majority of students using Kogarah TAFE campus and lesser numbers travelling to Gymea, Loftus, Petersham and Ultimo TAFE campus’. Outstanding results were achieved in the Hospitality subject delivered at Loftus TAFE by John Pingol who was dux of this subject, and gained several job offers.

SPORT

Sport is recognised as an important component of the development of the student at James Cook Boys Technology High School. With this in mind, the school offers students a wide range of sports - recreational sports including: gymnastics, weight training and fitness, tennis, indoor soccer, power walking, volleyball and badminton. All boys from Year 7 to Year 11 are expected to participate in two different sports during the year.

Grade sport is a range of sports that are played against other schools in the St. George Region. These sports cater for a diverse array of talent and include mini soccer, basketball, soccer, tennis, rugby league, table tennis, softball and touch football.

Over the past two years, the number of competitive teams involved in grade sport has increased significantly so that over 25 teams now represent the school in both winter and summer competition. The very strong performances of the students was most impressive this year and the school finished 3rd in the very strong St. George Zone. These results were further evidence of the enormous wealth of sporting talent that is present at this school.

It is also very rewarding to note that 90% of year 7 students were involved in representing the school and that a large number of year 12 students continued to play and represent the school.

James Cook Boys Technology High School were Premiers in a wide range of sports including Table Tennis, Soccer, Rugby League, Touch Football and Tennis.

A number of sporting highlights occurred this year. The Open Soccer team, coached by Mr Kentwell, advanced to the last 8 in the State and were very unlucky not to have won the NSW Knock Out. This was a very talented team with many Year 10 players in it so we are looking forward to even better things in 2012. The Under 16 years Indoor Soccer team were regional Champions and qualified for the NSW State Championships. They were successful in their Pool at the Championship and were in front of Endeavour Sports High until the last 3 minutes. They were beaten 2-1 in a game that could have gone either way. These boys have been magnificent ambassadors for James Cook, having successfully representing the school at Regional level for the past 5 years. It is hoped that they will give it one last try in 2012.

The 13 years Rugby League team, coached by Ms Cork, had a wonderful season, being selected to represent the St George Region in the Shaun Timmins Shield held in Wollongong. All the boys played really well and they enjoyed the experience of playing against other school. These boys went on to win the Zone competition. Not to be outdone, the 15 years Rugby league team finished runners up in the St George Knock-Out and were given a wild card entry into the NSW Schools Rugby League Championships. The boys played against a number of Sporting High schools and performed outstandingly. They were only eliminated in the final seconds of their Quarter Final match. This was a remarkable effort.
from these boys and a testament to their ability and dedication. The final league team at the School was the 14 years and they played exceptional League to be beaten in the Grand Final.

As already mentioned, the Open Soccer team performed magnificently but they were not the only success stories. The Turner Cup Soccer boys were tragically beaten 2-1 by Kogarah High School in the second round and then watched as the Kogarah team went through to the semi finals of this competition. This was a case of what could have been and the curse of the Turner Cup occurring again. All these boys were wonderful ambassadors for the school and represented the school with pride and passion.

In the Zone competition, the 15 A and 13 A Soccer teams were Premiers and there was a great deal of success in Tennis where James Cook were successful in the 15A, 15 B and 14 B Competitions The other sport that has elevated the profile of the school is Table Tennis. There has been an increase in interest over the past two years and James Cook are entering more teams in the Zone Competition. It was most rewarding for the boys and their coaches when the Open team won the competition for the first time in ten years.

The school has Zone representatives in Cross Country, Athletics, Tennis and Rugby League. James Cook was also the Oz Tag winners in the 13 and Open Competitions in the Sydney East Region.

It has been another hectic and rewarding year in Sport at James Cook. The success of the school is always pleasing but the most gratifying aspect of this success was the manner in which all teams handled themselves. They brought great kudos to the school but also to themselves. The attitude, dedication and interest displayed by all boys has engendered a wonderful sense of school spirit and pride and has further entrenched James Cook as a leader in the community.

WELFARE

As with 2010, 2011 was again a busy period on the Welfare front. Many programs were run to assist the boys with all students being involved.

Selected Year 7 students were involved in the Time Out and Future Focus Programs run by Riverwood Community Centre which involved 2 days per week of academic and social based activities at venues situated at Rockdale PCYC and Riverwood.

James Cook also maintained and strengthened its links with Youth Connections, Links to Learning and re-connect, services provided by St.George Youth Services.

These organizations offer students who may be at risk of disengaging due to a myriad of issues, different pathways, solutions to problems they may be currently facing and most importantly, another outlet to express any concerns they may have about their well-being.

Year 7 attended their annual camp, but on this occasion, a new venue was introduced. The Great Aussie Bush Camp, situated at Tea Gardens, north of Newcastle, was setting of what turned out to be an exciting destination. Over the course of 3 days, the students involved themselves with team-bonding workshops and all were very enthusiastic and complimentary about the services provided and assistance shown over the course of the stay.

The annual Year 7 and Year 10 Vaccinations also took place with students being administered Hepatitis B and Chicken Pox vaccines. It is with great pleasure to report that all students, including staff, showed no ill effects, with smiles all round.

Year 11 once again participated in the U-turn the wheel program as part of their compulsory Crossroads program. NRMA, Ambulance NSW, Trent Driving school and the NSW Police were all involved, setting up workshops and providing the students with invaluable information about safe driving and everything that encompasses what it means to be a safe and responsible motorist.

