



Cooks' Watch

James Cook Boys
Technology High School

800 Princes Highway
Kogarah
NSW 2217

Ph: 02 9587 1770
Fax: 02 9553 8242

Issue 1, 2018

Email: jamescookb-h.school@det.nsw.edu.au
Website: www.jamescookb-h.schools.nsw.edu.au

Principal - Mark Marciniak

Term 1 2018 has been an extremely busy and productive term at James Cook Boys Technology High School. No sooner had we welcomed our current Year 7 cohort to the school we were opening our doors to our community to promote the school to future Year 5 and 6 students during our Open Evenings. This year we hosted two separate open evenings and we had a huge amount of interest from parents and students from the local community. Classroom demonstration lessons, school tours, a BBQ and a coffee cart were part of the school's open evening. The school was abound with many student helpers and the teaching staff were present to assist and answer any questions from prospective enrolments. The overall feedback from those who attended was extremely positive and parents and carers were extremely pleased with the strong sense of community, the dedication exhibited by our teachers and the caring environment that is synonymous with JCBTHS.

During the first weeks of Term 1 JCBTHS STEM Road Show conducted its annual visit to local primary schools, providing demonstration lessons to Stage 3 students. Mr Jordan and Mr O'Connor with the assistance of Ms Geldard facilitated entertaining and challenging lessons that developed the mathematics and science skills of the students. We look forward to continuing to work with our Bayside Learning Community primary schools next term during our Lego Robotics program.

Our 2018 Year 7 students received a warm welcome to high school and they were inundated with new opportunities and experiences. All Year 7 students received their individual laptops as part of the Technology Transition Program (TTP) that provides all Year 7 and 8 students with their own laptop to use at school and at home. Year 7 also had the opportunity to attend the school camp, participate in the meet teacher evening, the Young Archie Art portraiture competition, SRC elections, the school swimming carnival and the athletics carnival.

Congratulations to our young men who were successful in seeking election by their peers to be Student Representative Council members for 2018. JCBTHS has a long and proud history of developing our students to be respectful, responsible and contributing students. The SRC hold a very important position in the school and I am confident that the young men elected this year will be outstanding representatives. This year our SRC induction ceremony was, privileged to have our Local Member and alumni Mr Steve Kamper attend, along with the Shadow Minister for Education, Mr Jihad Dib and the Member for Kogarah, Mr Chris Minns. A special thank you to Ms Atzemis (SRC Coordinator) for her outstanding contribution in assisting the SRC and organising this wonderful event.

During this term, our dedicated teachers continued to collect data on student learning through the learning support team. The data collected has assisted the school to identify and implement teaching and learning strategies to assist all students in their learning from those that need targeted support to those who need extension activities. Mathematics students in Years 9 and 10 had the opportunity to participate in the acceleration placement test. The mathematics acceleration program provides opportunities for students in Years 9 and 10 to work at an accelerated rate and commence Year 11 studies in Mathematics and or Mathematics Extension 1. Congratulations to those students who were successful in their placement test and we wish you the best in your ongoing studies.

In addition to the ongoing student learning, our classroom teachers have been engaged in meaningful professional learning to continue to develop their teaching practice in the area of literacy. JCBTHS is committed to improving the literacy levels of all students and this is evident through the strategic directions of our new School Plan for 2018 to 2020. Classroom teachers have been working with a literacy consultant to continue to develop their literacy skills and teachers have participated in peer classroom observations to reflect on their teaching practice. Further professional learning in literacy will continue during the year.

I would like to thank all our staff for their phenomenal effort this term and would like to welcome all Year 7 students and their parents and carers to our community.



Deputy Principal - Jim Mallios

We welcomed our new Year 7 students with a busy term of building friendships and taking on the routines of a high school. In the later part of the term we commenced STEM Club with a great number of students from Year 7 working alongside Year 8 students. I look forward to viewing the work being undertaken and hope the special project being led by Mr O'Connor and Year 8 students expands their understanding of project work and urban gardening with the "Window Garden" program.

The HSC minimum standard was introduced to ensure students were meeting literacy and Numeracy skills key to success in everyday life. Year 9 NAPLAN results were initially used as an early way to demonstrate the standard. From this year, Year 9 NAPLAN tests will not be used for this to ensure NAPLAN remains focussed on its diagnostic purpose and reduce unnecessary stress on young people.

