Our school at a glance
James Cook Boys Technology High School is a comprehensive secondary school located 6km south of the Sydney CBD in the St George District of Kogarah. The school has 438 students, including 8 overseas fee-paying International students and a Special Support Unit comprising of 13 students. The integrated IM (mild intellectual disability) program operates on an inclusive model that provides students with both individual targeted support and opportunities to integrate with mainstream peers.

The school priorities are to improve student academic performance, enhance student learning outcomes, increase student engagement and retention by using the Quality Teaching and Learning framework and wide-ranging student wellbeing programs. Student learning needs are supported through explicit curriculum delivery, formative assessments and focused Teacher Professional Learning (TPL).

Extensive external-agency networks support the emotional and social development of all students. Student leadership is promoted within and beyond the school. The entire student population is represented in all areas of decision-making across the school through a democratically elected Student Representative Council (SRC).

Students
The school has a culturally diverse student population with 80% of students from a Language Background Other Than English (LBOTE). Students from a LBOTE background represent more than 40 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.

The school currently caters for approximately ten overseas international students who are very involved in the corporate life of the school. Also, a dynamic support unit meets the needs of students with special learning needs.

Staff
The teaching staff comprises of 41 teachers ranging from highly experienced to early career teachers. Also, there are 8 administrative and support staff within the school.

Teaching staff at James Cook Boys Technology High school are located across 8 faculty areas. Each faculty area is supervised by a Head Teacher. Our faculty profile is as follows: English; Mathematics; Science; Human Society In Its Environment (HSIE); Physical Development, Health and Physical Education (PDHPE); TAS; Languages Other Than English (LOTE) and Creative Arts. Also, the school executive team comprises of one substantive educational support Head Teacher in the area of Welfare.

Significant programs and initiatives
In 2012 the school conducted numerous programs to support student learning. Specific programs included:

- enrichment and acceleration programs in science, mathematics, music and computing applications
- transition programs with local primary schools
- student leadership programs aimed at increasing the leadership capacity throughout the student body
- the establishment of the Bayside Learning Community
- student management and mentoring programs
- BEACON Foundation program to successfully transition students from school to further study / employment
Student achievement in 2012

Reading

Average 5 year data trends (2008 – 2012) reveal the average percentage of Year 9 students achieving minimum standards for Reading was 87.6%. In 2012, the percentage of Year 9 students achieving minimum standards for Reading was 87.9%. This has resulted in an increase of 0.3%.

Similarly, the average percentage of Year 9 students achieving proficiency standards ( Bands 9 & 10 ) for Reading was 8%. In 2012, the percentage of Year 9 students achieving proficiency standards for Reading was 3%. This has resulted in a 5% decrease.

Numeracy

Average 5 year data trends (2008 – 2012) reveal the average percentage of Year 9 students achieving minimum standards for Numeracy was 95.8%. In 2012, the percentage of Year 9 students achieving minimum standards for Numeracy was 96.8%. This has resulted in an increase of 1%.

Similarly, the average percentage of Year 9 students achieving proficiency standards ( Bands 9 & 10 ) for Numeracy was 18.2%. In 2012, the percentage of Year 9 students achieving proficiency standards for Numeracy was 14.3%. This has resulted in a 3.9% decrease.

HSC

When our students’ School Certificate results were mapped against their HSC results, it is apparent that there is significant Value Added / growth in the results of all our students. The Average Value Added Index shows substantial positive growth in learning for the lower-performing, middle-performing and high performing students when compared to previous school results and like-school groups.

Messages

Principal’s message

James Cook Boys Technology High School works with the local community to provide opportunities for all boys to maximise their potential using self-reflection and enquiry. Our mission is to provide the most effective learning opportunities by working in partnership with students and parents to promote socially responsible behaviour. We aim to ensure a safe, friendly and engaging learning environment for all students.

Our school transition programs assist our students as they move from primary into high school and from the junior into the senior school. Our school prepares our students to become active, responsible and contributing global citizens of the world.

This report gives an overview of our students’ academic, sporting and social achievements 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.

Mr Terry Vallis
School Principal
P & C and/or School Council message

P&C meetings are held twice per term. Although it has been challenging 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 continue to work towards making communication more seamless by collecting family email addresses so that all correspondence reaches families in a timely manner.

P&C Committee

Student representative’s message

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

We conducted 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 into young men.

Aaron Bartlett & Kerem Dormanli
2012 School Captains

School context

Student information

In 2012, James Cook BHS supported and provided educational opportunities for 428 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.
**Student enrolment profile**

Enrolments in 2012 were 428 students. Since 2010, the school has experienced a significant decline in student enrolments.

In 2011, the school experienced an 8% decrease in student enrolments followed by a 16% decrease in 2012.

**Student attendance profile**

Overall student attendances increased by 0.6% in 2012. Significant increases in student attendances were evident in year 7 (+4%), year 9 (+2.2%) and year 10 (+3.6%).

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>576</td>
<td>560</td>
<td>556</td>
<td>510</td>
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<tr>
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<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td>12</td>
<td>86.6</td>
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<tr>
<td>Total</td>
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<td>88.2</td>
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<table>
<thead>
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<th>2009</th>
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<th>2011</th>
<th>2012</th>
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</thead>
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<td>94.3</td>
<td></td>
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<tr>
<td>9</td>
<td>91.2</td>
<td>91.8</td>
<td>91.5</td>
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<tr>
<td>10</td>
<td>91.1</td>
<td>91.0</td>
<td>90.3</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>91.1</td>
<td>91.2</td>
<td>90.6</td>
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<tr>
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<td>91.1</td>
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<tr>
<td>Total</td>
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<table>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
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<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td></td>
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<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
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</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
</tr>
</tbody>
</table>
Management of non-attendance

There has been a 0.6% increase in student attendance over the past year.

The use of the SMS messaging system immediately alerts parents to student absence. Also, the school has introduced a new electronic attendance monitoring system from “Academy Attendance” that has enabled the school 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 student management policies.

Students arriving late to school, on a regular basis or truanting classes, were placed on monitoring programs with parents notified or placed on school community service.