The school’s Work-It-Out plan, the central discipline process followed by all staff, was modified to meet recommendations from staff. A
yellow and red card system was incorporated into the already existing Level system with the assistance of an external body in the shape of a behavioural team. A Staff Welfare Policy was also introduced with input from staff and compiled by the Behaviour Team and circulated to all staff.

During the early weeks of Term 4, two formal assemblies were organized to celebrate achievements ranging from academic awards to citizenship awards. These assemblies were held in the school’s hall and they also showcased student work from a variety of KLA’s, including Music and Visual Arts. Guest Speakers from Youth Connections Campbelltown also attended discussing their involvement with the school in the Rock and Water program.

LEARNING SUPPORT

Throughout 2011, the Learning Support team was busy providing assistance to students who were identified as special needs. These students who also had funding provided for them by the Department, were constantly monitored and appropriate support was given throughout the 2 semesters.

On the recommendation of staff through progress reports, student and parental interviews, Access Request Forms were processed to place respective students in settings more appropriate to their needs or to provide them with more support in the classroom.

External education settings such as Cooks School were recommended with students attending over an extended period, hoping this setting would assist them with a smoother transition back into mainstream class.

Rosemount Good Shepherd, situated in Marrickville, also provided support in accepting one of the school’s students and assisting him with a smoother transition back into the school environment through an extensive 10 week program covering self-esteem issues, personal growth and future job opportunities.

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

The PDHPE is a dynamic faculty, offering a wide range of courses to suit all levels of student ability and interests. Courses currently studied include:

- PDHPE (Personal Development, Health and Physical Education) 7-10
- PASS (Physical Activity and Sports Studies), Year 9 (2 classes)
- PASS, Year 10 (2 classes)
- Sport, Lifestyle and Recreation, Year 11, 1 unit
- Sport, Lifestyle and Recreation, Year 11, 2 unit
- Sport, Lifestyle and Recreation, Year 12, 2 unit
- PDHPE Preliminary Course, Year 11, 2 unit
- PDHPE HSC Course, Year 12, 2 unit

These courses offer a vast range of sports, games and play and academic endeavours that range from the rigorous Board of Studies Course in 2 unit PDHPE to the more practically focused SLR and PASS classes. All subjects have carefully considered scope and sequence outlines together with assessment schedules compliant with department guidelines.

Assessment tasks have been formulated with a significant Quality Teaching Focus and undergo continuous review and updates, as a dynamic field, such as PDHPE would demand. Resources to support the effective implementation of these courses are continually updated.

PASS students were issued a student workbook, professionally developed by Titan Education for the optional units of study selected for James Cook students.

SLR was introduced as a new subject for students wishing to pick up a 2 unit course, who are not seeking an ATAR score for university entry. This course has proved extremely popular. A 1 unit course will also be offered in 2012. Monies have being directed to establishing greater resources to cater for the considerable interest in this subject.
PDHPE 7-12 requires many strategies and resources. Class texts are already established but with maximum class sizes more texts need to be purchased.

Topics studied include:

- Self esteem
- Relationships
- Motivation and confidence
- Goal setting
- Fitness
- Lifestyle balance
- Energy balance and weight control
- Decision making
- Smoking alcohol drugs
- Illness disease and disorder
- Adolescence and change
- Rights and responsibilities of consumers
- Sports injuries and first aid
- Australia’s health priorities

PDHPE personnel in 2011 consisted of Mr. G Jones, Mr. D Van Dyjk and Mr. Kentwell. Mr. Jones gained on merit after interview, a position at Orange High School at the end of term 1. This position was filled on merit after interview by Mr. B Yelavich, who, together with Mr. VanDyjk, bring a deal of enthusiasm, commitment and skills to the PDHPE faculty.

Professional development undertaken by PDHPE staff in 2011 included:

- Mr A Kentwell being a member of the school review committee
- Individual and faculty review with Michael Genner, of all tasks and programs to analyse and improve quality teaching components in all aspects and all courses
- IT day with E Neyland computer coordinator, to update school website usage and upload all tasks to website for student moodle access
- Outcomes based reporting focus with Mr.D Van Dyke and Mr. Kentwell as part of Aboriginal beginning teachers program
- Smart board usage and applications
- Boys education and effective learning strategies

Professional development is at the core of good teaching. The faculty envisages expanded attendance and programs in 2012 to provide staff with opportunities to establish support networks and to be acquainted with the very latest in strategies, trends, resources and pedagogy for PDHPE.

The expansive range of subjects offered necessitates extra curricula programs. In 2011 programs offered included:

- Kayaking around Sydney Harbour for 40 students
- Tea Gardens outdoor recreation camp to support PASS and SLR programs
- Oz tag gala day
- Ice skating
- Par 3 golf
- Ten pin bowling
- Senior first aid certificate
- Touch football challenge

James Cook continues to offer traditional carnivals in:

- swimming,
- athletics
- cross country.

Tradition and challenges are crucial to the fabric of the school. The swimming ability of the school body will become a focus for 2012. The athletics and cross country carnivals are well attended and James Cook is always strongly represented at zone and regional levels.

