

2020 Annual Report

James Cook Boys High School



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Introduction

The Annual Report for 2020 is provided to the community of James Cook Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

James Cook Boys High School

Princes Hwy

Kogarah, 2217

www.jamescookb-h.schools.nsw.edu.au

jamescookb-h.school@det.nsw.edu.au

9587 1770

School vision

James Cook Boys Technology High School is committed to successfully educating young men to be ethically guided critical thinkers who are innovative life long learners empowered to contribute responsibly as informed citizens.

Each student is challenged to achieve his personal best through authentic learning opportunities within an inclusive, caring and supportive environment.

School context

James Cook Boys Technology High School is located approximately 16 kms from the CBD. 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 38 different language backgrounds.

James Cook Boys Technology High School has a proud tradition of sporting, leadership and academic excellence.

The school is located at Kogarah and consists of expansive grounds that include a full size rugby/soccer field, tennis courts, basketball courts and indoor squash courts.

As a technology high school we have a strong focus on STEM (Science, Technology, Engineering and Mathematics) offering STEM subjects for students in Stage 4 and 5. All students in Years 7 and 8 are provided with their own laptops as part of the Technology Transition Program (TTP). The school is committed to providing students with the necessary technology skills to enable them to be competent and collaborative digital citizens.

The school has developed and maintained community and learning partnerships with local organisations that include the St George Illawarra Rugby League Club and other local sporting groups to support the physical wellbeing of the young people in the local community.

James Cook Boys Technology High School is a proud member of the Bayside Learning Community (BLC). The BLC includes Carlton South Public School, Brighton Le Sands Public School, Ramsgate Public School, Arncliffe Public School, Rockdale Public School and Moorefield Girls High School. BLC focuses on providing all students and teachers extended learning opportunities across the community of schools and has developed integrated learning experiences between primary and high school to assist students in effective transition.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Connect, Succeed, Thrive & Learn

Purpose

To develop a systematic approach to students' academic, physical, social, emotional, and spiritual wellbeing, where students' capabilities and needs are planned for through a student centred, engaging and rich learning environment, to ensure that they flourish now and in future years.

Teachers work in partnership with local schools and parents, who are active participants in their child's education, by sharing information about their learning and development to ensure successful transition from primary school to the HSC and onto future learning and employment.

Improvement Measures

An increased proportion of local schools to have a transition plan completed before entry to school in Year 7.

An increased proportion of students will demonstrate positive academic, social and emotional growth.

Increase in parent and student engagement in students' transition through stages of schooling and whole school events based on a 2017 baseline data when entering secondary school.

Progress towards achieving improvement measures

Process 1: Transition into high school

Strengthen and maintain a consistent transition program to support students entering high school from local primary schools, where our Learning Support Team works closely with parents and partner schools to share strategies and information about each student moving from Stage 3 to 4.

Evaluation	Funds Expended (Resources)
Early Term 1 teachers undertook the Roadshow program in the lead up to the Open Evening in February. All feeder schools and 1 outside are school participated in the program.	STEM Roadshow \$7000
With restrictions in place across Terms 2-4 the school did not undertake the transition programs of Robotics and Gala Days.	

Process 2: Developing the Best Man

Develop the academic, sporting, leadership, social and emotional intelligence of students with specific support for students through Learning Support and Wellbeing programs. Co-curricular programs including STEM, Homework, Gym and Creative Arts Clubs are aligned to meet the changing needs/interests of our students.

Strengthen support structures for students moving into and through the senior years with a focus on parent engagement, HSC workshops, mentoring to promote academic success and a pathway to tertiary studies and/or employment.

Evaluation	Funds Expended (Resources)
Programs for the year were truncated with less to no external providers able to enter the site and a limitation on excursion options.	STEM Club \$2000
Rewards programs ran in a local setting for students.	Homework Club - 5,000
The Student Support Officer continued to run programs for students throughout the year mainly focussed on Stage 4 for set classes and supporting older cohorts with group and individual counselling.	Youth Outreach Officer - \$34,000
HSC Study workshops were completed with Stage 6 students and immersive	Head Teacher Wellbeing - \$35,000
	Study Skills Subsidisation -\$2,000

Progress towards achieving improvement measures

learning days undertaken for Year 11 students during Activity week in Term 4.

The School's Creative Arts evening was cancelled due to COVID restrictions, this will need to be placed on the schedule for coming years.

Homework Club and STEM Club were recommenced in Semester 2.

Strategic Direction 2

Enhancing student performance

Purpose

To enhance a dynamic learning environment which is informed by evidence-based practices, to drive student performance and engagement.

This growth mindset is underpinned by collaborative practice, explicit teaching, effective feedback and high expectations. The Australian Professional Standards for Teachers (APST) are a reference point for whole school reflection and improvement.

Improvement Measures

Increased proportion of students attaining the National Minimum Standards in literacy.

Increased proportion of students attaining the National Minimum Standards in numeracy.

Increased proportion of students reaching expected growth in internal and external assessment, that is equivalent to a years worth of growth.

Progress towards achieving improvement measures

Process 1: Reading to Learn

Maintain and strengthen teacher knowledge, understanding and practice in the four stages of the 'Reading to Learn' program, to refine classroom practice in targeting student literacy needs and implementing explicit teaching.

Evaluation	Funds Expended (Resources)
Learning from home in Semester 1 restricted observation of traditional classes and teachers focused on adjusting practices for this need. In Semester 2 their were limited observations and access to the critical friend for Instructional leaders. In 2021 as part of Strategic Direction 2 instructional leaders will need to have scheduled meetings for the development of skills for Semester 1.	

Process 2: Numeracy Project

Develop and implement a contextually appropriate numeracy strategy, that draws on research and consultation, that can be effectively used across all key learning areas.

Evaluation	Funds Expended (Resources)
This program did not progress in 2020. This program will be embedded in Strategic Direction 2 of the SIP in 2021 as a priority area for development.	

Process 3: Formative Assessment Project

Maintain and expand the whole school approach to formative assessment. Teaching and learning programs will systematically embed feedback points and opportunities for structured feedback to support student reflection and success.

Evaluation	Funds Expended (Resources)
The roll-out of assessment strategies from stage 6 were commenced in stage 5 and the executive will work towards all assessments across the school being framed within the new assessment framework by June 2021.	

Strategic Direction 3

Leading, Improving, Excelling

Purpose

As instructional leaders we use research and evidence-based strategies that model, support and sustain a culture of high expectations and measurable whole school improvement. This fosters a shared sense of responsibility for student engagement and learning, professional development, accountability and whole school success.

Improvement Measures

Increase the proportion of teachers/executive engaging in professional dialogue, collaboration and classroom observation with teachers from the BLC and the Kogarah Cluster to improve teaching practice and student results.

Progress towards achieving improvement measures

Process 1: Instructional Leaders

The leadership team maintains a focus on distributed instructional leadership through ongoing professional learning to provide knowledge and skills to coach and mentor teachers to improve their practice using evidence-based teaching (CESE What Works Best).

Evaluation	Funds Expended (Resources)
This initiative was hampered by restricted access to a critical friend to guide the program and the Semester 1 working from home program.	

Process 2: Learning Communities

The leadership team will effectively use school resources and meet the objectives of the School Plan to foster and develop collective efficacy across the BLC and the Kogarah Cluster of Schools to improve pedagogical expertise.

Evaluation	Funds Expended (Resources)
The Bayside PL day scheduled for Term 3 was cancelled due to COVID restrictions. Restrictions on staff movements hampered meetings between faculties across the Kogarah Cluster. Kogarah Cluster members will need to negotiate the re-establishment of the programs for teachers and executive from 2021.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2000	Aboriginal students were supported through the development of Personalised Learning Plans.
English language proficiency	Learning Support Teacher \$35,000 Timetabled Learning Support \$35,000	Literacy program for Stage 4 was continued with timetabled withdrawal of identified students where they were able to achieve at a higher ability level in reading as indicated through medium term analyse of NAPLAN results for the targeted students below state standard.
Low level adjustment for disability	SLSO days for identified students - \$45,000	Students with disabilities identified through NCCD process and adjustments made. This included in-class support with SLSOs.
Socio-economic background	Youth Outreach Officer - \$34,000 Head Teacher Wellbeing - \$35,000 Careers & Transition - \$20,000 Wellbeing and Student Assistance - \$10,000	Employment of a Youth Outreach Officer. Employment of a Community Liaison Officer. Employment of a Head Teacher Wellbeing. Release of the Career Advisor (0.2) to work as a Transition coordinator for Stage 5 and 6 students. This also provided the opportunity to develop transition plans for all Year 10 students through the subject counselling process. Student Wellbeing, rewards programs and student assistance.
Support for beginning teachers	ECT Mentor Timetable release \$10,000	ECT Mentor position with timetabled release to support teachers

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	245	267	288	311
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.6	93.5	91.4	91.3
8	88.9	87.5	89.7	92.3
9	84	85.4	82.7	91.1
10	82.6	89.4	81.9	89.4
11	85.8	91.7	86.8	89.8
12	95.2	89.5	90.1	93
All Years	87.5	89.9	87.4	91.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	2.3	10.3
TAFE entry	0	4.7	20.6
University Entry	0	0	58.6
Other	5	9.5	10.3
Unknown	0	2.3	0

Year 12 students undertaking vocational or trade training

7.14% of Year 12 students at James Cook Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.9% of all Year 12 students at James Cook Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	21.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	6.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	283,089
Revenue	5,284,458
Appropriation	5,121,259
Sale of Goods and Services	9,005
Grants and contributions	149,750
Investment income	747
Other revenue	3,698
Expenses	-5,077,408
Employee related	-4,533,232
Operating expenses	-544,175
Surplus / deficit for the year	207,050
Closing Balance	490,139

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Restrictions throughout 2020 limited programs traditionally undertaken each year and an extended period of students Learning from home have lead to a higher than anticipated surplus at the end of the school year. 2021 Programs will be adjusted to provide additional resources for student learning and wellbeing utilising these funds.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	32,013
Equity Total	399,057
Equity - Aboriginal	2,874
Equity - Socio-economic	129,873
Equity - Language	154,108
Equity - Disability	112,202
Base Total	4,331,442
Base - Per Capita	71,954
Base - Location	0
Base - Other	4,259,488
Other Total	230,638
Grand Total	4,993,150

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

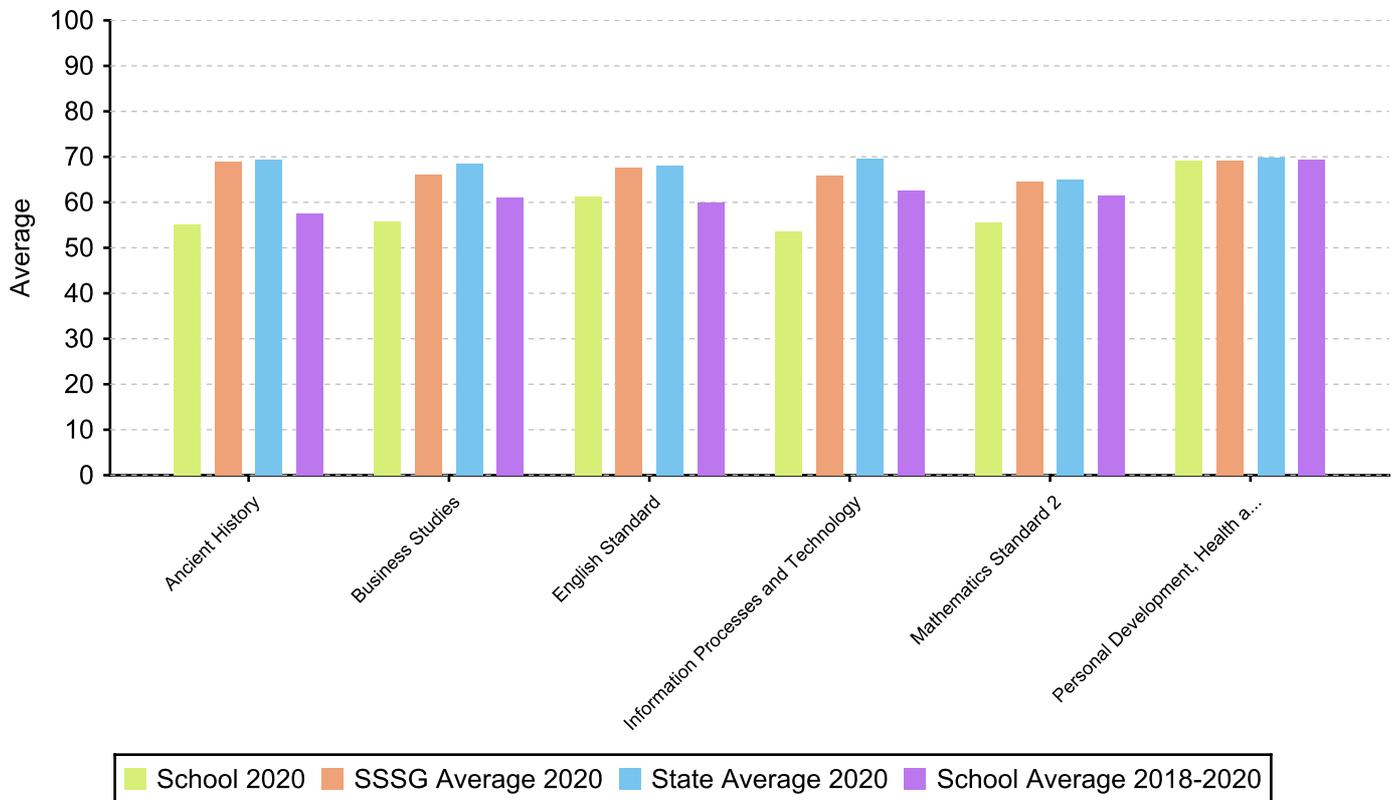
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	55.2	69.0	69.4	57.5
Business Studies	55.8	66.1	68.6	61.0
English Standard	61.3	67.6	68.1	59.9
Information Processes and Technology	53.6	65.9	69.6	62.6
Mathematics Standard 2	55.6	64.5	64.9	61.4
Personal Development, Health and Physical Education	69.2	69.2	69.9	69.4

Parent/caregiver, student, teacher satisfaction

In 2020 James Cook Boys Technology High School provided opportunities through the Tell Them From Me program to capture views of students.

All cohorts of students participated in the development of the Situational Analysis, the third undertaken by a critical friend to provide feedback on the state of learning and wellbeing at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.