Post-school destinations

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.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC06-SC08</th>
<th>SC07-SC09</th>
<th>SC08-SC10</th>
<th>SC09-SC11</th>
<th>SC10-SC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>56.2</td>
<td>62.6</td>
<td>62.9</td>
<td>73.1</td>
<td>63.8</td>
</tr>
<tr>
<td>SEG</td>
<td>73.7</td>
<td>74.0</td>
<td>73.4</td>
<td>79.0</td>
<td>77.9</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
</tr>
</tbody>
</table>

Students undertaking vocational or Trade Training

The school offered VET courses in Business Services and Information Technology. All of the enrolled students achieved very pleasing reports from their 70 hours of work placement. One of the major benefits students gain from these programs is the compulsory component of “real world” and “hands on” experiences.

In 2012 there were 18 Stage 6 students enrolled in TAFE delivered TVET courses. Five year 12 students successfully completed their respective courses in retail, electro technology, and accounting. Six year 11 students are continuing their TVET courses in plumbing, automotive, air brushing, and retail. Students are drawn to TAFE campuses at Kogarah, Gymea and Ultimo. Two year 11 students have left school after being offered full time apprenticeships with their respective work placement employers in the automotive and electrical industries.

One of our year 11 students was offered a T3 school based traineeship with Sydney City Lexus after moving through the various levels of the application process. This course requires the student to attend TAFE every Tuesday afternoon along with a full day on the job training at Toyota each week.

Eleven students in Year 10 participated in the “Get Into Vet” short courses in term 4. Students travelled to Gymea, Ultimo and Kogarah TAFE campuses 2 days a week for approximately 8 weeks. These students took part in Cafe Skills, Introduction to Carpentry and Plumbing, and
XLR8 into Automotive courses. Many of these students have continued these courses into their senior years as part of their HSC studies.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Our year 12 students of 2012 have moved onto the next stage of their lives in a number of different ways. Students have started their career in the construction industry either through employment, apprenticeships, TAFE or university. Thirty-five students received offers from universities, three of which were international students. The institutions that our students are attending are the University of Technology Sydney, Sydney University, the University of Western Sydney, Australian Institute of Music, and Australian Careers Business College. Areas of study consist of engineering, science, medicine, legal studies, management, music, and architecture.

**Staff information**

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

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

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

**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>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48.6</strong></td>
</tr>
</tbody>
</table>

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

The school staff comprises of two teachers with an indigenous background

**Staff retention**

Staffing at the school has remained relatively stable in the past year. However, a decline in student enrolments led to the 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 very challenging at some stages of the year.
Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools. Several members of staff are New Scheme Teachers working at various stages in achieving proficiency levels with the Institute of Teachers. These teachers are making an extremely valuable contribution to the progress of quality teaching and learning within the school.

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>152,109.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>352,922.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>123,506.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>109,110.80</td>
</tr>
<tr>
<td>Interest</td>
<td>9,635.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17,362.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>169,561.46</td>
</tr>
<tr>
<td>Total income</td>
<td>934,208.06</td>
</tr>
</tbody>
</table>

| Expenditure               |           |
| Teaching & learning       |            |
| Key learning areas        | 65,643.77  |
| Excursions                | 15,101.24  |
| Extracurricular dissections| 69,079.06  |
| Library                   | 7,131.77   |
| Training & development    | 4,755.49   |
| Tied funds                | 103,470.23 |
| Casual relief teachers    | 59,528.90  |
| Administration & office   | 90,144.48  |
| School-operated canteen   | 164,231.56 |
| Utilities                 | 93,509.55  |
| Maintenance               | 48,240.01  |
| Trust accounts            | 24,021.21  |
| Capital programs          | 0.00       |
| Total expenditure         | 744,857.27 |
| Balance carried forward   | 189,350.79 |

A full copy of the school’s 2012 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 2012

Achievements

VISUAL ARTS

2012 was a year of many successes for the Creative Arts faculty. Our HSC results were substantial with 80% of student in Visual Art achieving a band 4 and 20% a band 5. Music results were similarly successful. The Creative Arts showcase evening in August 2012 presented the students’ HSC Bodies of Work and musical performances and compositions to parents and friends.

The gallery space in A block was the focus of artworks by students where parents were invited to enjoy the achievements of James Cook Boys when visiting the school. This was a changing exhibition which highlighted both the quality of our students and the quality of our teaching staff. Past and present exhibitions are available for viewing on the School Website.

During the year students participated in a number of excursions that supported and enhanced classroom learning. Literacy Numeracy and Digital technologies were included in all programs.

The Arts enhance tolerance and understanding across cultures and encourages creative thinking and problem solving, cooperation and focus. The learning we delivered at James Cook Boys Technology High School was the NSW Board of Studies Syllabus. Our staff is experienced and highly skilled in their respective disciplines as well as in current education practice.

MUSIC

The Music Department was once again very busy with a wide range of performance and audio support for the school last year.

Special congratulations must be expressed to two of last year’s Yr 12 students: Diego Mazon who is now studying at Western Sydney University for a Bachelor of Music degree and Shawn Piho who is studying at the Australian Institute of Music for a Bachelor of Music in composition and technology. Both students were involved in numerous performances and audio set-up at both school and at public venues.

During Open Night a group of dedicated Music students demonstrated their skill and devotion to performance by playing a variety of pieces over a two-hour period. It was an excellent way to demonstrate to visiting students the importance of commitment to studies as a means of achieving excellence at school.

In March Harmony Day was celebrated at our school and featured a special Harmony Day Concert which was organized by Ms Lee. A number of students from years 8 to 12 performed a wide range of performances in the school hall during which a number of prizes were presented to the students. Students from St George Special School were invited to attend and a number of our students managed to wheel the students up to our school hall where they were carefully positioned close to the stage. A special thank you must be expressed to all members of the SRC who helped on the day. The students worked very hard to prepare for the day’s activities thereby helping to make the day a great success.

As part of the Education Week celebrations a group of Music students performed at Rockdale Plaza in front of a large audience. The students were excellent ambassadors for the school and received a very enthusiastic response from the general public.
Sport

Regular participation in physical activity is associated with a range of physical and mental health benefits in children. These benefits include:

- Healthy growth and development,
- Acquisition of fundamental motor skills,
- Improved social skills, self-esteem and confidence,
- Healthy weight management, and
- Prevention and/or a decrease in the likelihood of the contraction of a number of lifestyle diseases.