The PDHPE faculty possesses a deal of expertise and continually supports the students in their sporting endeavours. James Cook continues to uphold the tradition of a serious sporting school at CHS level. Sports entered at CHS include:

- Rugby league
- Soccer
- Volleyball
- Turner cup football
- Touch
- Basketball
- Table tennis
- Swimming
- Athletics
- Cross country
- Cricket
- Squash
The Rugby League Opens CHS team, coached by Mr. D Van Dyke, were again successful in winning the regional playoffs to place them in the final 16 of the state competition. Errea Cup Football, the open soccer competition coached by Mr. A Kentwell, were again successful in winning the regional playoffs. We were required to travel to Tamworth to play PEEL High school, where we won in extra time to proceed to the final 8 in the state. The Turner Cup team were eliminated in round 3 of the competition. The PDHPE staff also coached teams in:

- Volleyball
- Oz tag
- Touch
- Basketball
- Rugby
- Cricket

The faculty is very pleased with the achievements of 2011 and look forward to new initiatives and further success in 2012.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understanding demonstrated in the assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) with Bands 6, 7, 8 & 9 achieving above national minimum standards and Bands 8 & 9 achieving proficiency levels.

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9) with Bands 7, 8, 9 & 10 achieving above national minimum standards and Bands 9 & 10 achieving proficiency levels.

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

National Assessment Program for Literacy and Numeracy (NAPLAN)

The NAPLAN tests for students in Years 3, 5, 7 & 9 were conducted in May 2010. Over one million students participated in the national assessment program. These tests measured the students’ performances in literacy and numeracy. The literacy component of the assessment comprised of reading, writing, spelling, grammar and punctuation. The numeracy component of the assessment comprised of algebra, functions, patterns, space, measurement, chance and data.

Literacy – NAPLAN Year 7

- 6% of students achieving proficiency levels in Reading (NSW 26%)
- 93% of students achieving the minimum standards in Reading (NSW 95.1%)
• 2% of students achieving **proficiency levels** in Writing ( NSW 20% )

• 85.7% of students achieving the **minimum standards** in Writing ( NSW 90.3% )

• 22% of students achieving **proficiency levels** in Spelling ( NSW 30% )

• 94.3% of students achieving the **minimum standards** in Spelling ( NSW 92.9% )

• 4% of students achieving **proficiency levels** in Grammar & Punctuation ( NSW 25% )

• 81.4% of students achieving the **minimum standards** in Grammar & Punctuation ( NSW 90.3% )

**Numeracy – NAPLAN Year 7**

• 24% of students achieving **proficiency levels** in Numeracy ( NSW 27% )

• 95.5% of students achieving the **minimum standards** in Numeracy ( NSW 94.5% )
Literacy – NAPLAN Year 9

- 8% of students achieving **proficiency levels** in Reading (NSW 21%)

- 86.2% of students achieving the **minimum standards** in Reading (NSW 91.3%)

- 16% of students achieving **proficiency levels** in Spelling (NSW 25%)

- 91.2% of students achieving the **minimum standards** in Spelling (NSW 91.4%)

- 6% of students achieving **proficiency levels** in Writing (NSW 18%)

- 71.2% of students achieving the **minimum standards** in Writing (NSW 78%)

- 5% of students achieving **proficiency levels** in Grammar & Punctuation. (NSW 16%)

- 81.2% of students achieving the **minimum standards** in Grammar & Punctuation. (NSW 86.4%)
Numeracy – NAPLAN Year 9

- 17% of students achieving proficiency levels in Numeracy (NSW 25%)
- 97.4% of students achieving the minimum standards in Numeracy (NSW 92.9%)

Progress in literacy

Average 4 year data trends (2008 – 2011) reveal the average percentage of Year 9 students achieving minimum standards for Reading (87.5%), Writing (n/a), Spelling (89.1%) and Grammar (80.1%). Similarly, the average percentage of Year 9 students achieving proficiency standards (Bands 9 & 10) for Reading (9%), Writing (n/a), Spelling (19%) and Grammar (9%).

Progress in numeracy

Average 4 year data trends (2008 – 2011) reveal the average percentage of Year 9 students achieving minimum standards for Numeracy is 95.1%. Similarly, the average percentage of Year 9 students achieving proficiency standards (Bands 9 & 10) for Numeracy is 89%.

School Certificate

In the School Certificate (SC) student performance is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest). Bands 5 and 6 are considered to be high performance bands with Bands 3 and 4 middle performance bands with Bands 1 and 2 being considered low performance.

In 2011, 92 students sat for the SC external examinations in English –Literacy, Mathematics, Science, Australian History and Australian Geography. Elective SC courses are assessed only at school level and the results are reported in Grades A-E.
- 20% of students achieved high performance Bands 5 & 6 (NSW 22%)
- 39% of students achieved in the lower performance Bands 1 & 2 (NSW 29%)

- 11% of students achieved high performance Bands 5 & 6 (NSW 21%)
- 41% of students achieved in the lower performance Bands 1 & 2 (NSW 15%)

- 20% of students achieved high performance Bands 5 & 6 (NSW 29%)
- 22% of students achieved in the lower performance Bands 1 & 2 (NSW 8%)

- 8% of students achieved high performance Bands 5 & 6 (NSW 20%)
- 42% of students achieved in the lower performance Bands 1 & 2 (NSW 18%)
School Certificate Computer Assessment Skills Test

The Year 10 SC Computer Assessment Skills examination is mandatory for all Year 10 students. The examination is completed online by all the candidates. The 2011 results indicate that our students exhibited skills not in line with the State averages, with 28% of students achieving Highly Competent attainment levels (NSW 46%). The school will continue to address ICT as a priority focus area, within teaching and learning programs, by improving resources and promoting the assessment for learning components across all the Key Learning Areas.

