

2021 Annual Report

James Cook Boys High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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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

JCBTHS is a comprehensive secondary school with a Support Unit which has one class, located in the southern Sydney suburb of Kogarah. The student population of 370 has been steadily increasing over the last four years. Our school community is culturally and linguistically diverse. While 73% of students have a non-English speaking background, 60% require some level of EAL/D (English an additional language or dialect) support. Less than 3% of all students identify as having an Aboriginal background.

The school's staffing entitlement in 2021 is 35.6 teaching staff and 9 non-teaching staff. The school also employs a Business Manager and a Head Teacher, Teaching and Learning from school funds. Our executive staff is stable with the majority being here for more than four years. 12% of our staff are in their early career as teachers.

As a technology high school we are committed to ensuring our students have access to and develop the necessary skills to equip them to be successful learners and contributors in a rapidly changing world. Our students have the opportunity to participate and be challenged in a wide range of learning experiences that occur through curriculum choices and co-curricular activities. The school has a focus on STEM (Science, Technology, Engineering and Mathematics) through inquiry based learning that develops student's innovative and collaborative learning skills.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with our local community groups and businesses.

The school has an existing learning partnership with our five local primary schools and Moorefield Girls High School (Bayside Learning Community). The school is also involved in a learning partnership with five of our local High Schools (Kogarah Cluster) that supports professional learning and combined school initiatives.

The school has a strong focus on student wellbeing that is supported by our Wellbeing Coordinator, our Student Support Officer, School Psychologist, School Chaplain, and Year Advisors. The school's initiative to ensure all students receive guidance and continual social and emotional support during their development is facilitated through our Best Man Program.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents.

The school is committed to continually improving effective classroom practices with staff professional learning being the focus to ensure this. All teachers will develop their teaching practice to have a strong focus on improving student literacy and numeracy results. This will be achieved through the improved use of data analysis and teachers accordingly adjusting their teaching to meet the needs of all students. Explicit teaching and the use of formative assessment will help teachers reflect on their impact on student learning.

Teachers will use evidenced based research and practice to continually improve their pedagogical skills to create an inclusive learning environment that allows every student to achieve their full learning potential.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student shows measurable growth in their learning. This will occur through explicit teaching, the use of formative assessment and feedback to support student learning. All teachers will reflect on and regularly evaluate their pedagogical skills to continually improve. Teacher Professional Learning will be guided and supported by research-informed teaching strategies to achieve measurable student growth and attainment. All teachers will evaluate their impact on student learning and adapt their practice through quality, targeted professional learning and the use of student assessment internal and external data to inform teaching improvement and to meet the school's improvement measures.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Through Reading and Writing (LTRAW)
- Whole school approach in the teaching of Numeracy
- Lifting student HSC performance

Resources allocated to this strategic direction

Integration funding support: \$62,000.00

English language proficiency: \$65,000.00

Summary of progress

Literacy

- The school continued to develop teachers literacy skills through the explicit teaching model of reading to Learn or LTRAW. The Literacy Instructional leaders with the support and ongoing high Impact professional learning from the school's Critical Friend and mentor continued to develop high levels of literacy expertise. the Instructional Leaders meet individually with the school's Critical Friend on a planned fortnightly basis for their differentiated Professional Learning. This was organised and coordinated by the school funded position of Head Teacher, Teaching & Learning, Professional Learning funds were also used. The instructional Leaders with their depth of knowledge and experience supported the development and growth of their faculty teachers to coach and mentor their staff in the implementation of LTRAW through modeling, coaching, classroom observations and teacher feedback.
- Student pre and post writing work samples were used to inform impact on learning and support teacher reflection through formative assessment. Some Instructional Leaders who had successfully demonstrated their explicit pedagogical teaching of the reading phase of the LTRAW program transitioned to the joint construction and student independent writing phase. Evidence of impact through class activities and student assessment tasks demonstrated an increase in student submission rates and noticeable improvement in student's written responses. Student literacy data was also captured at multiple points using ACER Progressive Achievement Tests.
- Despite the difficulties that were faced with Learning from Home during COVID 19 lock down a virtual delivery of LTRAW was designed and demonstrated by our Head Teacher, Teaching and Learning at an executive professional learning session. The virtual delivery was then implemented by classroom teachers individually or with virtual support from an Instructional Leader to provide a continuity of essential learning skills of reading and writing during Learning from Home..
- Due to the reduction in face to face teaching time due to COVID 19 a number of the new teachers to the school were unable to be trained in the process of LTRAW. When face to face teaching resumed there was a targeted focus to support new teachers through the Head Teachers/Instructional Leaders and the Head Teaching, Teaching and Learning working with the new teachers to develop their pedagogy in the implementation of LTRAW.
- Evidence on progress in improving literacy has been demonstrated through our annual self assessment where the school has used external and internal data to assess itself against the School Excellence Framework as Sustaining and Growing. in the Learning domain in the Element Student Performance Measures