Active children are more likely to become healthy adults and schools play a key role in contributing to that outcome. At James Cook, Wednesday afternoon Sport is compulsory and a valued part of the school's curriculum for all Boys’ in years 7-11, and is an integral part of your child’s development.

For students attending our School, we understand the importance of offering a diverse range of both competitive and non-competitive sporting opportunities for your son to engage in.

Grade Sport is competitive sport, which is played against other Secondary Highs Schools in the St. George Zone. Grade Sport is split into two competitions, summer and winter. The sporting competitions that James Cook entered teams in during the 2012 school year were:

<table>
<thead>
<tr>
<th>WINTER COMPETITIONS</th>
<th>SUMMER COMPETITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>Cricket</td>
</tr>
<tr>
<td>Rugby League</td>
<td>Basketball</td>
</tr>
<tr>
<td>Tennis</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Table tennis</td>
<td>Mini Soccer</td>
</tr>
<tr>
<td>Baseball</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Squash</td>
</tr>
</tbody>
</table>

2012 Grade Sport

2012 was another successful year for James Cook on the competitive sporting fields. I would like to congratulate each student who has represented our school with distinction in the many sporting endeavors in which we participate and make special mention of those teams which secured premierships in the toughest sporting zone in NSW.

<table>
<thead>
<tr>
<th>WINTER PREMIERS</th>
<th>SUMMER PREMIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13A Soccer</td>
<td>15 Basketball</td>
</tr>
<tr>
<td>14B Soccer</td>
<td>13 Basketball</td>
</tr>
<tr>
<td>15A Tennis</td>
<td>15A Mini Soccer</td>
</tr>
<tr>
<td>14B Tennis</td>
<td>13A Mini Soccer</td>
</tr>
<tr>
<td>Open D Basketball</td>
<td>14B Table Tennis</td>
</tr>
<tr>
<td>Open B Table Tennis</td>
<td>Open B Squash</td>
</tr>
</tbody>
</table>

2012 NSW CHS Knockout Competitions

We entered CHS Competitions in Errea Cup Soccer, Turner cup 15’s soccer, cricket, basketball, touch football, volleyball, squash, table tennis, tennis and opens and Buckley shield rugby league. James Cook enjoyed great success with the open soccer, rugby league and turner cup teams advancing to round four of competition. The open soccer went down to Caringbah High 1-0 and the Rugby League Team drew with Oatley Senior
College but lost on count back as Oatley were the first try scorer. Our junior sportsmen also performed particularly well with the 13’s rugby league side winning the Sean Timmins Shield and the St. George Secondary All Schools Rugby League knockout.

2012 Athletics, Cross Country & Swimming Carnivals
James Cook also holds traditional Sport carnivals in swimming, athletics and cross country. Numerous students went on from our School carnivals to represent James Cook with distinction at Zone, Regional and State Competition. Age champions for each Carnival were:

**SWIMMING**
13 Years – Mohamad Hijazi
14 Years – Kordell Lyon
15 Years – Owen Siversten
16 Years – Mahmoud Srour
Open – Nathan Damcevski

**ATHLETICS**
12 Years – Claren Ye
13 Years – Billy Haidar
14 Years – David Baker
15 Years – Kamel El-Chikrawe
16 Years – Nikola Todrovski
Open – Tony Lam

**CROSS COUNTRY**
12 Years – Mohammed Karnib
13 Years – Muhammad Khamis
14 Years – Ahmed Ghassah
15 Years – Moustafah Al Gharib
16 Years – Filip Tipevski
Open – Justin Ewan

2012 School Sport Awards
The following boys’ were awarded for their excellence and sportsmanship in various sporting domains:

St George Dragons Medal: Andrew Polous
Malcolm Forbes Award for Swimming & Study: Mohamad Hijazi
J W Kenny Athletics Award: Claren Ye
Steve Billington Shield Award - Most Outstanding Team Achievement: 13’s Rugby League
Sporting Excellence Junior Award: Claren Ye
Sporting Excellence Senior Award: Filip Tipevski
Pierre De Coubertin Award: Filip Tipevski

2012 Recreational Sport
Recreational Sport offers students the opportunity to participate in organised, supervised physical activity in a non-competitive context. At James Cook we offer our students a diverse range of sports to select from, which ensures maximum student engagement during Wednesday afternoon sport. Similar to Grade Sport, Recreational sport is split into two seasons. Summer sport takes place throughout terms 1 and 4, with winter sport running during term 2 and 3. The sports which are offered at James Cook include:

**Summer Sports:**
- Resistance training
- Tennis
- Oz-tag
- Soccer
- Kanga cricket
- Power Walking
- Handball
Winter Sports:
- Resistance training
- Tennis
- Touch football
- Soccer
- Basketball
- Power walking
- Handball

English programs in 2012 offered exciting and diverse learning experiences for students to build their literacy and language skills. Throughout the year all Stage 4 faculty programs were revised, and English teachers participated in assessment and technology workshops and built new assessment strategies into our 7 to 12 programs. In 2012 Mr Grose gained a promotions position at Endeavour Sports High School. We congratulate Ms Grose and thank him for his wonderful contribution to English teaching and learning and the school welfare programs at James Cook. Mr Edwards joined our staff during Term 2 and we have appreciated his skills and contribution to senior English programming and technology and also his willingness to be involved in school welfare initiatives.

Technology was used effectively as a teaching tool and all English teaching rooms have now been organized with access to Internet and a projector. We continued to 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. This year we also introduced Edmodo as a teaching tool and this allowed students to make greater use of their
laptops in English lessons and to work productively at their own pace.