A 16% decrease in the number of students achieving Highly Competent levels when compared to past school averages (between 2007 – 2011)

School Certificate relative performance comparison to Year 5 (value-adding)

A value-added performance index is calculated by mapping the students’ Year 5 Basic Skills Test results against their SC results. Data analysis clearly indicates that the value – added index shows a negative value in student performances for the following subjects: English (-3.7); Science (-0.4); Australian History (-5.1); Australian Geography (-4.4) and Computing Skills (-3.5). The only subject recording a positive growth / value – added index was Mathematics (+1.6).

Value – Added data is measured between a range of +5 and – 5. This measure identifies student growth in line with expected average growth across the State. By definition, the State average relative performance is 0. When our 2011 school results were compared to previous average school results between 2007 – 2011:

- English value-added index was -1.8 below previous school averages (between 2007 – 2011)
- Mathematics value-added index was +0.6 above previous school averages
- Science value-added index was +0.8 above previous school averages
- Australian History value-added index was -1.1 below previous school averages
- Australian Geography value-added index was -0.4 below previous school averages
- Computer Skills value-added index was -3.3 below previous school averages

Student performances will need to improve and experience growth in all subject areas when compared to previous school averages, current NSW averages and like school group results.
Higher School Certificate

Course Summary Graphs

There were 79 students who attempted the 2011 Higher School Certificate (HSC) examinations.
Higher School Certificate (continued)

When our students’ results were mapped against the State averages, our most successful results (at or above NSW averages) were achieved in the following subject areas: Biology; Chemistry; English (ESL); Mathematics Extension 1; Personal Development Health & Physical Education (PDHPE) and Visual Arts.

DEC analysis of our HSC results show that a number of courses in Key Learning Areas are performing below State averages. However, our 2011 HSC results show significant improvement when mapped against previous (2007 – 2011) school HSC results. Courses in the 2011 HSC with significantly improved results when compared to previous school HSC results were: Biology; Business Studies; Advanced English; ESL English; Mathematics Extension 1; Music; Senior Science; PDHPE; Visual Arts and Business Services.

Higher School Certificate relative performance comparison to School Certificate (value-added)

When our students’ School Certificate results were mapped against their HSC results, it is apparent that there is significant Value Added / growth (+2.3) in the results of our middle performing students. The Average Value Added Index shows negative growth (-3.1) in learning for the lower performing students, and (-1.4) for high performing students, when compared to previous school results over the senior years of study. The main focus area for 2011 will be to continue improving the overall HSC results and to significantly increase the Average Value Added Index for the lower and higher performing students in the senior years of study.

Note: this data is in relation to the NSW average value-added index of zero

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When our school average value – added growth index results were compared to the average results from the like schools group:

- Lower performing students had an average value – added index of -2.7 below the average like schools group
- Middle performing students had an average value – added index of +2.7 above the average like schools group
- Higher performing students had an average value – added index of -0.1 below the average like schools group
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

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<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
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<td>Reading</td>
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<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
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<td>Numeracy</td>
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Significant programs and initiatives

Respect and Responsibility

In 2011, the school's anti-bullying program ‘Bravehearts’ was once again implemented. Students were placed in groups and where directed through a mixture of activities including discussion and role-playing workshops.

The day’s activities were intensive as the program highlighted the importance of being aware of bullying and how to deal with it. The success and importance of such a program has made it an annual event on the school calendar with students also receiving a certificate on the completion of the program.

Throughout 2011, students were constantly reminded of the schools expectations of what it means to be a respectful, responsible, safe and active learner. These expectations have been reinforced through Cook’s Code – a behavior matrix which is adhered to by students and staff.

As a refresher course on bullying, Years 7-10 were involved in a one period presentation that covered all the issues of the Bravehearts program, with specific focus on Cyber bullying.

The school along with St.George Youth Services, were involved in undertaking a program called Rock and Water. This Psycho-Physical approach to boys education, enabled the 8 students who participated in this program to express their emotions and thoughts through a variety of activities, including a martial arts approach combined with in-depth discussions about self-esteem, self-growth, respect and responsibility. Assistance for the program was provided by members of Youth Connections and St.GeorgeYouth Services who also, allowed the school and the students to run the program on their premises.
The Beacon Foundation

The Beacon Foundation is a National not for profit organisation that provides programs to schools to support young people in developing positive career pathways. By harnessing community participation, the program operates within schools to ensure young people are either earning or learning at vulnerable transition points in their lives.

Throughout 2011, James Cook Boys’ Technology High School students were involved in a number of programs initiated by the Beacon Foundation that sought to strengthen school ties with the local community and provide employment opportunities for students of the school.

A team of six student ambassadors were selected to represent the participating cohort and undertook training sessions on how to effectively communicate, work as a team and initiate ongoing relationships with community business leaders. The Beacon ambassadors, acting as the student links to the wider James Cook community, became key contributors in the organisation of the Beacon supported programs within the school and the fostering of meaningful relationships with employers.

With the support of local industry, Leighton Contractors, Accenture and Sinclair Knight Merz, student Beacon Ambassadors and relevant Year 10 students engaged in a broad variety of opportunities across each of the four school terms. These events included a business breakfast with members of the Kogarah local community and industry tours to Crown Plaza and the Qantas service centre in Alexandria and also a behind the scenes tour of the Qantas facilities at the domestic airport.