Numeracy

- Executive School Numeracy Leaders initially participated in a Department of Education 2 day Professional Learning workshop in a whole school approach to implementing numeracy called "Leading Secondary Numeracy". The workshop provided the Executive Numeracy leaders with detailed knowledge and support of how to analyse and interpret numeracy data from external and internal sources, use data to make informed decisions regarding student strengths and areas of developed in numeracy, use the numeracy learning progressions to understand numeracy stage milestones, design and implement a whole school numeracy initiative for our school context and how to lead a whole school team to achieve identified outcomes.

- Executive school numeracy leaders led executive professional learning in analysing longitudinal NAPLAN data that investigated historic trends of student value add, students achieving in the top two bands, item analysis of student performance in different sections of NAPLAN numeracy results, student grades and Progress Assessments Tests.
- Numeracy team faculty representatives were elected and participated in a professional learning workshop led by the numeracy team leaders. The professional learning included analysing student numeracy performance data of external and internal tests, understating the numeracy progressions, math syllabus outcome and identifying numeracy in their own subject syllabi's. The professional learning assisted in developing the faculty numeracy representatives with an understanding of the numeracy teams objectives to lead their faculty in explicitly teaching numeracy and embedding numeracy strategies into their teaching and learning programs and assessments.
- Collaboratively the numeracy team initiated a whole school numeracy mapping of syllabus documents linked to numeracy progressions to provide an overview of all the numeracy outcomes and which faculty was responsible for teaching each element.
- Mathematics teacher were assigned to work with KLA faculties to assist them in understating numeracy concepts identified in their respective syllabi's. The designated mathematics teachers will continue to support faculty teachers in developing specific teaching numeracy strategies in alignment with the delivery of numeracy outcomes from the maths syllabus.
- Staff presentation and faculty activities planned for implementation across both days of SDD1 and 2 were delayed due to requirements around the return from COVID 19.

HSC achievement

- To deepen Head Teachers understanding of analysing HSC data professional learning guided by a facilitator from SCOUT was conducted. The HSC data extracted from SCOUT was cross referenced with NESA HSC data, NAPLAN data and internal student assessments to triangulate the data and identify trends. This data was then analysed and discussed at executive meetings and with the Principal to establish specific pedagogical strategies and evidence informed practices that could raise student performance. Head Teachers then used this data to lead conversations with their HSC teachers to create an inquiry mindset to identify areas of improvement. Consequently teachers examined previous HSC data and specific HSC papers and identified where students had consistently performed well and where there was under-performance in comparison to statistically similar schools and the state in their respective subjects.
- HSC teachers participated in virtual professional learning through and collaboratively evaluated teaching and learning programs and assessments to better understand how the programs can be modified to enhance student learning of particular topics and examinable content.

Impact

- Despite the complexities experienced in 2021 positive progress was made toward achieving school targets. 2021 literacy NAPLAN results in students achieving in the top two bands (Premier's Priorities) and student value add has exceeded school set targets. Improvement in NAPLAN literacy Reading and Writing is incrementally evident through the longitudinal trend data in the SCOUT reporting tool. 2021 results indicate progressive improvement from the implementation of a whole school approach to literacy over two previous school plans.