Debating teams participated Year 7 and 8 interschool debating competitions and brought great credit to our school. Ms O’Kell coached this team. English teachers supported our very capable school leaders to develop speeches for important school events. Ms Rix organised the Australian of the Year Presentation with Mr Vallis and we were very proud of the way that students were so focussed and confidently asked questions during this presentation. Extension classes were offered in Years 7 to 10 English and Year 7 students produced some excellent creative work in the picture book and fantasy writing units of work. Mr Cheung assisted many English lessons by organising wide reading resources and helped students in the publication of their stories and compositions. Ms Rees organised the “Mind Up” program to teach students the skills needed to focus and develop learning and study skills. Senior study skills programs were developed by Ms Loutfy, Ms Rix and Ms Rees. Ms Okell assisted students involved in the Beacon foundation and organised events such as the charter signing ceremony.

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. 8E1 worked with Ms Okell and Ms Mason to develop a performance for The Australian of the Year presentation and on the day were congratulated by Mr Geoffrey Rush.

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. Ms Loutfy and Ms Weekes supported ESL students across the school in all subject areas and were involved in program development and differentiation and in team teaching.

Many students achieved commendable academic results throughout 2012 with all students achieving Band 5 or 4 results in the English Advanced course and three students placed in the Band 5 of the English Standard course. Students studying the ESL English continued to perform well in the H.S.C.

English teachers continued to support student welfare initiatives. Ms Loutfy, the Year Adviser for Year 11 and MS Rees the Year Adviser for Year 10, supported students through counselling, merit presentations, liaising with parents and organizing relevant welfare initiatives.

English teachers continued to be engaged in professional development courses and activities that focused on assessment and programming for senior English courses, National Curriculum development, integrating student laptops into English lessons, teaching drama through English and literacy and NAPLAN workshops.

**MATHEMATICS**

The 2012 HSC results in the Mathematics course resulted in 71% of students in the Mathematics course achieving a band 4 or greater this has been an increase of 10% from 2011. In the General Mathematics course James Cook students were 18% also scored a band 4 or greater. Also, in Extension 1 Mathematics 91% score a band E3 or greater while in Extension 2 Mathematics 92% score a band E3 or greater. A special mention goes to Nathan Zhang for 1st Placement in Mathematics Extension 1 and Mathematics Extension 2, Mohammad Elmadhoun for 1st placement in Mathematics and Stephan Petrovski 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 as with the rest of the cohort.
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 53% 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. These results show that 53% 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.

2012 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 3 Credits, 2 distinctions and 1 High Distinctions. A special mention to a fine young mathematican Ray Miao who performed exceptionally well in both competitions.

During Term 3, all year 7 students participated in the ‘Number Crunchers’ competition. Each student completed a series of tests which were collated to determine the top 5 ‘Number Crunchers’. The successful competitors were Phi Pham, Claren Ye, Supreme Rawal, Muhammed
Khamis and Mohamad Hijazi. These boys all displayed exceptional Mathematical ability.

On Thursday 11th October, the five finalists headed to Kogarah High school for the cluster final of the ‘Number Crunchers’ competition. Here they competed with five other schools. The format is similar to a ‘Spelling Bee’ with answers calculated mentally and given in spoken form in front of an audience. The last non eliminated student to give the correct answer is acknowledged as the ‘Number Cruncher Champion’ of their school. After twelve nerve racking rounds, Claren Ye emerged as James Cook’s champion. He will now represent our school at the Grand Final which will be held at the Powerhouse Museum in November.

Two other competitions were also held during the Cluster Final. Firstly, the Rubiks cube challenge. Muhammed Khamis was our entrant. He put up a good challenge but was outclassed by a competitor who took just 80 seconds to complete the puzzle. Secondly, the Pi challenge. This was to determine who could recite Pi to the most number of decimal places. Phi Pham was our capable and determined entrant, with over 140 decimal places to his credit. On the day his competition was strong with the winner reciting more than 300 decimal places.

The format of the competition is exciting but can also create nervous tension for the competitors. All five boys must be congratulated on their commitment to the competition. Well done and good luck to Claren in the Grand Final.

SCIENCE

This year has seen a continuation of ICT application, in particular, student laptop use. Many notes have been created as web-search documents and are accessible via Moodle. 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.

Data projectors and screens have been installed in four of the five currently-functioning laboratories and it is envisioned that the sixth laboratory will have one installed in 2013. The C-block laboratories have had air-conditioners installed to complete them as ‘state of the art’ laboratories: they have been used successfully during Open night and Primary School visits. All teachers in the Faculty assisted in providing engaging displays and mini-experiments. Some students also assisted in this regard. The 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.

During the year the Faculty was involved in an effective transition program: Bayside School Visits. A variety of primary schools sent some of their students to our school. The students were able to perform experimental work and some theoretical work as part of a series of five lessons, once a week, to acquire experience in safe and valid data gathering in a high school setting.

Electronic roll marking through the Academy system was used by all teachers. A very quick uniform check is also afforded by this method.

The application of the Quality Teaching model remains a key area of pursuit. Its use is paramount in the formulation of assessment tasks.

Data from ESSA and NAPLAN (SMART package), and diagnostic school-based tests have been used to analyse trends in literacy and numeracy under-performance. Topic class-note booklets prepared with more literacy-based and numeracy-based exercises, e.g. cloze passages and tables, pie-charts and graphs have been issued to stage 4 and 5 students and form an integral part of the
delivery of lessons and the achievement of the outcomes of the courses.

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 2013. In 2012 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. Ms Sutton and Ms Alibrrio have prepared well-designed lesson material suitable for these classes.

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 2013. 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.

In the Science Competition 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.

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 WH&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 and are also involved and/or responsible for other activities, including the work in 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 (student research projects) 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).

HSIE

Human Society and its Environment (HSIE) aims to provide students with an extensive range of subjects that cater for the varying responsibilities of both junior and senior students. The diversity
of the subject areas in HSIE allows students numerous opportunities to achieve success. All teachers in HSIE are specialised and experienced in their subject area, thus providing the best and most effective classroom environment for learning.

Quality Assessments remained a vital focus for HSIE in 2012. Assessments were designed to be both authentic and to engage students. Backward mapping of assessment tasks ensured that the tasks and outcomes reflected what the students have learnt in the various HSIE subject areas. Explicit teaching was heavily employed as was a move towards greater student driven learning. The Quality Teaching Model was used extensively and students were given many opportunities to provide feedback on assigned tasks. This was then utilised to plan and implement strategies for future learning and was invaluable in improving the targeted goals of Literacy and Numeracy.