Follow the link to a NESA video explaining the HSC minimum standard:

<https://youtu.be/Wt0LGejs0CY>

Follow the link to the NESA website for further information:

<https://bit.ly/2HapLaN>

Current Year 10 students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If students did not get Band 8s or above they will need to take the

corresponding online tests. Year 10 students will be given an opportunity to meet the minimum standards this year with the first opportunity set for mid Term 2 with three 45minute online tests to demonstrate reading, numeracy and writing. Further details will be sent home to students early in Term 2.

To support all students in developing their skills, **we are continually developing teachers understanding and practice utilising** the NSW Education Standards Authority strategy "Learning Through Reading and Writing".

Within Learning Support, Year 7 students have undertaken the ACER Progressive Achievement Testing measuring Reading Comprehension and Mathematics skills. Analysis of this information as well as evidence provided by primary schools, teachers and parents was used to identify students requiring additional support and adjustments. These students were assessed in greater detail by our Learning Support Team and detailed plans are being developed for each student. During Term 2 Year 8 students will be assessed with once again with the ACER Progressive Achievement test as part of ongoing monitoring of student achievement.

At the end of Term 1 Mr Jordan, Mr O'Connor and I attended the Inspire Innovate Conference at ANZ stadium where we had the opportunity to present our journey with STEM and conduct a practical session for participants. Participants in our sessions were excited by the learning being undertaken and are planning on replicating components of this learning within their own schools.

Throughout Term 1 Mr Jordan, Mr O'Connor and Ms Mustapha attended several local primary schools for our Term 1 STEM Roadshow. This is the third year of the program and we are excited to say we had a great number of schools participate in the free program. During Term 2 and Term 3 we will be holding Robotics Learning Days for primary schools as part of links with local primary schools, a great day where 30-40 students attend and undertake lego robotics programming activities at no cost to students.

Parents who wish to discuss the learning needs of their son are welcome to contact the school and contribute to individual learning plans. Pages 14 and 15 contain the information fact sheet for parents and carers, this can also be accessed at <https://bit.ly/2vTQY0t>

National Consistent Collection of Data on School Students with Disability 2018

This year all Australian schools are required to participate in the annual Nationally Consistent Collection of Data (NCCD) on Students with a Disability and James Cook Boys Technology High School has been involved in the collection data throughout Semester 1.

The purpose of this data collection is to provide educational authorities with a clear picture of the number of students with disabilities and the adjustments they are provided so that they can participate in education on the same basis as other students.

The privacy of students will be maintained and the information provided to the Department of Education will not identify individual students.

The Learning and Support Team at our school is involved in organising the data collection. The main role of the Learning and Support Team is to provide on-going support programs suited to the different learning needs of individual students. These programs include team teaching, Individual Learning Plans, literacy and numeracy programs and adjustments to learning programs and assessments for students.

SRC Induction – M. Atzemis

Easter Morning Tea – N. Hedges

On Thursday 29th May, the day before Good Friday we held a special Easter morning tea for the students and staff.

Easter is the time of year that millions of Christians celebrate worldwide. It is a time they reflect on the most important event of the Christian religion, the death and resurrection of Jesus Christ. By way of acknowledging this significant time for many of our students as well as their families' and in the spirit of the community ethos we value as a school, the morning tea has become a regular event on our school calendar.

This year a number of the local churches supported the morning tea by supplying a generous 500 hot cross buns and many delicious chocolate eggs. The staff also contributed by bringing in a variety of Easter treats. The combined effort provided plenty of feasting for all. We also held a raffle with large baskets full of chocolate delicacies for the lucky winners to take home. One of the fun activities that the students enjoyed was the guessing competition involving a large jar full of small easter eggs. Impressively, some students tried to improve their chances by using their maths skills to make a calculated guess. In spite of all the calculators buzzing around the jar, it was Kevin Li's wild guess that won him the chocolates.

The morning activities didn't end there! Afterwards, Year 7 students went on a very exciting, well planned Easter Egg Hunt. They had the opportunity to work in teams to solve a number of challenging riddles and win the ultimate chocolate prize. Impressively, each team worked so well together that not only did they all have fun and solve all the clues, but each team won a box of chocolates to share. To top the day's events off, through the collection of generous gold coin donations, we were able to raise funds to support the school's Breakfast Club.

Overall it was special morning that ended with many bright smiles and full bellies. The Easter Morning Tea was a great way for the whole school and community to come together to celebrate a valued occasion. It was a positive community event reflected by a playground full of students, staff, parents and other community representatives. Even Steve Kamper (member for Rockdale) and Jihad Dib (Shadow Minister for Education) joined in on the fun by playing handball with students.