Future directions

- To continue to have a consistent focus to consolidate teacher professional expertise in the LTRAW. To expand the focus of teachers moving through the reading stage to the joint construction and independent writing stage. This is to occur at early stages (Stage 4) to prepare students with the essential skills in reading and writing to prepare them for the HSC.
- To embed specific numeracy strategies in all faculties teaching and learning programs and assessments for Stage 4 in 2022. to professionally up-skill teachers to have the knowledge and confidence to teach numeracy in the Key Learning Area and to provide them with understanding of the overarching numeracy progressions.
- For teachers to use formative feedback for self reflection on their own pedagogy and to use data to make informed decisions on how to improve student learning outcomes.
- Numeracy data mapping activity to be undertaken by teachers to improve understanding of where the teaching of numeracy exists in their syllabus and potential improved ways of teaching numeracy from their subject context.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Reading Top 2 Bands(Lower Bound system negotiated)</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound 	<ul style="list-style-type: none"> • NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading at 25%, compared to 2019 when the school achieved 13.8% in the two band for reading. • The percentage of students achieving expected growth in reading slighted decreased from 2019 (85.29%) to 76.74%. The school successfully achieved the upper bound set target of 67.10% and achieved high levels of

<p>13.4%. NAPLAN Reading Expected Growth(Lower Bound system negotiated) • Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 62.1%. NAPLAN Reading Top 3 Bands for Aboriginal Students • Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound</p>	<p>comparative success against the state average of 53.31% and statistically similar school group of 49.74%.</p>
<p>Numeracy improvement • A numeracy strategy has been selected after assessing options and joint agreement through executive. • Analysis of numeracy skills and faculty syllabus occur to align numeracy skills to be taught in each faculty • All facilities embed numeracy in their teaching and learning programs and assessments • Increase the percentage of Aboriginal students attaining expected growth in external and internal measures whilst maintaining their cultural identity in numeracy</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased from 2019 - 67.65% to 73.17% in 2021 indicating an achievement of progress toward the system-negotiated target upper bound target of 85.40%. • NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy from 28% in 2019 to 31% in 2021. The upper bound set target for 2021n was 24% of students achieving in the top two skill bands. • The percentage of students achieving expected growth in numeracy increased from 2019 to 73.17% and was significantly higher than the states average expected growth at 50% and the statistically similar school group at 46.77%.
<p>HSC achievement • Improvement in the percentage of HSC course results in top three bands from 42.2% baseline trending towards the lower bound target 49.5%.</p> <p>HSC Attainment for Aboriginal Students • Increase the percentage of Aboriginal students attaining expected growth in external and internal measures whilst maintaining their cultural identity in HSC</p>	<ul style="list-style-type: none"> • 52.34% of students attained results in the top three bands demonstrating achievement of progress toward the lower bound target and the upper bound target of 54.34% • There were no Aboriginal students that sat for their HSC in 2021.

Strategic Direction 2: Teacher quality

Purpose

Our purpose is to foster a collaborative, reflective teaching culture that responds to all students' learning needs and includes the identification and use of effective teaching methods. A systemic focus on distributed instructional leadership will be implemented to sustain a culture of effective evidence-based teaching and ongoing improvement. All teachers will engage in high impact professional learning and dialogue, making use of student feedback, data, and classroom observations, peer feedback to develop programs and assessment strategies to cater for the diverse needs of learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leaders: Developing expertise in explicitly teaching literacy and support teachers to improve their teaching of literacy using the model of Learning Through Reading and Writing (LTRAW)
- From Managing to Leading Teaching and Learning

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$125,000.00

Summary of progress

- Head Teachers underwent continuous individual professional learning on a fortnightly basis with ex-principal (Critical friend) in the explicit teaching of Learning through Reading and Writing LTRAW. This program is a continuation from the last School Plan (2018 to 2020). During the previous three years the school has witnessed a consistent increase in student performance in Literacy, particularly in the area of Reading. The improvement in student results has been noted from internal and external sources. There is a continued commitment by the school to use this evidence informed explicit teaching model to ensure all teachers are competent in delivering this pedagogical strategy. To ensure the consistency and the integrity of the program is maintained Head Teachers/Instructional Leaders have the responsibility to continue to develop their expertise and depth of knowledge in the various stages of the program from reading to writing. As Instructional Leaders they have the responsibility of implementing the program at a faculty level. Their role along with developing expertise across all phases of the program is to also coach, mentor, model, observe and provide feedback to their teachers in the techniques of the program. Progressive data was captured from student work samples to demonstrated the impact on student learning outcomes. Some Head Teachers/Instructional Leaders who have progressed to the writing phase have initiated complex writing tasks with their classes and have seen high levels of improvement in all student's written responses. Modeling of the writing competent by the Head Teacher will be shared during teacher professional learning as an exemplary practice. Moving forward all Head Teachers will have developed the necessary skill sets to share with their staff and all teachers will continue to develop their LTRAW skills to the same point.
- At the beginning of Term 2 (Weeks 2 and 3), whole school professional learning was delivered by the Critical Friend as a Writing Workshop. This workshop incorporated the LTRAW pedagogy as well as how to explicitly communicate literacy-based criteria into marking rubrics
- Throughout the remainder of the term, instructional leaders led their faculties in the process of renovating summative assessment tasks and teaching programs. Whole-school professional learning was also delivered by the Critical Friend to all Instructional Leaders in Term 3, Week 2. This involved the delivery of an evidence-based Teaching and Learning Program and Assessment Evaluation criteria, which was then presented to all teachers during the allocated timetabled professional learning periods. School based funds were used to subsidize teacher/faculty relief for the fortnightly professional learning sessions that are led by the Head Teachers and supported by the Head Teacher, Teaching and Learning. Subsequent periods were used to evaluate teaching and learning programs with this tool, which informed renovations to assessments within the faculty. Faculties developed and implemented updated teaching and learning programs and summative assessment tasks and captured data to evaluate progress. Other faculties began the process of applying the Teaching and Learning Program and Assessment Evaluation criteria tool to existing programs and assessment tasks in Term 3