Year 10 students also engaged in on site activities such as the SKM Water Rocket project where their problem solving skills were developed through science related challenges. Events such as Speed Careering, Mock Interviews and the Polish Program, which were developed to prepare the students for entry into the workplace, also provided the students with opportunities to have open discussion with industry professionals and seek feedback on their interpersonal skills when placed in challenging situations such as job interviews.

The Beacon program concluded with a charter signing where the students of year 10 made a public pledge that by the following year they will be in further education, employment or training. This pledge was witnessed and supported by their parents, members of the community and professionals from the supporting businesses who donated their time and expertise throughout the year.

The success of the Beacon Foundation’s involvement with James Cook Boys’ also culminated in one of the principle corporate businesses, Leighton Contractors, offering two full time construction based traineeships to school leavers from the year 10 group who participated in the program.

Aboriginal education

Aboriginal education is a mandatory component of all KLAS in developing awareness and tolerance of Aboriginal heritage and culture and Aboriginal Australian issues continue to be addressed through programming. Students study the theme of Australian Identity, read Aboriginal myths, legends and stories, analysing how these stories are represented in Aboriginal art, oral retellings and written texts and they prepare their own retelling of an Aboriginal story.

Students also study a variety of poetry including poems by Aboriginal poets. Students consider, discuss and write about issues raised by these poems and how the ideas in the poems are communicated by the poets.

Aboriginal music, both traditional and contemporary, is studied and students use the music to investigate issues of cultural difference and respect for the diversity of Aboriginal music.

School leaders observed Reconciliation Week with an assembly devoted to celebrating Aboriginal heritage. The students acknowledged the traditional owners of the land and focused on the awareness of tolerance and respect between different cultures that make up Australian contemporary society.
Multicultural education

Students from backgrounds other than English have been supported across the school by specialist ESL (English as a Second Language) teachers. In an organised program, co-organised by the English Head Teacher, Ms Rix, Ms Loutfy and Ms C. Weekes, ESL specialists, supported the students in team teaching and withdrawal situations and provided ESL classes to both the Junior and Senior school across the range of different subjects such as Science, History, Geography and Visual Arts.

Year 7 students were assessed at the beginning of the year to identify students who needed ESL support. Students were placed in classes according to phases and academic ability. An ESL teacher was assigned to team teach in the targeted Year 7 ESL class. A Year 7 spelling competition was developed to cover words used in a range of junior subjects across the curriculum as part of the literacy scheme program in Year 7. Appropriate ESL teaching resources were developed, trialed and implemented across all KLA’S to improve students’ literacy outcomes in both junior and senior school.

The HSC ESL program was taught in small classes in both Years 11 and 12. As per previous years and since the start of the course in 2000, students excelled in the School Certificate and the results for the Senior ESL course remain constantly above state average with numerous students achieving a Band Five and above over the past ten years. Three students attained Band Five in 2011.

Materials were developed for Stages 5 & 6 Fundamental course for the International students and students from the Intensive Language Centre to assist them in developing skills in using the English language effectively.

An Annual ESL Survey was completed to determine teachers’ allocations to school and the needs of all ESL learners. All student levels were updated and entered in the new ERN system. The new quarterly arrival surveys were also completed on line and students visas and sub-visas were checked.

For professional development, M. Loutfy, ESL Teacher, attended Information Network in-services ESLIN meetings to share ideas, experiences, strategies and resources of other ESL teachers. These in-services include: Stage 6 English units of work, reports from markers on the 2010 paper, supporting ESL students in Junior Science and in Business Studies, as well as using NAPLAN to identify ESL students’ needs, text type writing, the IEC and High School and transitional issues for ESL learners.

The TELL professional development course was organised by Ms Rees and Ms Rix and 9 teachers across the school completed the eight modules of this comprehensive program. Throughout 2011 literacy strategies relevant to second language learning and development were embedded in the curriculum throughout the school.

Ms Loutfy liaised between parents from the Arabic community and the school executives which helped parents understand the school’s policies and procedures. As a contact person between IEC’S and James Cook BHS, Ms Loutfy also initiated a buddy system for newly arrived ESL students with limited language acquisition, similar background and speaking the same language to facilitate their transition into high school.

ESL resources were also re-organised and relocated to the Library Annex. The new unit is used as a withdrawal/tutorial room with appropriate facilities for students’ needs.

Other programs

Links to Learning

This program is designed to assist students at risk of disengaging completely from school to transition into alternative education programs, training, employment or a combination of both. The program involved at least 4 boys who attended the offices of St.George Youth Services at Brighton Le-Sands every Thursday over a period of 15 weeks.

Time Out/Future Focus

Primarily aimed at Years 7 and 8, this program had 2 venues, one in Rockdale at the PCYC and the other at Riverwood in the Community centre. This program runs along the same lines as the
Links program with the focus being on assisting the younger students to re-engage in their schooling and providing support if students are experiencing issues ranging from truancy and disengagement.

White Ribbon Day

Once again, the school involved itself in celebrating White Ribbon Day in support of the White Ribbon Foundation, which raises awareness about violence against women. Many staff and students purchased wristbands and white ribbons to show their support for this cause. As in the previous year, students also logged onto the website www.myoath.com.au and ‘swore’ an oath never to commit, excuse or remain silent about violence against women.

ST GEORGE SPECIAL SCHOOL

Our school’s commitment to working with students from SGSS continued to work successfully throughout 2011. Every Wednesday afternoon a group a students from Years 7 to 12 accompanied Ms Lee and Ms Huber and interacted with all students who were in need of their support. Activities in which our students offered help and support included organising ball games, reading, conversing, wheeling students around the playground area and promoting social interaction and also helping student to walk.