Many students participating in HSIE subjects achieved commendable results in 2012. In the Higher School Certificate5 students achieved Band 5 results in Business Studies, with a number of students gaining solid results in Economics and Legal Studies. Business Services continued to gain strength, with students achieving some pleasing results. This reinstated the fact that Business Services is a course highly suited to the clientele of this school. In Year 10, students’ results ranged from demonstrating consistent performance to exhibiting high standards. Although the School Certificate is no longer in place, in school assessment and examinations ensured that the year 10 results accurately reflected the ability of each student.

Students in HSIE participated in a number of subject related field studies, excursions and extra-curricular activities. These were designed to enhance the students’ learning experience and provide interaction with the wider school community. Year 8 visited the zoo where they participated in interactive workshops and learnt about the conservation methods being used at the zoo. Year 7 carried out fieldwork in the school grounds using a variety of geographical tools. An excursion to the Nicholson Museum at the University of Sydney allowed students to study authentic ancient artefacts and use their archaeological skills to identify and describe the objects. They also visited virtual sites that highlighted aspects of Archaeology and Ancient Egyptian tombs. In Year 10, students visited the local community and environment to study urban development and natural environments. This helped them to understand the changes that have taken place and instilled a greater appreciation for their local community. Legal Studies students visited the Downing Centre which is Sydney’s District Courts to personally experience the workings of the Legal System.

In a project designed in collaboration with Bunnings, students helped repaint and refurbish a number of HSIE classrooms. This provided community links and in-school work experience. Students worked cohesively as a team and the final results were highly successful.

All students in Business Services participated in work placement which gave them practical experience in this subject area. This exposed them to the workings of business and office life.

The Stock Exchange game is a highly popular and successful activity that the students of Commerce participate in every year. This year was no exception with students learning about the processes involved in the buying and selling of stocks. Many senior classes attended HSC Study days in a range of HSIE subjects.

HSIE teachers continued to develop their Professional learning through a number of in-services and courses. The focus for 2012 was on an increase in participation in professional learning using technology and enhancing learning and teaching strategies to develop authentic assessment tasks.
TECHNOLOGY and APPLIED SCIENCES


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 ROSA results were very pleasing and show that those students in Year 10 performed consistently and to a high standard throughout the year.

As of 2012 the subject of VET Construction was delivered at Gymea TAFE.

LEARNING SUPPORT

At JCBTHS, we have had many exciting changes take place within our Learning Support program. These changes have had quite a positive impact on our students, especially those identified as having weak Literacy levels and other learning difficulties. It is a strong belief at our school that all students should have equal access to the curriculum, regardless of disability and therefore, the alterations we have made to our program strives to do exactly that.

We began the year by doing an extensive Reading analysis of every Year 7 students enrolled at our school. This has allowed the Learning Support team to identify students with low reading accuracy and reading comprehension ages, thus spreading the support where most needed. The results have also assisted the regular classroom teachers in determining how to better structure their lessons.

As well as offering in-class support to all students, especially those with learning difficulties, our Learning Support staff also offer a variety of support strategies to better equip our students to achieve their personal best. Our Learning Support staff take part in team-teaching relationships with the regular classroom teacher; assist the classroom teacher with differentiating class activities and assessments so as to provide the students with a chance at success; writing skills workshops where we examine different text types; withdraw students who have been identified by NAPLAN as being below the national minimum standard in Literacy for intensive Literacy instruction; create Literacy resources for use in various faculties (because Literacy is not just the domain of English); mentoring students about appropriate behaviour and use of language.

The Learning Support staff were also involved in the running of our Homework Club every Monday afternoon 3-4:30pm in the library, and will be commencing on Peer Literacy Tutoring in
conjunction with St George Tafe in mid-March 2013.

Many thanks to Angela Faros for her committed and professional approach in co-ordinating the smooth and efficient running of the Learning Support Team, which also involved the appreciative efforts of Athina Papanikolaou, Heba Ellos and Christine Weekes.

**PD/H/PE**

Great advances have been made in the PDHPE faculty during 2012 with the purchase and installation of the latest smart board technology. This board also required the purchase of a more sophisticated laptop in order to run all the programs of the smart board. All members of the faculty attended a course run by “electroboard” which presented in detail all the features. This technology will further enhance the learning strategies and outcomes for all students in the whole range of subjects offered in PDHPE. Including PASS (Physical Activity and Sports Studies 9/10 elective), SLR (Sport, Lifestyle and Recreation 11/12 elective), PDHPE 2 unit, as well as PDHPE 7-10. The “elective” courses are extremely popular, as they offer a range of different challenges and experiences. Including; golf, ice skating, outdoor recreation camps, kayaking on Sydney Harbour, ten pin bowling etc. Upcoming events include a PASS excursion to the national park on Friday 2/11, via train and ferry for bush walking around Bundeena and Jibbon Point, as well as a beach sports competition.

The faculty is also looking to offer Sports Coaching as an elective subject in years 11/12 in 2013. Mr.Van Dijk and Mr. Yelevich are currently undertaking study through New England University seeking accreditation in Certificate 4, Training and Assessment and Certificate 2, Sports Coaching.
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 understandings demonstrated in these 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 Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Reading – NAPLAN Year 7

- 10% of students achieving proficiency levels in Reading ( NSW 28% )
- 88% of students achieving the minimum standards in Reading ( NSW 93% )

Numeracy – NAPLAN Year 7

- 21% of students achieving proficiency levels in Numeracy ( NSW 26% )
- 94% of students achieving the minimum standards in Numeracy ( NSW 94% )
Reading – NAPLAN Year 9

- 3% of students achieving proficiency levels in Reading ( NSW 20% )

- 88% of students achieving the minimum standards in Reading ( NSW 90% )

Numeracy – NAPLAN Year 9

- 97% of students achieving the minimum standards in Numeracy ( NSW 94% )

Progress in reading

Average 5 year data trends (2008 – 2012) reveal the average percentage of Year 9 students achieving minimum standards for Reading was 87.6%. In 2012, the percentage of Year 9 students achieving minimum standards for Reading was 87.9%. This has resulted in an increase of 0.3%.

Similarly, the average percentage of Year 9 students achieving proficiency standards ( Bands 9 & 10 ) for Reading was 8%. In 2012, the percentage of Year 9 students achieving proficiency standards for Reading was 3%. This has resulted in a 5% decrease.

Progress in numeracy

Average 5 year data trends (2008 – 2012) reveal the average percentage of Year 9 students achieving minimum standards for Numeracy was 95.8%. In 2012, the percentage of Year 9 students achieving minimum standards for Numeracy was 96.8%. This has resulted in an increase of 1%.

Similarly, the average percentage of Year 9 students achieving proficiency standards ( Bands 9 & 10 ) for Numeracy was 18.2%. In 2012, the percentage of Year 9 students achieving proficiency standards for Numeracy was 14.3%. This has resulted in a 3.9% decrease.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
Higher School Certificate

When our students’ results were mapped against the school average 5 year data trends (2008 – 2012), the subjects achieving the most significant increases in the 2012 HSC were: Business Studies; Chemistry; Advanced English; English (ESL); Mathematics; Mathematics Extension 1; Mathematics Extension 2; Music; & Physics and Visual Arts.

Course Summary Graphs

There were 74 students who attempted the 2012 Higher School Certificate (HSC) examinations.

DEC analysis of our HSC results show that a number of courses in Key Learning Areas are performing below State averages.
When our students’ School Certificate results were mapped against their HSC results, it is apparent that there is significant Value Added / growth in the results of all our students. The Average Value Added Index shows positive growth in learning for the lower-performing, middle-performing and high performing students when compared to previous school results and like-school groups. The main focus area for 2013 will be to continue improving the overall HSC results for all students in the senior years of study.

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

<table>
<thead>
<tr>
<th>HSC: Relative performance from Year 10 (value-added)</th>
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<tbody>
<tr>
<td>Performance Band</td>
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<tr>
<td>School 2012</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>SSG Average 2012</td>
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Note: By definition, the State average relative performance is zero

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 +1.1 above the average like schools group
- Middle performing students had an average value – added index of +5.2 above the average like schools group
- Higher performing students had an average value – added index of +11.9 above the average like schools group

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

Welfare

As with 2011, 2012 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 and 8 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, Muslim Youth Group 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.

Through the Departments Access Request Applications, James Cook once again utilized the services of external educational settings for students who exhibited either Behavioural and or Emotional Disorders. Settings such as Cook School at Sutherland and Centennial Park at Randwick were venues where a number of our students were placed. These students are monitored and an integration program is put into place when both educational settings believe the student is ready to return to his home school. Both Cook and Centennial Park have been wonderful in their support of the boys who have and are attending.

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.

All staff has been supportive of the school’s Work-It-Out Plan which forms the foundation of Discipline Policy. The school’s set of rules titled: Cooks Code, is situated in every classroom and in identifiable areas around the school environment to remind students of the expected behaviours required to be displayed.

Truancy is another area which has been closely monitored throughout 2012. After a few teething issues due to familiarization of the new ACADEMY system, truancy processes and procedures have run smoothly and it is hoped that 2013 will see a continuation of this trend. All staff view the issue of Truancy has of high importance and as such, students are very well aware of the need to not only get to class on time, but remain as active, responsible and respectful learners.

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.

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.

**Other programs**

**Respect and Responsibility**

In 2012, 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.

Throughout 2012, 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 behaviour matrix which is adhered to by students and staff.

Staff at James Cook Boys Technology High were also in serviced in the SCAMP program. The School Champion Asthma Management Program was introduced during a Staff Development Day to raise the awareness of Asthma and its effects. The school remains committed to being an active
member of the SCAMP program and will continue to adhere to the program's initiatives and strategies.

The James Cook Boys Technology High School Management Policy, first drafted in 2011, continues to form the foundation of expectations, responsibility, and process within the school environment. It is a policy which is always under review as some processes tend to change. Staff were also consulted in the drafting of the Staff Welfare Policy which covers important areas such as Code of Conduct and Duty of Care.

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. George Youth Services who also, allowed the school and the students to run the program on their premises.

**Peer Support**

Research by the Peer Support Foundation Australia has shown that when students form close connections with their peers, they are more likely to have a satisfying and successful school experience. In order to strengthen the bond between our students and support the Year 7 students of 2012, James Cook Boys’ has continued to implement a highly successful Peer Support program.

During 2012 the Year 10 Peer Support Leaders, who were nominated following the Year 9 training day in 2011, have worked closely with all year 7 students to support them in becoming familiar and confident with our school, their peers, their teachers, and new routines. Over the course of the year, the leaders have also been involved in a number of events that have encouraged the Year 7 students to become more resilient and to develop a sense of self-worth and belonging at James Cook.

In order to develop future school leaders and to build on the success of the established Peer Support program, the 2012 ‘Peer Support Training Day’ saw all of Year 9 participate in a series of training activities that were conducted by a skilled team of teachers from James Cook Boys’. This training day was designed to improve and reinforce the Year 9 students’ problem-solving, communication, and leadership skills as well as develop strategies within them to build their emotional resilience and sense of empathy towards others.

From this highly successful training day 16 students were selected to become the Peer Support leaders of 2013. It is anticipated that the Peer Support program will be expanded in 2013 to run over 3 Terms and include sessions between the Year 10 Leaders and Year 7 students that will not only aid in the transition between primary school and high school, but also provide a fun but thought-provoking environment to address issues such as bullying, relationships, coping with adversity, and self-image.
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 2012, 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.

Students from St George Special School have always demonstrated great enthusiasm for our visits and there are always a couple of students who greet us by their gate every Wednesday.

In March our school celebrated Harmony Day with a Talent Quest and invited the students from St George Special School to attend. Over thirty of our students wheeled the students up to our school hall and carefully positioned the students close to the stage so they could enjoy our concert.

Special thanks is to be expressed to our volunteer students from James Cook Boys High School for their dedicated efforts in helping students with special needs in a very caring and compassionate manner thereby enabling our school to continue its program at St George Special School.