Lastly, it was a wonderful example of the respect that is fostered through the diversity and unity of our school ethos. A big thank you to all who generously supported and attended the event.



International Student and Teacher Team - N.Kypriotis

The International Student and Teacher Team have had a very busy semester. New students who have arrived from Intensive English Centres are settling in well and have formed strong friendships with other students at James Cook Boys.

To show their appreciation, the students have hosted a Morning Tea and a Luncheon for their teachers. These events allow students and teachers the opportunity to get to know each other better in a more casual setting. Recognition was given to students who performed well academically, had excellent attendance rates and those who showed a commitment to their school and community. Congratulations to Alex Zhang, Andy Zhong, Vladislav Nigay, and Santiago Novoa Chala for receiving these awards.

The highlight of the Semester however involved our excursion to the Blue Mountains and our team building session at Skyzone Miranda. At the Blue Mountains, the students visited the Three Sisters, enjoyed a thrilling ride on the Scenic Railway and enjoyed the breathtaking views of Jamison Valley from the Scenic Cableway. For the majority of the students, this was their first trip to the Blue Mountains and were in awe of the vastness of the rainforest.

Skyzone Miranda was also great fun- the students had the opportunity to use their teamwork skills in order to play a variety of challenging games and had rock climbing competitions against Mr Hades. Ms Kypriotis on the other hand cheered everyone from the safety of the ground floor.

We welcome our newest student, Kyle Song into our school and proudly farewell Thu Nguyen, who completed his HSC this Term. We wish Thuc the very best in his future studies.

Science, Technology, Engineering & Maths (STEM)

Throughout Term 1 teachers from James Cook Boys Technology High School led interactive lessons with students from local primary schools to engage both young boys and girls in the exciting world of STEM.

Over the course of 11 weeks, Mr Jordan, Mr O'Connor, Mrs Mustapha and Mrs Geldard attended Carlton South Public School, Rockdale Public School, Arncliffe Public School, Brighton Le-Sands Public, Ramsgate Public School as well as Kingsgrove Public School. They worked with boys and girls to create their own version of the children's game, Operation, as well as discovering principles of advanced Chemistry when exploring the effects of different gases on the human body. To create their own game of operation, students worked in pairs using alligator clips, aluminium foil, chopsticks, the computer programming language Scratch and laptops.

Students loved creating their own computer code, creating electric circuits and bringing science to life. James Cook Boys Technology High School has invested in STEM; acknowledging the importance of allowing students to explore their curiosity and creativity as an effective way to develop our students' skills and knowledge. With nearly 500 primary school students meeting with our teachers and experiencing first hand, new interactive ways of learning through STEM, it was great to see the enthusiasm of these young people building relationships with our school.

To explore student interest in Chemistry we invested in gas canisters of both Helium and Sulphur Hexafluoride. Many students could tell us the effects that helium could have on the human body by making one's voice sound more high pitch. However, students were excited to discover Sulphur Hexafluoride (also known as the "Demon Gas") which

has the opposite effect. Students were taught about the density of atoms in each gas and explored the idea of large/small moving particles creating different physical effects.

Overall, the James Cook Boys Technology High School STEM Roadshow was a fantastic opportunity to begin building relationships with students in our local area; getting to know who they are and what inspires them.

Thank you to all of our primary school friends who helped make these days a success. We are looking forward to working with our local primary schools again in the future to continue to grow this Roadshow, giving fair, equitable access to Science, Technology, Engineering and Mathematics to all young learners in our community.

Rock and Water Program – J. Dangas (Youth Outreach Worker)

During Term 1 all of Year 7 participated in the “Rock and Water” program. Rock and Water is a psycho-physical program aiming to teach our students mental and social skills via interactive physical activities and supported by many group discussions (self-reflection).

The building blocks of the program are around self-control, self-reflection and self-confidence. The program pays attention to personal safety (strategies around not being bullied and how to deal with potential bullying), assertiveness, effective communicating skills (self-expression), how to connect positively with fellow students, teachers and to realise their potential. The program aims to assist young people who struggle to find their purpose in life, expressing their frustration in anger, withdrawal or inappropriate behaviour (acting out).

The goals of the Rock and Water program:

To assist boys in their transition to adulthood (self-realisation) by helping them become responsible, independent, genuine gentlemen who are conscious of their own power and accountability within society and their related tasks. Self-realisation implies a growing respect for people with different lives and consideration of other opinions. It is the necessary condition for insight and tolerance and that is why it is the starting point of this course. That is why discussions about standards and values form such an important part of the group discussions. The principles implied in the rock and water form the important frame of reference in the course. The rock – a symbol of the unrelenting and uncompromising – and water – the symbol of cooperation and communication.



In every kind of communication a choice can be made between the hard rock attitude and the flexible water attitude. It is precisely this broad range of applications of the rock and water principles that makes the unique psycho-physical approach of the Rock and Water Program so successful.

A specific goal of the course is teaching boys to deal with energy, strength and powerlessness. Boys can be perpetrators of violence, but they can also be victims. That is why on the one hand they are taught to defend themselves, appropriately and in a socially acceptable manner, from various forms of violence, and on the other hand, they are taught to become more aware of boundaries and how to avoid crossing them.

The program takes a Martial Arts approach - exercises include grounding and centering, standing strong and rock and water attitude in physical and verbal communication.

Examine these aspects from the perspective of relationships, body language, breath exercises, boundary awareness exercises (mindfulness), and effective anti-bullying techniques. Students learn to block, strike

pads, stand strong, and negotiate using "rock" or "water" verbal approaches. Learning these skills are vital, as some boys find more difficulty verbalising their thoughts, feelings and emotions. They are taught to control and focus their energy; physical forms of communication assist them to learn other communication skills. The program is delivered to students over a number of lessons. A series of exercises and games are practised to develop self-confidence, self-control and self-reflection.

Our young men learn to walk away from a fight (conflict), consider alternatives to aggression, and develop understandings about who they are (their feelings and inner compass).

All the students have become self-aware (via regular discussions and feedback) about their personal responsibilities towards themselves and of course, each other. This program will continue throughout the year to continue to help our students grow, develop and become respectable role models for future generations of young men within our community.



Swimming Carnival– N. Pikis

On Tuesday 27th of February, James Cook Boys Technology High School held its annual swimming carnival at the Sans Souci Leisure Centre. It was a wonderful day filled with colour, dress ups and competition.

The carnival displayed many impressive individual performances, high levels of encouragement from our students, as well as a great spirit amongst the houses. The level of participation in the pool was outstanding. Our students embraced the day and all who attended are to be commended for the way they represented themselves and our school. Well done to all swimmers for your efforts on the day and congratulations to both the junior and senior champions for your excellent performances. The 2018 teachers Vs students was closely contested by all houses, with the teachers coming out with the win.

A special mention must go out to Davide Nicoleti, who not only went on to represent our school at the St George Zone Swimming Carnival, but also represented the zone at the Sydney East Swimming Carnival at Sydney Olympic Park.

Finally, a big congratulations to Solander house who took out the 2018 House swimming championships by accumulating the most points for all events on the day. Well done.

Thank you to all staff, students and parents for your support of the swimming carnival.

Junior Champion
Yazeedh Udhuman

Senior Champion
Hussein Hijazi

House Points	
1 st	Solander - 325 points
2 nd	Hicks - 284 points
3 rd	Banks - 247 points
4 th	Tupia - 171 points

Athletics Carnival– N. Pikis

James Cook Boys Technology High School's annual Athletics Carnival was held on Tuesday 10th April at Hensley Athletic Field.

It was fantastic to see the high participation rates and the talent showcased was exceptional. Thanks must be given to all the teachers who worked tirelessly on the day to make it a successful event.

The highlight of the day was Muhammad Hadi Saadi breaking the long lasting 100 meter record in the 17+ age division, a phenomenal achievement by a highly dedicated athlete.

Congratulations to Tupia who won the 2018 inter-house Athletics Carnival competition! The final house scores were: **Tupia**: 450; **Banks**: 402; **Hicks**: 400; **Solander**: 316.

Congratulations must go to all Age Champions:

Age Champions	
Age	Student
12	Loukas Tsiligris
13	Hassan Srouer
14	Johann Karam
15	Andrew Paipa
16	Omar Bani Mohammad
17+	Muhammad Hadi Saadi

House Points	
1 st	Solander - 325 points
2 nd	Hicks - 284 points
3 rd	Banks - 247 points
4 th	Tupia - 171 points

Exciting Excursions

Excursion to the Art Gallery of NSW

On Thursday the 8th of March Visual Arts students from years 11 and 12 attended a study morning at the Art Gallery of New South Wales. Students had the opportunity to participate in discussions with the curators and exhibiting students from the 2018 ArtExpress exhibition as well as view the exhibition. This excursion developed student understanding of the rigors of completing a body of work for their HSC and built their understanding of a curated exhibition. Students also deepened their understanding of artistic practice and increase their knowledge of the relationship between the artwork, the artist, world and audience.

Our students were actively engaged in discussion opportunities, asking questioning to the previous students during and after the presentation. The students were curious about concept development, material practice, and time management, all of which are major components of completing a successful HSC body of work. Students had time to observe and reflect on the HSC artworks exhibited as well as explore the public collections.

The excursion also provided an opportunity for Calvin Jacob from year 9 to experience and participate in a Senior Visual Arts excursion to enrich and extend his learning in the Creative Arts.

Students' Corner

"The year 11/12 Art Gallery excursion was so fun. I personally really appreciated the opportunity to see successful Year 12 Bodies of Work and learn about the creative process. My favourite artwork was a sculpture made by a student named Harrison. His message of family bonds and forgotten memories really resonated with me" – Calvin Jacobs (Year 11)

Excursion to the Australian Nuclear Science and Technology Organisation

On Wednesday the 11th of April, the year 11 chemistry class travelled to ANSTO (Australian Nuclear Science and Technology Organisation) in Lucas Heights to gain a better understanding about nuclear science. ANSTO is the centre for Australian nuclear expertise where the nuclear science and technology based facilities are used to improve industry in both Australian and international contexts. The trip was organised to help the chemistry class with their depth studies, the first formal assessment task for the Preliminary Chemistry course. An educational officer lead a tour around the various sites where students gained a hands on experience about how some of the specialised instruments worked as well as the opportunity to ask questions to nuclear experts about how and why nuclear medicine was significant in this day and age. One of the highlights of the day was visiting the OPAL (Open Pool Australian Light Water) Research Reactor, the only one of its' kind in the country. Students learnt that radioisotopes are produced continuously, 300 days out of the year for medical purposes and treatment in hospitals all around Australia and New Zealand!

A radiation experiment was conducted by the students at the Discovery Centre, the educational centre at ANSTO to finish off the day. Students tested common household products to see which ones had the highest and lowest levels of radiation. To the disbelief of students, mobile phones were shown to have one of the lowest levels of radiation, which unfortunately gave them an excuse to use their mobile phones more.

Overall, it was an enjoyable day for everyone as students were able to engage with nuclear science experts that are hard to come by and relate what they were learning in the classroom and to events that occur in their everyday lives.

Our students were able to develop a genuine appreciation for the important role ANSTO plays in advancing science and technology through research and development.

A special thanks would like to be given to Mr Hedges for making this trip possible!



Sport's Section

Knock-Out Basketball Tournament

On February 22nd, the James Cook Boys Opens Basketball Team played off against a fierce opponent from Rose Bay Secondary College.

During the first half, the James Cook Boys team was locked in an epic point for point battle with Rose Bay, with the opponents getting an early lead of 30-17 by half time. In the second half, the James Cook boys poured their hearts and souls into the game, played with dignity and strength but unfortunately did not achieve their desired result.

Congratulations on a hard fought game to the following students:

- Jordan White (Year 9)
- Mohammad Putra (Year 10)
- Omar Bani Mohammad (Year 11)
- Innocent Simwanza (Year 11)
- Elmar Gacad (Year 11)
- Chester Rocela (Year 11)
- Ifraan Ali (Year 12)
- Axell Cordova Alfaro (Year 12)
- Christian Jorge (Year 12)

A special mention to Ali Hejazi (Year 12) and Raymond Chen (Year 9) for assisting on the day.

Awards	
Best Offensive Players	Chester Rocela Jordan White
Best Defensive Players	Omar Bani Mohammad Jordan White
Best Team Players	Ifraan Ali Mohammad Putra



Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.



JAMES COOK BOYS TECHNOLOGY HIGH SCHOOL

Cordially invites you

To its Holy Ramadan Community Event

IFTAR 2018 ***(Break of the fast)***

Date and Time: Tuesday 12th June 2018
4:30 pm – 7:00 pm

Venue: School Hall, James Cook Boys Technology
High School – Princes Highway, Kogarah

Parking available on school grounds
Entry: 800 Princes Highway, Kogarah

RSVP – by 4th June 2018

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

Phone: (02) 9587 1770