SGSS was invited to attend our school’s Harmony Day Concert and we greatly appreciated and valued the enthusiasm that the students brought to our performances. Approximately thirty of our students walked down to SGSS and wheeled the students to our school hall so that they could attend the concert, positioned them in the hall where they could best appreciate the concert and then returned the students to their school afterwards. Links with SGSS has continued to remain a very important and valued program at JCBTHS.

INTERNATIONAL STUDENTS

International Students continued to be valued as an important influence upon the cultural, social and academic success at JCBTHS. The students originated from various Asian cultures including China, Vietnam and Nepal and have impressed their teachers and fellow students with their affable personalities, attitudes and academic performances.

Ms Lee remained the International Students co-ordinator and organised a luncheon each term for all the staff at JCBTHS, International students and their guardians. The luncheons provided invaluable support for the International students and helped to strengthen their ties to our school. Once again Fridays commenced with morning tea in the common room during which time tea, coffee and a variety of food were presented to the International students during which time welfare strategies, attendance and any important issues were raised.

CAREERS

In 2011 students participated in timetabled Careers lessons for Year 7 to 10. The objectives of the lessons were to develop knowledge and understanding of

- The world of work
- The roles of various sectors within the local and wider community.
- The roles of education, employment and training systems in planning and managing life transitions

Outcomes achieved included

- Identifying employment trends and changes in the nature of work
- Analysing current workplace issues
- Identifying the roles of education, employment and training organisations
- Evaluating the roles of individuals and organisations within the community
- Developing and recording personal values, skills, attributes that lead to effective participation in work and society

Senior students were provided with Career information sessions, individual interviews and small group sessions. The Sessions for senior students included identifying current trends in the workforce and discussion of ‘Emerging Employment’ or growth areas for the future. Therefore students have been kept informed of
the latest Employment trends and factors relevant to them.

Students were also introduced to the ‘My Future’ website, in small groups. This site provides the latest information about jobs, education requirements and prospects.

In regard to individual interviews the students were assisted with information for University entry TAFE, Apprenticeships options in addition to assistance for University and TAFE application.

In addition, the majority of students in Years 10, 11 and 12 participated in information sessions provided by presenters from several Universities, TAFE, private training providers, employer groups and the Defence Forces. During the year representatives from various faculties at Sydney University, University of Wollongong and University of Technology Sydney visited James Cook.

They valuable information in regard to course options, cut off mark, courses structures and University life to our students.

In attempting to give students a broader range of options, representatives from ‘My Freight Career’, MEGT (group employer), ATEL (Apprentice Trainees Employment LTD) and the Defence Forces also visited the school.

These guests provided a range of information and options about employment, employer expectations, training and prospects.

During the course of the year, students in Years 10 to 12 also attended the TAFE Expo, TAFE and Training day, University Information Day and SMH Careers Expo. Our visits to Expos again provided the opportunity for the students to access a wide range of people from various employment sectors. The students enjoyed these sessions immensely and gained a great deal of information and contacts for further career exploration.

Subject markets, student/parent information sessions were provided for Year 10 students entering the Senior School. Students and advisers from Wollongong University assisted with subject and course selection information at these sessions. At the subject market and information sessions the presenters assisted with providing much appreciated information in relation to choosing subjects for the HSC. They reinforced what had been relayed to them through class and careers lessons.

Areas covered also included the ATAR, scaling, choosing a University, Scholarships, early entry, Undergraduate Degrees and subject choice at University. This assisted many with the information and in some cases, motivation to make better informed choices in regard to subject selection and entering the senior school.

During Term 4, Year 10 students had the opportunity to be involved in the Block release ‘Work Experience’ program, after the completion of the School Certificate. The students received extremely favourable comments from both employers and supervising teachers. Several of the boys were successful in gaining part time employment at their work place. The boys participated in a wide variety of occupations including, Finance, Hospitality, Retail, Small business, Information technology and Trade. The supervising teachers were very impressed by the standard of dress, punctuality and attitude to work shown by the boys. Overwhelmingly, the employers expressed their satisfaction and a readiness to participate in future programs.

Students have also enrolled in TVET courses at a number of TAFE’s, expanding their options in relation to Career Choices, at the same time completing their HSC.

The TVET courses attended included Retail Services and Construction, Electro-technology, Automotive and have enjoyed the different environment and opportunity. The students have indicated that they will continue their TVET courses in 2012.

During 2011 the school has also entered into associations with ‘CRS’ and ‘APM’, training and employment providers, again to assist students with their options and employment opportunities. CRS Australia provides professional services to job seekers including: identifying suitable vocational goals - addressing barriers to employment and assisting with job placement.
APM (Advanced Personnel Management) again assists with finding employment and supporting them once they leave school APM assists with vocational training and accessing apprenticeships and traineeships.

Progress on 2011 targets

Target 1

Literacy
Improve literacy across years 7 to 10 in writing using a variety of text types, grammar, punctuation and vocabulary development.

Our achievements include:

- Faculty head teachers leading cross faculty groups to enhance understanding of data analysis in the planning of a whole school approach
- Faculties are working towards developing detailed and specific strategies to address specific writing needs of students
- Scaffolding and explicit teaching has been implemented to assist students engage in writing
- Implementation of a grammar and punctuation program during extended roll call sessions for all junior students
- Faculty and class teaching programs reflecting and addressing the analysis of SMART data
- All staff working towards developing a deeper understanding in the explicit teaching of writing within their faculty area
- A text types booklet was compiled for cross curricula use

Target 2

Technology in Teaching
Enhance teaching and learning through increased access to ICT and participation in teacher professional learning courses to enable curriculum differentiation and assessment for learning.

Our achievements include:

- Explicit implementation of Smartboard applications in faculty teaching programs
- Increased participation rates by staff to professional learning opportunities using technology
- Increased use of Moodle in the implementation of student assessment programs
- Increased analysis of student feedback on the use of ICT components during lesson activities
- Increased number of assessment tasks on the school’s Moodle site

Target 3

Student Management and Engagement
Developing consistency in student management through positive relationships and an improved culture of learning.

Our achievements include:

- Refining the school’s student management processes
- Embedding a web based roll marking system (Academy)
- Developing consistent approaches through scenario based workshops
- Creating personal learning plans for students at risk
- Increased student recognition opportunities
- Key staff trained in the development of personal learning plans for students

Target 4

Numeracy
Improve student performance in numeracy through a program of school and faculty support.

Our achievements include:

- The establishment of a Numeracy support team to facilitate the explicit placement of numeracy in faculty teaching programs
- Development of extra-curricular activities using numeracy to engage, motivate and challenge students
• Identified strengths and areas requiring additional support within faculty areas through the analysis of NAPLAN and SMART data.
• Numeracy team leading faculty implementation of explicit numeracy concepts within faculty teaching programs
• A Year 8 Numeracy day was across the school, where students employed numeracy skills to move across checkpoints throughout the school

Target 5
Teacher Quality
Ensure Quality Teaching elements support authentic assessment tasks and reporting frameworks through an integrated backward mapping process.
Our achievements include:

• Evaluation of all faculty programs
• Implementation of professional learning in backward mapping for all staff
• Producing and sharing authentic assessment tasks by faculties
• Implementation of rich tasks to all year 7 groups
• Select students participating in self-assessment

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of classroom practice, programming and assessment and systems of student welfare and wellbeing.

Educational and management practice
Following data analysis and evaluation of programs and procedures a number of school priorities were identified for revision.

The following priorities were identified:

SYSTEMS OF STUDENT WELFARE AND WELLBEING

Background
Our school welfare programs are the foundation of the school ethos which promotes a safe and happy learning environment where everyone achieves learning success. The school provides a supportive environment where students are heard and families are involved in the welfare and discipline needs of the students. The school has an organised welfare and discipline system where most cases are dealt with by teachers and the more difficult cases being referred to Head Teachers, Year Advisers and the Senior Executive

Findings and conclusions
Our analysis of our system for student welfare and wellbeing identified that the majority of our students felt a positive attitude towards school and their education. They have built strong relationships with their Year Advisors yet there was evidence that more was required in the area of student directed initiatives. Our welfare policy was also determined to be driven more by behavior and discipline strategies than by a deep understanding of current practices in boys pedagogy.

Future directions
Our 2012 aim is to strengthen understanding and implementation of our student welfare and discipline policy and through professional learning and further analysis of current systems employed in implementing successful practices in boys pedagogy. We intend to use the Academy program to expedite data on student lateness and truancy issues to ensure immediate and consistent consequences are established.
Another aim is to strengthen relationships between staff and students and ensure Cooks Code is central to our work practices.

Curriculum
CLASSROOM PRACTICE / PROGRAMMING and ASSESSMENT

Background
Teaching programs, in all KLAS, are very closely aligned to the BOS syllabuses. Teaching, testing and assessment practices are in the process of being evaluated in order to shape teaching &
learning as a cyclical process of curriculum, programming and quality assessment tasks.

Findings and conclusions

The review into classroom practices and programming and assessments provided evidence of effective quality teaching dimensions being employed in many classrooms across the school. There was evidence of effective group work, use of metalanguage, well prepared resources and connections to prior learning. It was ascertained that there is a need to build on GAT programming and embed high expectations in all classrooms and through all programs and assessments. The staff have been trained in backward mapping and coding of tasks although there was insufficient evidence that these processes were consistently employed. It was also obvious that programs need to be original and written with our students’ needs and abilities in mind.

Future directions

As per the findings of the review undertaken in 2011, in 2012 we will make it a priority to ensure all assessment tasks are designed to meet the teaching outcomes and are accompanied by comprehensive marking criteria. We will also continue to deliver and encourage staff to attend professional learning opportunities that revisit the Quality Teaching Framework and ask head teachers to certify the dimensions are included in every teaching program. Time in staff development days will be allocated to further quality teaching practices and also allow staff time to plan more effectively and reflect on student achievement. It is also a priority of 2012 to increase teacher confidence in knowledge and capacity in delivery of the quality teaching framework.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Students feel that what they learn is important and worthwhile and that they are acquiring skills that will help them in life. In particular, they feel that they can do well enough to be successful and achieve a high standard. More importantly, students believe that they have the opportunity to realise their career goals.

The Year 7 reviews completed at the end of first term showed a strong agreement that their son had settled in well, was enjoying her subjects and had made new friends. There were no negative responses to the school.

In the 2011 Exit Poll students indicated that working towards the Higher School Certificate had been challenging and interesting and that their courses had developed their knowledge and understanding. A similar percentage of students felt they learnt important things at school. They believe that school has taught them teamwork, communication, respect and responsibility and the skills necessary to make their goals a reality.