International Student Report

During 2012 the international students at James Cook Boys High School were once again valued as an integral part of the school’s culture and academic life.

Excursions were organized as an important part of the ongoing education and cultural enhancement for our visiting students from China, Vietnam and Nepal.

During an excursion to the Nan Tien Temple in Wollongong the students were escorted on a tour of the temple that also covered a brief history and explanation of its architectural and cultural significance. Other activities included origami and later the students appreciated an introduction to a special vegetarian lunch. The most popular excursion however, was the scenic bus trip to the Blue Mountains which included a trip on the cable car, the scenic railway, scenic walkway and the sky way. A special thank you must be passed on to Mr Mansour for volunteering to tirelessly drive Ms Lee and the students on each excursion.

St George Special School Report

James Cook Boys High School continued to support students at St George Special School last year with visits by Ms Lee and a group of dedicated students every Wednesday afternoon during sport time.

The visits by our students enabled integrating activities to take place for the students with special needs. These activities involved such activities as assisting movement of the students who were restricted to wheelchairs, socializing, assisting students to use technical equipment aimed at strengthening leg muscles, trampoline activities and ball games.
Of cultural significance last year, there were two trips by teachers and academics to our school as part of a study tours abroad program.

Firstly, in August there was a Korean delegation organized by the Korean Consulate General during which sixteen delegates and an interpreter who requested information about our work experience programs and how to best prepare students for their studies and work upon leaving high school. Ms Blatchford, Ms Manos, Mr Yelavich and Ms Lee spoke to the delegation and passed on information as well as answered a very lengthy question and answer segment requested by our visitors.

Secondly, in November a Japanese delegation was organized by the Hamamatsu City Board of Study to visit our school aimed at requesting information about the NSW high school system, education environment and the curriculum. Ms Manos explained the high school education system including subject selection and how to prepare for the HSC and later Ms Lee escorted the visitors on a tour of the school which included a yr 11 Biology lesson, yr 11 Advanced English lesson, a yr 8 Music class and a yr 8 Geography class.

Harmony Day

There were numerous activities throughout the term that supplemented the classroom learning for students. Undoubtedly, the highlight would have been our celebration of Harmony Day on Friday 23rd March 2012. Our school community united in a celebration of Australia’s many different traditions and cultures. We recognised harmony amongst genders, communities, peers, cultures and religions. Also, we raised money for charity and held a Talent Quest assembly that showcased the many talents of our students in the performing arts. The entire day provided opportunities for our students to embrace the many things that make them special and to share those things they have in common. The day’s theme - “Team Sport: Play, Engage, Inspire” – is always reflected within our school. Through involvement in sport whether as a participant, volunteer or spectator, students of all ages and cultures come together. The sense of belonging, acceptance and understanding of others is always promoted. Also, we would like to take this opportunity and thank our special guest speaker, Mr Jeff Hardy, for taking the time from his busy work schedule to address our school community during the celebration assembly. Mr Jeff Hardy is a former “old boy” of the school (1984) who played over 240 games for St George in the NRL, graduated as a PDHPE teacher and works tirelessly implementing programs to help Indigenous youth. He is a truly inspirational role model for our students. Finally, the entire school would like to thank Ms Lee and Mr Chung for their efforts in organising the day and our excellent student leaders.

Careers

In 2012 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.

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. These interviews also provide the foundations to tailor the Careers Program to the needs of the students’.

The majority of students in Years 10, 11 and 12 participated in information sessions provided by presenters from a variety of 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. Information in regard to course options, ATAR cut offs, courses structures and University life were presented to our students.

A subject selection market was held, aiming to provide Year 10 students with the necessary information to make an informed decision about their senior studies. Head Teachers along with current senior students from each Faculty provided detailed information about the Preliminary and HSC courses that are on offer at James Cook. Representatives from TAFE were also present outlining the varied TVET courses on offer.

During Term 4, Year 10 students had the opportunity to be involved in the block release ‘Work Experience’ program, after the completion of their yearly exams. The students were excited and apprehensive about commencing the work placement that the majority of them sourced themselves. Feedback from both employers and supervising teachers was positive with the boys adjusting quickly to the world of work. Through this experience students gained an understanding of what type of work or industry they want to pursue beyond school. The boys participated in a wide variety of occupations in the Health, Hospitality, Retail, Small Business, Design, Social Welfare, Construction, and Trade industries. Some of the boys were successful in gaining part time employment at their work place.
2012 Australians of the year visit
James Cook Boys’

On Tuesday 7th August some students were given the opportunity to be part of an interview with two recipients of the 2012 Australian of the Year Award. The internationally acclaimed actor, Geoffrey Rush and the young Australian of the Year, Marita Cheng visited our school and spoke to students. A former student from our school, Mr Costa Loucopolous kindly gave his time to be the Master of Ceremonies.

This event excited the interest of our students who were provided with information in their English classes and were asked to make a written application to attend the presentation. Students were also asked to consider questions that they would like to put to our esteemed guests. I was very impressed by the high standard of student applications and the thoughtful questions that students prepared.

Students in 8 English 1 worked with Ms Mason and Ms Okell to prepare a series of tableaus that they performed for our audience to open the event. Geoffrey Rush began his talk by congratulating these students and praising them for their diligence and the courage they displayed in performing so well for an audience of their peers.

Both speakers gave a short introductory speech and then students were invited to ask questions. Our students responded enthusiastically and confidently came to the front, took the microphone and addressed our guests. Marita Cheng spoke about her innovative work in Australia and overseas in robotics and Geoffrey Rush told entertaining stories about his experiences in the film industry. Students showed considerable interest in the “Pirates of the Caribbean” films with one student inquiring if it was annoying to be walking around all day with a parrot on your shoulder. It was a lively, interesting, good humoured discussion and our students were an active and engaged audience. One and a half hours passed quickly and at the end there were many students who had their hands raised wanting to ask more questions.

Korean Delegation Visit

On 15 August 16 delegates and a translator from the Seoul Ministry of Education visited our school, the purpose of which was to study our school’s approach to preparing students for work and tertiary studies. The visit involved a presentation by Ms Lee, Ms Blatchford, Ms Manos, Mr Yelavich and Mr Clark explaining our school’s approach to catering for a wide range of academic studies, TAFE and Beacon foundation.