Impact

- All Head Teachers/ Instructional Leaders have continued to develop their expertise in LTRAW. Evidence of impact is evident through teacher classroom observations, Head Teacher to classroom teacher feedback and professional dialogue toward teachers continually reflecting on and improvement their teaching of literacy. Student learning data is evident through work samples collected, written assessment task responses and Progressive Assessment

Testing and longitudinal NAPLAN data.

- The impact of Head Teachers developing the mindset of leading their faculties in professional learning to improve teacher practice and student learning outcomes is evidenced through the collective efficacy that has been developed around the collaborative development of evaluating and modifying existing teaching and learning programs and student assessment tasks.

Future directions

Through the long term implementation of LTRAW it is envisaged that all students will develop the necessary reading, comprehension and writing skills in the early stages of high school. Through the ongoing teaching practice of LTRAW students will have developed the literacy skills that will better prepare them for the academic rigors of the HSC. The program will continue to be driven by developing the expertise of the Head Teachers/Instructional Leaders and through their implementation of the program their their faculty teachers. The From Managing to Leading initiative is in its early stages. Teaching and Learning program renovation will continue through staged programs and will support the implementation planning for the new curriculum for 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Learning through Reading & Writing</p> <ul style="list-style-type: none"> • All staff demonstrate understanding of the theory and frameworks underpinning the LTRAW program, and are implementing the first two phases of the program on a routine basis. 	<ul style="list-style-type: none"> • Formal classroom observations by Head Teachers and critical friend are used as evidence of progress and impact. All teachers Performance and Development Plans identify LTRAW as a goal. There has been a consistent increase in teachers delivering LTRAW in their classroom and Teaching and Learning programs have a LTRAW activity embedded through the program renovation initiative.
<p>From Managing to Leading Teaching and Learning</p> <ul style="list-style-type: none"> • All Head Teachers attain instructional leader credentials. • Head Teacher Teaching and Learning to implement new and beginning teacher induction program, including accreditation and whole school initiative upskilling. • 100% of staff participate in high-quality collaborative practice within each faculty. 	<ul style="list-style-type: none"> • Delayed initiatives in Term 2 have required this work to be postponed to 2022/2023. • Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the theme of Collaborative practice and feedback in the Element of Learning and Development. Evidence to support this judgement is based on teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. • In the Theme of Coaching and mentoring the school assessed itself as Sustaining and Growing. Evidence to support this judgement is based on formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. • In the Theme of Professional learning the school has assessed itself as Sustaining and Growing. Evidence to support this is that teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. • Additionally the school has assessed its as Sustaining and Growing in the Theme: Instructional leadership under the Element of Educational Leadership against the SEF. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Each faculty participates in a process of assessment renovation within at least one unit of work. • All faculties have embedded LTRAW strategies in the teaching program and assessment for at least one unit of work per year group. 	<ul style="list-style-type: none"> • Each faculty has started work on the renovation of a teaching and learning program in Stage 4 that will have evidence of embedding LTRAW strategies. • 100% of faculties and teachers have consistently participated in fortnightly scheduled professional learning activities in the process of assessment renovation. • In the Theme Teaching and learning programs the has self assessed itself at Excelling. against the School Excellence Framework where

Teaching and Learning

- Each faculty participates in a process of assessment renovation within at least one unit of work.
- All faculties have embedded LTRAW strategies in the teaching program and assessment for at least one unit of work per year group.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

- Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in Formative assessment and Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Strategic Direction 3: High Potential Gifted Education & student engagement

Purpose

Our purpose is to activate the full potential and talents of the range of students at JCBTHS, through the cultivation of a high expectations, high support educational model which is inclusive and underpinned by school and system data. Systems in place will identify talent and specific student needs to develop educational aspiration in the pursuit of excellence across the intellectual, creative, social-emotional and physical learning domains.

All teachers will support a strategic and planned approach to achieving this, through demonstrating shared responsibility for identifying and accommodating personalised learning for every student in curriculum provision and the aforementioned domains, as well as supporting student engagement and success through ongoing and targeted professional learning and the sustaining of effective learning partnerships with the whole school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning for every student
- Engagement and Student Success

Resources allocated to this strategic direction

Summary of progress

- Although some progress had been made in initiating structures through the Learning Team to identify, assess and support individual students in their learning, the initiative was significantly disrupted by COVID 19 and Learning from Home for an extended period of time.
- Identified lead teachers participated and some Executive Teachers participated in online professional learning in HPGE policy and implementation training.
- Pilot programs to extend student potential had been devised and initiated in 2021. Planning also occurred in developing curriculum options in Stage 5 to extend student learning through electives.
- Majority of the initiatives in this strategic direction have been scheduled to be enacted in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Explicit supports for Reading, Writing and Numeracy activated through the Learning Team and COVID ILSP for students identified in internal and external performance measures as requiring additional support.• All students with identified learning needs have Personalised Learning and Support Plans established and maintained in consultation with parents/carers.	<ul style="list-style-type: none">• Systems have been established to support students in their identified learning needs.• Resources have been allocated, however the majority of this initiative was hampered by COVID 19 that caused school closures and attendance issues with students and staff in 2021.
Engagement and Student Success <ul style="list-style-type: none">• Key personnel in the school undertake HPGE Learning modules.• An action team is established to lead the implementation of the HPGE Policy• All new students meet with School support services to ensure successful transition into the school community.• All Year 12 students participate in	<ul style="list-style-type: none">• Although many elements in this initiative are scheduled for 2023, planning for this was also impacted by COVID 19.

Coaching and Mentoring Program.
• All students in Years 7 and Year 9 participate in School Camp to develop their wellbeing and resilience.

Attendance

• The school regularly monitors attendance through the Wellbeing Team. Year Advisor's report attendance %'s every 2 weeks at the Wellbeing meeting and students who fall under 80% attendance have direct intervention.
• School contact is made for any student who is absent from school for 2 or more days without justification from a parent or carer.
• School works with support services (HSLO, DCJ and Aboriginal Education) to support at risk students with attendance rates below 80%.

• Due to COVID 19 data to support this target has been affected.

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$2,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Cook Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Due to extended lockdown planned activities were unable to be undertaken. <p>The allocation of this funding has resulted in: Due to the extended lockdown we were unable to undertake specific programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Going forward, we will be working with an external organisation to provide detailed workshops for Aboriginal Students in 2022.</p>
<p>English language proficiency</p> <p>\$65,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Cook Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Through Reading and Writing (LTRAW) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Through the use of LTRAW by teachers, students in Year 7 & 9 demonstrated higher levels of attainment in NAPLAN. Year 9 students identified as under performing through ACER progressive Achievement Testing were provided support through COVID ILSP resulting in improved Literacy and Numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward, we will continue using internal testing methods of ACER Progressive Achievement Testing to maintain a localised data set for student cohorts providing detailed trend data from an annual perspective.</p>
<p>Low level adjustment for disability</p> <p>\$78,483.00</p>	<p>Low level adjustment for disability equity loading provides support for students at James Cook Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Low level adjustment for disability</p> <p>\$78,483.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • release of Head Teacher to undertake coordination of the Learning Team and SLSOs. Development of Personalised Learning Plans. Coordinating NCCD and EALD returns • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <p>The allocation of funding has led to the refinement of PLSP processes, the development of a new Target Support Plan process and clear plans for teachers to access through their class rolls. This is leading to deeper conversations around catering for individual learners in many forums.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Through the Learning Team deeper levels of parent consultation will be undertaken and the amendment of the PLSP preforms to align with the latest departmental policy expectations.</p>
<p>COVID ILSP</p> <p>\$144,819.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups <p>The allocation of this funding has resulted in:</p> <p>identified students receiving targeted small group literacy and numeracy intervention of 8-12 weeks duration. Students were identified through Progressive Achievement Testing and HSC minimum standard testing. Employed staff were provided professional learning to implement practices to best support students. Updates on student progress were provided to the school's learning and support team and student progress was shared with the wider teaching team. Impact of this program on student outcomes is evidenced by pre and post Progressive Achievement Testing (PAT) data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$62,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Cook Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Through Reading and Writing (LTRAW) <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$62,000.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Funding allocated to individuals resulted in SLSOs being available via timetabled periods to support identified students. During lockdown SLSOs were tasked with contacting and working with students encouraging them to engage in learning activities via calls and wellbeing checks. This process kept students engaged throughout the year and parents provided consistently high praise. Unspent funds were returned in line with policy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Each year we have new students commence that are funded for support, we will allocate available SLSOs as available to meet this need. The ongoing sourcing of SLSOs remains an ongoing challenge along with providing support to students that are not funded but require individual support.</p>
<p>Socio-economic background</p> <p>\$125,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Cook Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leaders: Developing expertise in explicitly teaching literacy and support teachers to improve their teaching of literacy using the model of Learning Through Reading and Writing (LTRAW) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Wellbeing programs to support identified students with additional needs • additional staffing to implement Instructional Leadership program - HTTL, programs to improve teacher quality • Additional release time for timetabled Professional Learning periods <p>The allocation of this funding has resulted in: Student Wellbeing programs run by specialist personnel have resulted in increased identification of student issues and support plans to ensure appropriate intervention. Individual instructional leaders have been unskilled in specialist literacy and programming skills and are now able to lead their teachers in the process of LTRAW and program renovation. Though the funding of individual release periods for all teachers they have been able to have fortnightly professional learning meetings with their instructional leaders. This is leading to higher quality programs with integrated LTRAW content.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward, Wellbeing will continue through the now funded Student Support Officer position allowing the allocation of these funds to new projects. Instructional leaders will further develop integration of Numeracy skills and the revised curriculum as it commences draft release. individual Professional Learning periods will continue in 2022 with program reviews and the commencement of the Numeracy initiative.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	267	288	311	367
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.5	91.4	91.3	89.5
8	87.5	89.7	92.3	84.3
9	85.4	82.7	91.1	84.7
10	89.4	81.9	89.4	84.6
11	91.7	86.8	89.8	83.4
12	89.5	90.1	93	82.7
All Years	89.9	87.4	91.1	85.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1.7	10.7	12
TAFE entry	0	1.7	6
University Entry	0	0	52
Other	5.3	8.9	0
Unknown	1.7	5.3	30

Year 12 students undertaking vocational or trade training

4.88% of Year 12 students at James Cook Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.3% of all Year 12 students at James Cook Boys High School expected to complete Year 12 in 2021 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)	5
Classroom Teacher(s)	24.1
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	490,139
Revenue	6,110,172
Appropriation	5,907,539
Sale of Goods and Services	11,969
Grants and contributions	190,383
Investment income	280
Expenses	-6,378,085
Employee related	-5,495,975
Operating expenses	-882,111
Surplus / deficit for the year	-267,913
Closing Balance	222,226

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.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	89,272
Equity Total	394,844
Equity - Aboriginal	7,094
Equity - Socio-economic	125,074
Equity - Language	148,560
Equity - Disability	114,116
Base Total	4,880,408
Base - Per Capita	78,787
Base - Location	0
Base - Other	4,801,621
Other Total	306,121
Grand Total	5,670,645

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

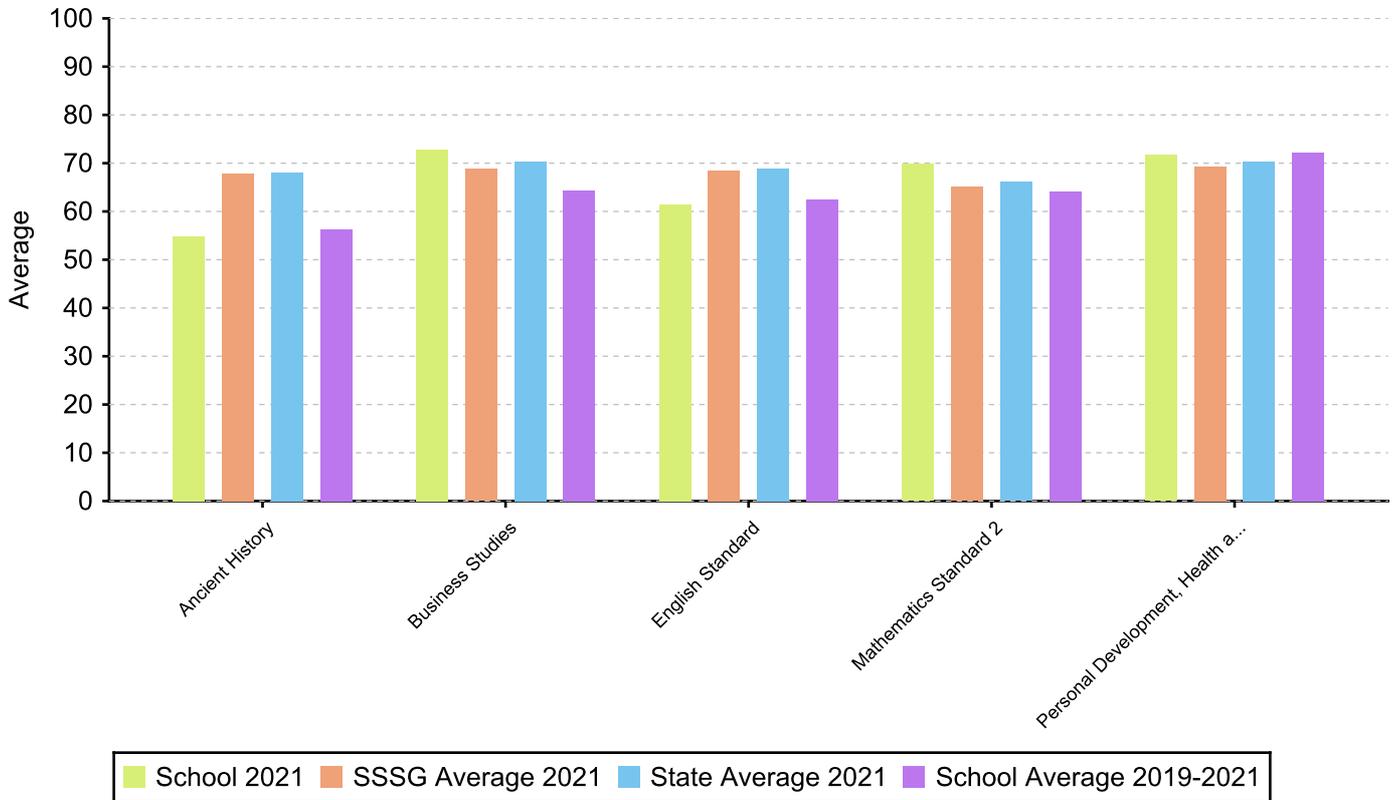
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	54.9	67.9	68.1	56.3
Business Studies	72.8	68.8	70.4	64.4
English Standard	61.4	68.5	68.8	62.4
Mathematics Standard 2	69.8	65.1	66.1	64.1
Personal Development, Health and Physical Education	71.7	69.3	70.3	72.2

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was undertaken by students in 2021, providing valuable feedback on what our students think about school life, how engaged they are with school and the different ways teachers interact with them.

Through the Tell them from Me survey Quadrants of Advocacy - Expectations, students identified High Levels of academic expectations, having increased from 47% in 2017, 59% in 2018, 61% in 2019 to 64% in 2021. This is 11% higher than our SSSG of 53%. This increasing level of advocacy highlights the support students are feeling towards their academic and wellbeing success at JCBTHS.

Through the Tell them from Me survey Quadrants of Belonging - Expectations, students in 2021 identified High Belonging, having increased 56% in 2018, 58% in 2019 to 64% in 2021. This is 9% higher than our SSSG of 55%. The increased perception of acceptance, value and inclusiveness students feel is a result of; the wellbeing services provided by school staff through the Best Man programs; and personnel utilised to ensure every student is known, valued and cared for.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.