Information from all of the school self-evaluation tools suggests that within the school community there is a high level of appreciation for the value of learning and a strong commitment to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young girls.

There is a consensus among staff and parents that we provide a holistic education so that in addition to academic pursuits, students are able to excel in the arts, in sport and be provided with a variety of social and cultural experiences.

The school undertook a review in which staff, students and parents were interviewed in regards to their opinions and experiences of the school. It was overwhelmingly obvious that the majority of those interviewed felt the school community was a supportive one and the students were well catered for in terms of their emotional and educational needs. It was identified that we need to further develop our assessment and reporting structures and improve on our communication procedures. These areas will be a major focus in 2012.

Professional learning

All teachers and Administrative staff have the opportunity for professional learning. Professional Learning is linked with our School Development targets for each year are concentrated in immersing staff with the data, information and professional development to realise our school targets.
Staff are also given the opportunity for personal development in professional learning opportunities in programs covering Leadership, Executive Induction and Beginning Teachers.

All teaching staff participated in professional learning activities through the five school development days and in activities organised during staff and other meetings throughout the year. In addition teachers participated in individual activities for their own development and to report back to faculty and whole staff forums. This included curriculum areas of all KLAs and Technology in classroom practice. In addition many teachers engaged in training in such areas as first aide etc.

The school administrative staff worked together to increase knowledge and improve work practices.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy & Numeracy

Outcome for 2012–2014

Increased levels of student achievement and attainment in Reading, Writing and Numeracy.

2012 Targets to achieve this outcome include:

- 1% decrease in the number of students achieving Band 5 in Year 9 NAPLAN for Reading, Writing and Numeracy
- 1% increase in the number of student achieving above Band 6 in Year 9 NAPLAN for Reading, Writing and Numeracy
- 1% increase in the number of students achieving proficiency level Bands 9 and 10 in Year 9 NAPLAN for Reading, Writing and Numeracy

Strategies to achieve these targets include:

- Develop a centralised and coordinated whole school literacy & numeracy program
- Establish Literacy & Numeracy Teams comprising of one representative from each Key Learning Area
- Developing and conducting teacher professional learning for all Stage 4 & 5 teachers in reading, writing and numeracy
- Develop individual literacy plans for all Year 7/8/9 students using Item Analysis package from SMART data
- Identify all Band 4 (Year 7) and Band 5 (Year 9) students. These students to be specifically supported in Reading, Writing and Numeracy by the STLA

School priority 2

Student Engagement / Attainment & Management

Outcome for 2012–2014

Increase in student engagement, attainment and student attendance rates. Enhanced levels of student wellbeing and a decrease in student school suspension rates.

2012 Targets to achieve this outcome include:

- Benchmark Grades E in student school reports
- 1% increase in student attendance rates
- Increased levels of student wellbeing data as measured by QSL surveys
- 10% decrease in student school suspension rates

Strategies to achieve these targets include:

- A strengthened implementation of a quality learning environment supported by significant and connected learning
- All students requiring additional Learning Support to be identified, tracked and supported
- Increased recognition of student achievement
• Expanding leadership opportunities for all students through: peer support; peer tutoring; peer mentoring; peer mediation; Anti-Racism mediation and SRC
• All staff to use the web-based Academy Attendance system to ensure accurate data is managed appropriately in the areas of absences, lateness, truancies and uniform
• All staff to use Academy data base in reporting student management and achievement in all classes
• Review, streamline and enhance staff understanding of the ‘Work it Out’ plan for improved student management procedures

School priority 3
Curriculum & Assessment
Outcome for 2012–2014
Explicit correlation between the implementation of curriculum, professional learning, school assessments and student reporting in alignment with student learning needs as per the School Management Plan 2012-2014
2012 Targets to achieve this outcome include:
• 1% increase in the number of Band 5 & 6 achieved in the HSC
• 1% decrease in the number of Band 1 & 2 achieved in the HSC
• To increase to 100% of staff using and developing a deep understanding of the QTL framework
• To increase to 100% of staff using SMART data analysis and using consistency in teacher judgments to improve student learning outcomes

Strategies to achieve these targets include:
• Executive teacher meetings to focus on the continuum between curriculum, teaching and learning, assessment and reporting

School priority 4
Teacher Quality
Outcome for 2012–2014
Increased capacity of all staff to engage in a continuum of learning. Enhanced leadership of all staff to implement the school continuous improvement plan.

2012 Targets to achieve this outcome include:
• To increase to 100% of staff developing an individual Professional Learning plan
• To increase to 100% of staff implementing the QTL framework in all teaching and learning programs (Years 7-12)

Strategies to achieve these targets include:
• Implementation of School Evaluation process – two faculties per year – to identify areas in teaching and learning that improves differentiated quality teaching
• External and school data used to identify Teacher Professional Learning needs
• Teacher Professional Learning for all staff in using and analysing SMART data
• Review current TARS and EARS process
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Vicky Manos – Deputy Principal
Carolyn Day-Simpson – P&C President
Aaron Bartlett – School Captain
Kerem Dormanli – School Captain
M. Atzemis - Head Teacher HSIE
D. Clark - Head Teacher TAS
P. Loucopoulos - Head Teacher Science
R. Mansour - Head Teacher Mathematics
L. Rae - Head Teacher Creative Arts
M. Rix - Head Teacher English
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G. Errington – Sport Co-ordinator
H. Forrester – Careers Advisor
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: