James Cook Boys Technology High School
Annual School Report 2014
School context statement
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 313 students, including 10 overseas fee-paying International students and a Special Support Unit comprising of 10 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).

In 2014 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 as part of the Bayside Learning Community
- talented and accelerated student programs in Visual Arts and PDHPE for primary school students of the Bayside Learning Community
- staff mentoring HSC student programs
- student leadership programs aimed at increasing the leadership capacity throughout the student body
- student peer – tutoring programs in literacy
- student peer - mentoring programs
- Improving Literacy & Numeracy National Partnerships Program
- BEACON Foundation program to successfully transition students from school to further study / employment

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, respectful, responsible and engaging learning environment for all students.

The focus of the school is to continue developing a deeper understanding of the skills required in becoming successful 21st Century learners. We continue to explore and develop the different types of learning activities and assessments required to maximize student engagement and learning outcomes.

Our school transition programs assist our students as they move from primary into high school and into further education. 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 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. Mark Marciniak
Principal
Parent and Citizens Association

James Cook Boys Technology High School Parent and Citizens’ Association (P & C) is a small but dedicated group of parents, carers and citizens who currently meet on the first Monday of the month (excluding school holidays) to discuss ways of enhancing the education of students in the school. Our meetings provide an open forum where parents, carers, citizens and staff can articulate their ideas and goals for the students at JCBTHS. The meetings are also an opportunity to listen to guest speakers and discuss information relating directly to the education and welfare of students in the school.

The main objective within the P & C is to promote the interests of the school community through our monthly meetings. These meetings enable the whole school community to determine the needs and aspirations for the school.

2014 was a productive year for the P & C Association at JCBTHS. We were delighted to be able to introduce, for the first time, a special P & C Citizenship Award for Presentation Day. These awards, together with a $50 gift card were presented to six students who displayed excellent citizenship throughout the year at JCBTHS. The P & C would like to thank Mr Tsaridis – Head Teacher Welfare for his help with choosing the recipients for 2014.

The P & C awards were possible through our fundraising raffles that were held throughout the year for Easter, Mother’s Day, Father’s Day as well as the end of year Christmas raffle. All the prizes for each and every raffle throughout the year were proudly donated by the P & C executives. The primary source of funding for the P & C is still through the voluntary $20 contribution that is paid yearly. Money raised through this contribution is directed towards purchasing new resources that benefit the students at JCBTHS. The total amount raised for 2014 through the sale of raffle tickets and the voluntary contribution was $3,679.

The P & C would also like to acknowledge and thank the inspiring contributions from the student leaders who attend our monthly meetings. The students present their own reports that keep us up to date with developments at the school through their own perspective. The P & C are always looking for new ideas and we welcome their feedback and suggestions.

Finally, I would like to acknowledge and thank our new Principal Mr Marciniak and the dedicated staff at JCBTHS for their continued support throughout the year.
Margaret Paraskevopoulos
P & C President

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. We thank the P&C for their kind donation of items which we have used in our fundraising drives.

We have helped with the organisation of Harmony and Multicultural Days and attended district SRC days which have allowed us to build relationships with peers in nearby schools.

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.

Danyal Aslam, Ahmad Zahr
2014/15 School Captains
Student Information

The school has a culturally diverse student population with 80% of students from a Language Background Other Than English (LBOTE). Students from a LBOTE represent more than 40 different ethnic groups. While a large percentage of students were born in Australia, English is still a second / additional language for many in our school community.

A broad and comprehensive curriculum is provided and caters for students with a wide range of capabilities. 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.

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 2014 were 313 students. Since 2012, the school has experienced a significant decline in student enrolments.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>576</td>
<td>560</td>
<td>556</td>
<td>510</td>
<td>428</td>
<td>377</td>
<td>310</td>
</tr>
</tbody>
</table>

In 2011, the school experienced an 8% decrease in student enrolments followed by a 16% decrease in 2012 and a 12% decline in 2013.

Student attendance profile

Overall student attendances decreased by 0.3% in 2014. Significant increases in student attendances were evident in year 9 (+3.4)

Our school attendance rates were 0.5% above NSW average attendance rates for 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>91.6</td>
<td>92.8</td>
<td>89.5</td>
<td>93.4</td>
<td>92.9</td>
<td>92.9</td>
</tr>
<tr>
<td>8</td>
<td>90.3</td>
<td>91.0</td>
<td>89.8</td>
<td>86.8</td>
<td>92.2</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>87.0</td>
<td>87.9</td>
<td>87.8</td>
<td>90.0</td>
<td>87.3</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>84.2</td>
<td>82.4</td>
<td>85.8</td>
<td>89.4</td>
<td>88.8</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>88.5</td>
<td>85.6</td>
<td>84.0</td>
<td>82.9</td>
<td>91.6</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.6</td>
<td>90.9</td>
<td>88.6</td>
<td>87.5</td>
<td>93.4</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.4</td>
<td>88.0</td>
<td>88.2</td>
<td>87.4</td>
<td>88.0</td>
<td>91.0</td>
<td>90.7</td>
</tr>
</tbody>
</table>

| Year | 7 | 92.3 | 92.6 | 92.5 | 92.4 | 93.2 | 93.3 |
| 8 | 90.0 | 90.5 | 90.1 | 90.1 | 90.9 | 91.1 |
| 9 | 88.8 | 89.1 | 88.8 | 88.7 | 89.4 | 89.7 |
| 10 | 88.7 | 88.3 | 87.1 | 87.0 | 87.7 | 88.1 |
| 11 | 89.4 | 89.1 | 87.6 | 87.6 | 88.3 | 88.8 |
| 12 | 89.4 | 89.8 | 89.2 | 89.3 | 90.1 | 90.3 |
| Total | 89.9 | 89.7 | 89.9 | 89.2 | 89.1 | 89.9 | 90.2 |

Management of non-attendance

There has been a 0.5% increase in student attendance over the past year with minimal referrals to the Home School Liaison Officer, healthy attendance rates have continued to be experienced throughout 2014.

The use of the SMS messaging system immediately alerts parents to student absence. Also, the school has introduced a new electronic
attainment 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**

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>employment</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>other</td>
<td>13</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

We were not able to contact all students. This graph is based on contacted students only.

**Year 12 students undertaking vocational or trade training**

Thirteen students undertook vocational education opportunities at TAFE. One of these students successfully completed the Automotive-Light Vehicle Servicing School-based Apprenticeship through Toyota – Lexus and accepted the opportunity to continue with the apprenticeship fulltime. Seven students started the one year Property Services course at St George TAFE to complement their subjects studied at school. The remainder of the students incorporating vocational pathways into their senior studies were on the areas of Automotive Mechanics, Plumbing, Hospitality – Food and Beverage, and Community Services – Youth Work.

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

In 2014 there were 26 Stage 6 students enrolled in the school delivered Business Services course. This number reduced to 22 as students left school for full time work or chose to focus on other school studies. All students successfully completed the compulsory work placement component of the Business Services course with two students being offered casual work with their host employer as a direct result of their participation in the program.

**Workforce information**

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

**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 staff.

**Workforce composition**

<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>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43.7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school staff comprises of two teachers with an indigenous background.
Teacher qualifications
All teaching staff meet 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.

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

Professional learning and teacher accreditation
Professional Learning at James Cook Boys Technology High School is focused on developing teacher quality and building teacher capacity to continually improve student learning outcomes. In 2014 a total of $23,872 was spent on Teacher Professional Learning. Monies were used to cover course costs and relieve teachers who were undertaking courses at school or offered by outside providers. On average an amount of $497.00 was spend per teacher on Professional Learning. Mandatory requirements were covered in Professional Learning as well as WRAP data analysis of HSC courses, Key Learning Area Professional Learning for the National Curriculum, Coaching and the collaborative development of the 2015-2017 School planning process.

Beginning Teachers
During 2014 there was one new teacher appointed who received monies under the Great Teaching Inspired Learning initiative. A total of $1,210 was spend on Professional Learning which consisted of time working directly with a mentor to develop teaching and learning programs as well as Professional Learning programs that had been identified in the teachers professional learning plan.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>186,483.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>307,970.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>278,238.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>101,167.63</td>
</tr>
<tr>
<td>Interest</td>
<td>61,63.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,932.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>119,033.72</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>828,507.17</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 71,630.17  |
| Excursions                 | 26,127.68  |
| Extracurricular dissections| 46,184.47  |
| Library                    | 5,606.53   |
| Training & development     | 9,577.94   |
| Tied funds                 | 218,062.83 |
| Casual relief teachers     | 42,444.15  |
| Administration & office    | 79,959.60  |
| School-operated canteen    | 124,282.21 |
| Utilities                  | 85,263.21  |
| Maintenance                | 34,038.51  |
| Trust accounts             | 21,080.52  |
| Capital programs           | 14,823.00  |
| **Total expenditure**      | 779,134.82 |
| **Balance carried forward** | 235,855.63 |

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

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)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

NAPLAN Year 7 – Literacy

Reading

Writing

Spelling

Grammar and Punctuation
NAPLAN Year 7 - Numeracy

NAPLAN Year 9 - Literacy

Writing

Spelling

Grammar and Punctuation
The NAPLAN results in 2014 indicated that students at James Cook Boys Technology High School made above average growth and development in all areas of literacy between Year 7 and Year 9.

In Reading the average scaled growth score for the State was 39.0 and for NSW DEC the score was 38.7. The average scaled score growth for students at James Cook Boys Technology High School in this two year period was 59.9.

In Aspects of Writing the average scaled growth score in the State was 27.1 and for DEC NSW the score was 21.2. The average scaled score growth for James Cook Boys Technology High School was 57.8.

In Spelling the average scaled growth score in the State was 34.8 and for DEC NSW the score was 33.5. The average scaled score growth for James Cook Boys Technology High School was 38.9.

In Aspects of Grammar and Punctuation the average scaled growth score in the State was 25.1 and for DEC NSW the score was 23.8. The average scaled score growth for James Cook Boys Technology High School was 41.2.

### NAPLAN Year 9 - Numeracy

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).
Other achievements
Sport

Here at James Cook Boys Technology High School we have a proud history of sporting success and traditions, which have helped to form our current school culture. For students attending our school, we understand the importance of offering a diverse range of competitive and non-competitive sporting opportunities to participate in.

Our competition grade sport is played against other Secondary High Schools in the St. George Zone, on a Wednesday afternoon from 12:30 till 3pm. Grade Sport is split into two competition seasons, summer and winter. The sporting competitions James Cook entered teams in during the 2014 school year were:

**WINTER GRADE COMPETITIONS**

1st Grade, 15s, 14s and 13s Soccer
1st Grade and 14s Rugby League
Open and Junior Tennis
Open and Junior Table tennis

**SUMMER GRADE COMPETITIONS**

Junior Cricket
1st Grade, 15s and 14s Basketball
1st Grade and 14s Touch Football
16s, 15s, 14s and 13s Mini Soccer
Open and Junior Table Tennis
1st Grade Volleyball

2014 Grade Sport

2014 was another successful year for James Cook on the competitive sporting fields. I would like to congratulate each student who represented our school with distinction in the many sporting endeavors in which we participate. We would like to make special mention of those teams which secured premierships, within the largest sporting zone in NSW.

**WINTER PREMIERS TEAMS**

13’s Soccer
14’s Soccer
15’s Soccer
Junior Tennis
14 B Table Tennis
1st Grade Table Tennis

**SUMMER PREMIERS TEAMS**

15 A/B Mini Soccer
16 B Mini Soccer
Junior Cricket
Junior Touch Football
1st Grade Volleyball
2014 NSW CHS Knockout Competitions

We entered CHS Knockout Competitions in Puma 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 Rugby League team being crowned School Boy Trophy Cup Champions of the St. George area. This qualified the team for the regional final, where the team was narrowly defeated by Aquinas College in a hard fought match at Oki Jubilee.

2014 Athletics, Cross Country & Swimming Carnivals

James Cook 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.

Carnival Age Champions

Swimming
Junior Champion – Matthew Pandevski
Senior Champion – Mohamad Hijazi

Athletics
12 Years – Adam Faour
13 Years – Munashe Marevanhema
14 Years – Volkan Er
15 Years – Daniel Thompson
16 Years – David Baker
Open – Mustafa Al-Gharib

Cross Country
12 Years – Abbas Dakdouk
13 Years – Munashe Marevanhema
14 Years – Mohammed Zaher
15 Years – Ali Saadi
16 Years – Hussein Boussi
Open – Aaron Felton

Athletics Carnival action
NSW Combined High School Representatives

This year two students were selected to represent the Sydney East sports region at NSW CHS Carnivals. Those boys were Cale Doyle of year 11, who was selected in the Open Sydney East Rugby Union team and Aaron Felton of year 12, who was selected in the Open Sydney East Cross Country team. A tremendous effort to make representative teams in the biggest school sport region in New South Wales.

2014 School Sport Awards

The following boys were awarded for their excellence and sportsmanship in various sporting domains at the annual school sports presentation, which is held in Term 4.

Malcolm Forbes Award for Swimming & Study: 
Mohamed Hijazi

J W Kenny Athletics Award: 
Munashe Marevanhema

Steve Billington Shield Award - Most Outstanding Team Achievement: 
Open’s Rugby League

Sporting Excellence Junior Award: 
Munashe Marevanhema

Sporting Excellence Senior Award: 
Aaron Felton

2014 Recreational Sport

Recreational Sport provides the opportunity to participate in organised, supervised physical activity within a non-competitive environment. 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 was split into two seasons. Summer sport took place throughout terms 1 and 4, with winter sport running during terms 2 and 3. Sports which were offered at James Cook include:

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

Significant programs and initiatives – policy

Welfare

As with 2013, 2014 was again a busy period on the Welfare front. Many programs were run to assist the boys with many 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 two days per week of academic and social based activities at venues situated at Rockdale PCYC and Riverwood.

St. George Youth Services once again provided their expertise in the Links to Learning program. Aptly led by team leader John Dangas and assisted by Paul Deeb, boys mainly from Years 9 and 10 were run through a multitude of activities at the offices of St George Youth Services located in Brighton Le-Sands. These activities circulated around group work taking in Communication, problem-solving, Planning and Organisation, Teamwork, Self-Management and Initiative and Enterprise. The team at St George Youth Services continue to be an integral part of the schools Welfare structure.

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 Behavioral and or Emotional Disorders. Such a setting was Centennial Park at Randwick where a number of our students were placed. These students are monitored and an integration program is put into place. Both the home school and the specialist educational setting are in constant contact, assessing the progress of the relevant students. When both settings believe that transition is achievable, the students are then slowly integrated with an attendance plan geared towards full-time integration. Centennial Park has been wonderful in their support of the boys who have and are attending.

The Welfare team, who met every second Tuesday throughout the school terms, were instrumental in providing leadership, mentorship and guidance to their respective cohorts.

Year 7 attended their annual camp, The Great Aussie Bush Camp, situated at Tea Gardens, north
of Newcastle. Over the course of three 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 9 Vaccinations also took place with students being administered Hepatitis B and Chicken Pox and Human Papillomavirus vaccines, Years 10, 11, 12 were offered measles vaccination. 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 have been supportive of the school’s Work-It-Out Plan which forms an important part of the Schools, Student Management Policy. In 2014, the school reinforced its approach to maintaining a healthy and positive school environment. Positive Behaviour and Learning (PBL) was continued, with a new and more visually appealing Cooks Code. The school’s old Cooks Code has been replaced with a revised set of expectations; nevertheless, these new expectations still highlights very clearly what it means to be a responsible, respectful and safe active learner of the school.

Truancy is another area which has been closely monitored throughout 2014. Staff became familiar with the new ACADEMY system, truancy processes and procedures have run smoothly and it is hoped that 2015 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.

During Term 4 a special needs orientation day for Year 6 students was organized with a diagnosed disability, this occasion provided the students with an opportunity to familiarize themselves with the school environment and get to know the staff members in a more personal manner, without the hustle and bustle of the statewide Year 7 orientation day. The students enjoyed the lessons that were presented and a BBQ was set up to end the day’s proceedings, all students were delighted with the time spent and they went home happy and enthusiastic to what lay ahead.

Also during Term 4, Fred Sevealli a community liaison officer from a Pacific Islander background was introduced to a number of our Pacific Islander cohort, ranging from Year 7 to 12. These boys over the course of Term 4 were involved in recognizing and appreciating their cultural heritage and participating in a number of activities aimed at increasing their self-worth and resilience. It is hoped that this program will continue into 2015.

Traci Sii, a youth worker from Arncliffe Community Centre, supervised two workshops during Term 3 that involved the Year 9 cohort. These workshops proved to be enlightening as they highlighted the dangers of graffiti and the penalties that can be incurred. The presentation was met very favorably by the boys who were actively involved in asking questions and being extremely enthusiastic.

**National Partnerships**

Improvement in student reading and comprehension skills was identified as the focus of the National Partnerships program at James Cook Boys Technology High School. The program involved: student pre-testing, analysis of student data, professional development for staff, development and implementation of literacy whole school programs, team teaching and post-testing.
**Collection of Data**

A group of teachers analysed NAPLAN data for literacy and sought the professional judgement of classroom teachers to place all students in Years 7 and 8 on the National Literacy Continuum. Students in Years 7, 8 and 9 completed literacy tests, in February, June and November 2014. These tests included the PAT Comprehension and Vocabulary tests and the NEALE Reading and Comprehension tests. Data collected from these tests was used to inform program development, identify students who would benefit from individualised literacy support, and track student progress.

**Program Development**

Drop Every Thing and Read (DEAR) was organised for all students in Years 7 and 8. Boxes of new, high - interest books for each class were purchased and students were involved in reading for fifteen minutes, four days per week. This was supported by the teacher-librarian and teachers in all faculty areas. The program was designed to promote a positive attitude to reading and to improve reading fluency through practice.

Quick Smart Literacy Program was implemented for twenty eight students from Years 7, 8 and 9. The program was developed by a research team at the University of New England and focuses on the role of automaticity in learning. All students were assessed by the program’s computer Assessment Process (OCCAAZ), then students were organised into groups of two with each group assigned three Quick Smart lessons per week. The program involved teaching students key vocabulary, explicit instruction of effective reading strategies, modelling, discussion, repeated reading, deliberate practice and comprehension.

Team Teaching occurred across a variety of subject areas for Years 7 and 8 and teachers worked together to implement effective literacy strategies in the classroom.

**Professional Development**

Literacy presentations were incorporated into Staff Development Days.

The School Literacy Team discussed literacy programs and communicated information about student assessment and literacy programs to staff throughout the school.

Quick Smart In-services were held by the University of New England and four staff members from James Cook attended. These teachers presented information sessions about Quick Smart to the Literacy Team and at staff meetings.

**Results**

Students who participated in the Quick Smart program responded positively and there was strong improvement in acquisition of new vocabulary, reading fluency and confidence in reading tasks.

Year 8 students were tracked over two years in reading and comprehension skills tests. In this time 74% of Year 8 students improved their reading age by over two years.

Students had the opportunity to read a number of books for pleasure and as an extension of the DEAR program, a book café was organised for students in the library during designated lunch times.

A number of students were supported in classrooms as they improved in their ability to meet the literacy demands of a variety of curriculum areas.

The NAPLAN results in 2014 indicated that the average scaled score growth for students at James Cook Boys Technology High School in Year 9 in Reading was 59.9%. This compared to an average scaled score growth of 39.9% across the state.
International Students

International students at James Cook Boys Technology High School have always been encouraged to achieve their highest academic potential, and for the second consecutive year, one of our international students received a special DEC International Award for academic excellence in 2014. Tommy Miao was presented with the award by Mr Li Huaxin, the Consul General of the People’s Republic of China in the magnificent Verbrugghen Concert Hall at the Sydney Conservatorium of Music. The ceremony was attended by NSW’s leading educational and political leaders and acknowledged the outstanding contribution and achievements of international students in New South Wales government schools throughout the year.

Throughout the year our international students experienced a variety of cultural and educational excursions in and around Sydney, as well as visits to the Jenolan Caves (where they experienced a guided tour of an underground cave), the Blue Mountains, an excursion to see the musical “Wicked” and a tour of Taronga Park Zoo. A mini bus was hired for each of the excursions and the students greatly appreciated the scenic and cultural diversity of each of the trips.

During the Prefect induction in the library last year Gary Fang greatly impressed everyone with his exceptional piano skills and broad repertoire of music. Gary enrolled at our school so that he could concentrate on developing his piano studies with the ambition of studying Music at university after completing his HSC.

Tommy Miao and Hanwen Guo were exceptional ambassadors when the Korean Delegation was visiting our school in November. Both students joined members of the SRC and impressed the visitors with their helpful and friendly attitude towards an exchange of culture and educational philosophy.

During each term the International Students co-ordinator, Ms Lee organised a luncheon for all the staff at JCBHS, International students and their guardians. The luncheons provided invaluable support for the International students and helped to strengthen their ties to our school.

Korean Delegation

On 25 and 26 November James Cook Boys Technology High School hosted a delegation of forty education officials from Korea. There were two groups that consisted of principals, deputy principals, education administrators and education supervisors. Mr Marciniak lectured the visitors on a number of topics including the NSW Department of Education philosophies, the school curriculum, as well as university and TAFE. Mr Woo was present throughout the visit and was of invaluable assistance with his translation skills and explanations in Korean. There was an interesting exchange of information after which the visitors toured the school and were able to observe a variety of lessons representative of a number of subjects and academic years.
St George Special School

Our school’s commitment to working with students from St George Special School has continued successfully throughout 2014. During Wednesday afternoons a special group of highly committed students from Years 8 to 12 accompanied Ms Lee and Ms Huber and interacted with all students who were in need of their support. Activities in which our students offered help and support included entertaining the students with dance movement, organizing a variety of ball games, movement on a trampoline, conversing, wheeling students around the playground area and promoting social interaction which also helped students with their social and motor skills.

The highlight of the year occurred when a disco was organized for the end of term 4. Over fifty students from St George Special School were safely wheeled to our school hall for a very exciting time with movement to dance music. A large number of James Cook Boys Technology High School students volunteered to rhythmically wheel the visiting students around the hall in time to the music. This event was highly successful and once again demonstrated the importance of continuing links to SGSS.

Harmony Day

There were numerous activities throughout the year that supplemented classroom learning for students, however one of the highlights would have been our celebration of Harmony Day. The celebration of Harmony Day has become a tradition at James Cook Boys Technology High School and our school community was united in a celebration of Australia’s many different traditions, cultures, genders, communities, peers and religions. A barbeque, guessing competition and cake stall enabled money to be raised for charity and a concert was organized in the school hall that showcased the many talents of our students in the performing arts. Students were delighted with the multi-day organization and many wore a colourful display of orange clothing in order to add.

The entire day provided opportunities for our students to embrace the many things that make them special and to share what they have in common. The sense of belonging, acceptance and understanding of others was promoted during the two film presentations and the speeches presented by the school captains were inspirational to everyone who attended.

Cooking-Up Success

2014 saw the introduction of a new, Year 10 transition program called “Cooking-Up Success”. This program is designed to assist year 10 students in their upcoming transition to senior school and further develop their school to work skills.

Activities that took place during the week, began with a ‘Skills for Life’ journey with Paul Wade, volunteering activities at Endeavour Nursing Home, St George Special School, and the Anglicare Toys and Tucker Christmas Appeal. Personal wellbeing workshops included a presentation by the Black Dog Institute, and ‘De-Stress before Distress’ meditation sessions. Students understanding of Board of Studies requirements were reinforced, and Career Connections delivered their Jobs4Kids program which deciphered job applications and demystified different elements of acquiring a job.

The ‘Cooking-Up Success’ team designed their own workshops based on what they identified our Year 10 students needed for this transition into senior school. Mr Beeston’s ‘Train Your Brain’ workshop proved to be one of the most popular classes with a focus on the Neuro-science and psychology behind how to improve the performance of the brain. Students had the opportunity to create balloon animals and learn how to juggle. Ms Mitchell delivered workshops on study skills, team building, and financial literacy. Mr Hadges in collaboration with the SRC organised the Toys and Tucker appeal with an outstanding collection of 40 plus boxes donated to Anglicare Christmas Appeal. The WOW
Communications workshop was designed and facilitated by the Year 10 students who participated in the Foundation for Young Australians: Worlds of Work program earlier in the year. These students wanted to share their learning with their fellow peers, who didn’t attend the FYA program.

Speed Careering was a major event for the students, as it was an opportunity to listen and ask questions of a variety of industry professionals about their career journey. Representatives from the medical industry, State Rail, ACG Building, Australian Defence Force, OZ Energy, Australian Careers Development Centre, My Freight, and UWS: Computing and ICT Faculty volunteered their time to speak to our students.

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.

During formal assemblies the students acknowledged the traditional owners of the land. There has been a focus on the awareness of tolerance and respect between different cultures that make up Australian contemporary society.

Multicultural education and anti-racism

This dual role is being undertaken by Mr. Matthew Edwards who is the contact person for any issues relating to racism or multicultural education in the school. His role is also to support the education and understanding of issues surrounding racism and multicultural education.

Significant programs and initiatives –equity funding

Aboriginal background

In 2014 there were two Indigenous students attending the school, one in the Senior School and one in the Junior School. Funding was spent on students attending incursions, such as Boori Pryor and on each student negotiated Individual Learning Plan. The Aboriginal school liaison officer was also available to assist the boys throughout the year.

Socio-economic background

In 2014 equity funding continued to support and consolidate learning programs in a number of ways. Funding was used across the school to provide equitable access to resources by providing faculties with a percentage increase to
purchase additional resources to support student learning.

Year 7 and 9 students were provided with extensive writing and reading homework materials to consolidate their learning in the classroom through a home study focus program.

Homework club was also introduced to support students learning after school hours. Students were able to have access to teachers after hours to assist with assignments, homework and to access technology.

Additional equity funds were also utilized to employ a Community Liaison Officer to work with students from Pacific Islander backgrounds.

**English language proficiency**

80% of students at James Cook Boys Technology High School come from a language background other than English. Teaching and learning programs incorporate EAL/D strategies in order for all students to access the curriculum.

EAL/D students continued to be assessed by members of the Support Staff on an individual basis to assess their needs as learners of English.

EAL/D students were assessed and provided with educational learning plans. The information on the plans was communicated to parents and teachers of the students to allow the classroom teacher to differentiate the work to ensure student engagement was maximized. Students were supported through withdrawal programs and classroom team teaching.

**Learning and Support**

Needs based funding has facilitated the development of systems and targeted support for identified students in 2014. To assist student learning in 2014 a Learning and Support Team was formed and led by the Head Teacher English. The team consisted of teacher representatives from each Teaching and Learning faculty. The Team meets once a fortnight to discuss strategies and programs to support student learning. Team members also include the school’s LaST and the Itinerate Hearing Support Teacher.

Personalised student learning plans were developed through the Learning Support Team in consultation with students and parents. The personalized learning plans also support teachers in class to support and modify learning tasks to assist student learning. Some senior students that were identified as needing additional support have chosen to continue their senior studies through the life skills syllabus option and in some circumstances have also sought TAFE courses with ST George Tafe to support their learning outside the classroom.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- In-depth analysis of NAPLAN and HSC data conducted by Head Teachers and involved all teaching staff.
- Feedback from staff at whole school staff meetings, faculty meetings and leadership teams.
- Feedback from student representatives and parents.

**School planning 2012-2014:**

**School priority 1**

Literacy and Numeracy

**Outcomes from 2012–2014**

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

**Evidence of achievement of outcomes in 2014:**

- 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 outcomes in 2014:
• 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 Last.

School priority 2
Student Engagement / Attainment & Management

Outcomes from 2012–2014
Increase in student engagement, attainment and student attendance rates. Enhanced levels of student wellbeing and a decrease in student school suspension rates.

Evidence of achievement of outcomes in 2014:
• 2% decrease in the number of Grades E (-1%) in student school reports
• 1% increase in student attendance rates (+3%)
• Significant increase in levels of student wellbeing and satisfaction data as measured by QSL surveys
• Increase in student school suspension rates

Strategies to achieve these outcomes in 2014:
• 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

Outcomes from 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

Evidence of achievement of outcomes in 2014:
• 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. Significant increase in number of staff using and developing a deep understanding of the QTL framework.

- Significant increase in number of staff using SMART data analysis and using consistency in teacher judgments to improve student learning outcomes.

**Strategies to achieve these outcomes in 2014:**

- 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.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In term 4, the school implemented a situational analysis to seek the opinions of staff, students and parents, through student focus groups, one on one interviews and surveys. The responses from the groups demonstrated that the school was establishing strategies for constant school improvement that would occur through ongoing contextually relevant professional learning, engaging students through high expectations in learning and behavior and being responsive to the needs of the local community.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school implemented an ongoing process during the end of 2014 and the beginning of 2015 to collaboratively develop a School Plan for 2015-2017 which will set the foundation and framework for the school over the next 3-10 years. The school has worked collectively to develop the School Plan which can be accessed from the school website.

**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.

**Mr. Mark Marciniak – Principal**

**Mr. Jim Mallios – Deputy Principal**

**Mr. Matthew Edwards - English Teacher/Editor**

**Margaret Paraskevopoulos - P&C President**

**Steve Tsaridis – Head Teacher Welfare**

**Maree Rix - Head Teacher English**

**Ben Yelavich – Head Teacher PDHPE**

**Maxine Lee – International Student Co-ordinator**

**Judith Seggie - School Administration Officer**

**School contact information**

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