It was a wonderful opportunity for the exchange of educational philosophy and practice.
Progress on 2012 targets

Outcomes for 2012–2014

School Priority 1

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 (14%), Writing (29%) and Numeracy (3%)
- 1% increase in the number of student achieving above Band 6 in Year 9 NAPLAN for Reading (51%), Writing (37%) and Numeracy (70%)
- 1% increase in the number of students achieving proficiency level Bands 9 and 10 in Year 9 NAPLAN for Reading (7%), Writing (6%) and Numeracy (16%)

Our achievements include:

- 2% decrease in the number of students achieving Band 5 in Year 9 NAPLAN for Reading and 1% increase for Writing
- 10% increase in the number of student achieving above Band 6 in Year 9 NAPLAN for Reading, 3% decrease Writing and 2% increase in Numeracy
- 4% decrease in the number of students achieving proficiency level Bands 9 and 10 in Year 9 NAPLAN for Reading, 3% decrease in Writing and 2% decrease in Numeracy

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 (87%)
- Increased levels of student wellbeing data as measured by QSL surveys
- 10% decrease in student school suspension rates (120)

Our achievements include:

- Grades E benchmarked in student school reports
- 1% increase in student attendance rates
- Increased levels of student wellbeing data as measured by QSL surveys
- 33% decrease in student school suspension rates

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

Our achievements include:
• 1% increase in the number of Band 5 & 6 achieved in the HSC for: English Extension 1; Mathematics Extension 1; Physics; Chemistry; Business Studies; Information Technology and Music.
• 1% decrease in the number of Band 1 & 2 achieved in the HSC for: English Advance; Mathematics Extension 1; Mathematics Extension 2; Physics; Biology; Economics; Engineering Studies; Information Technology and Music.
• staff working towards effectively using and developing a deep understanding of the QTL framework
• staff using SMART data analysis and working towards consistency in teacher judgments to improve student learning outcomes

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)

Our achievements include:
• staff working towards developing an individual Professional Learning plan
• staff working towards implementing the QTL framework in all teaching and learning programs (Years 7-12)

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

Curriculum

Teaching and Learning Teams

Background

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

Findings and conclusions

The review into Teaching and Learning teams, classroom practices and programming and assessments provided evidence of effective quality teaching dimensions being employed in many classrooms across the school. It was ascertained that there is a need to build on GAT programming and embed high expectations and engagement in all classrooms and through all programs and assessments. Each of the head teachers was allocated a team to lead and they met twice per term to devise strategies to meet the needs of our changing and diverse clientele and also the school targets. Our evaluations of the teaming structures showed that we need to focus more closely on specific approaches that would engage our students and develop in them a higher sense of belonging to the school community and a personal sense of attainment.

Future directions

As per the findings of the review undertaken in 2012, in 2013 we will make it a priority to ensure all Teams are more closely aligned with each other and work to meet targets on a term by term basis. We will condense the teams to ensure there is a wider spread of experience and expertise and make literacy, numeracy,
technology and students engagement and attainment the main goals. The teams will continue to meet twice per term and report back regularly at Staff meetings. 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 that are designed to meet school targets and also allow staff time to plan more effectively and reflect on student achievement.

**Systems of student attendance and engagement**

**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 Council.

**Findings and conclusions**

Our analysis of our system for student Attendance and Engagement identified that the majority of our students felt a positive attitude towards school and their education. Through fortnightly meetings, the Welfare Team, continually identifies students from respective Year groups with attendance issues. A system of intervention and mediation is put into place by the Year Advisor, Head Teacher Welfare, Counsellor and Home School Liaison Officer, if required. These processes highlight findings which are then acted upon to improve the attendance and engagement of these students – through the implementation of an Attendance plan, tailored to the specific needs of the students in question. Recent data has shown that Student Attendance has improved from 87.4% in 2011 to 88.0% for 2012 –a positive step.

Our welfare policy was also determined to be driven more by behaviour and discipline strategies than by a deep understanding of current practices in boys' pedagogy.

**Future directions**

Our 2012 aim is to strengthen overall student attendance 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.

**Parent, student, and teacher satisfaction**

In 2012 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 2012 Year 12 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 high percentage of students 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.

**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.

The Staff is 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.

Head Teachers also undertook a variety of professional learning courses in preparation for the National Curriculum and the school teams, who meet twice per term, focused on applying strategies to work towards meeting our school targets. There was an emphasis though all professional learning opportunities to address the areas of student literacy and engagement, which are always main objectives at James Cook.

**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.

**2013 Targets to achieve this outcome include:**

- 2% decrease in the number of students achieving Band 5 in Year 9 NAPLAN for Reading, Writing and Numeracy
- 2% increase in the number of student achieving above Band 6 in Year 9 NAPLAN for Reading, Writing and Numeracy
- 2% 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.

2013 Targets to achieve this outcome include:

• 2% decrease in the number of 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

2013 Targets to achieve this outcome include:

• 3% increase in the number of Band 5 & 6 achieved in the HSC
• 3% 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
• All faculties to intensively research BOS website (plus all related websites) and analyse the resources relating to assessment and reporting
• Review of assessment practices in Year 7-10 for all faculties. The primary focus being assessment for learning practices and consistency of teacher judgement in relation to student feedback and reporting
- All assessment tasks aligning with reporting outcomes

**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.

**2013 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.

Terry Vallis - Principal
Vicky Manos – Deputy Principal
M. Edwards – English Teacher
S. Tsaridis – Head Teacher Welfare
P&C Committee
Aaron Bartlett – School Captain
Kerem Dormanli – School Captain
M. Rix - Head Teacher English
R .Mansour - Head Teacher Mathematics
M. Atzemis - Head Teacher HSIE
D.Clark - Head Teacher TAS
P. Loucopoulos - Head Teacher Science
L. Rae - Head Teacher Creative Arts
A. Kentwell – Head Teacher PDHPE
B Yellavich – Sport Co-ordinator
J. Blatchford – Careers Advisor
H. Cork – Peer Support Co-ordinator
M. Lee – International Student Co-ordinator
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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: