



# Cooks' Watch

James Cook Boys  
Technology High School

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**Term 1, 2020**

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## Principal – Mr M. Marciniak

Term 1 2020 has been overshadowed by the last three weeks, that has not only changed the way teaching and learning is delivered it has changed the way we are currently living our lives. Prior to the last three weeks we were able to start the term off positively. Despite the fires that had devastatingly impacted on areas of Australia. Early in the term we had our first Year 9 Camp to Deer Park in the Royal National Park. The Camp is part of our wellbeing Program “the best man program” to develop students social emotional, physical and spiritual growth. The program for the three days was developed in consultation with our school Youth Outreach Worker, Wellbeing Coordinator, Year 9 Advisor and the senior executive. All activities were designed and led by our teaching staff to challenge not only the physical endurance but to also provide an opportunity for students to self-reflect and challenge themselves emotionally. It was a timely opportunity for the students who are transitioning from Stage 4 (Years 7, 8) to be provided guidance and support in an alternate learning environment to set the expectations and values that the students need to adhere to moving into Year 9.

As well as the Year 9 camp, Year 7 also ventured out to the Great Aussie Bush Camp. It was a great opportunity for the students to make new friends and get to know their teachers. The Year 7 camp is also an integral part of our strategically developed wellbeing program. Students from Year 7 have also been working with our Youth Outreach worker to assist them to develop confidence and a voice to discuss issues that may be impacting on their lives at school and at home.

Our Year 7 students have had a busy and successful start to the year, as well attending the camp they participated in the school swimming carnival, had their SRC elections, received their laptops and many represented the school at our Open Evening. It has been wonderful to see them make the successful transition to high school and I would like to thank parents for their ongoing support.

Over the last three weeks we all had to make a dramatic transition in response to COVID 19. As things quickly unfolded our teaching staff were extremely adaptive and flexible to be able to make the immediate transition to online learning or Learning from home. Within a week from having the majority of students at school, student numbers decreased and more

and more students and families opted to remain at home and follow the advice from the Premier and the Department of Education to continue their learning from home.

We have endeavoured to develop a solid learning platform to support students' Learning from home using Google Classroom, Video lessons and Microsoft Teams to facilitate challenging and engaging learning for all students. Our teachers are continually developing their online teaching and learning skills to respond to the needs of our students and parents.

This is an unprecedented time for all of us and especially in the way in which schools are now delivering educational content. As teachers we understand the anxiety and pressure that many students and families must be feeling, especially our HSC students. The school is responding to the announcements from the Government, the NSW Education Department and the NSW Education Standards Authority and implementing measures to ensure that no student is disadvantaged. We are continually updating our Facebook page and our School Website with current information as well as emailing and texting parents on updates. Our Year Advisors are making contact with all families to check on student learning and wellbeing and our School Psychologist, Youth Outreach Worker and School Chaplain are available along with myself and my deputy principal to support students and families.

We appreciate your feedback and support and we are continuing to track and respond to student learning and wellbeing needs.

Please have a safe holiday break and if you have any questions or suggestions please access our Facebook page or email the school and we will respond as soon as possible.

**Protect yourself from viruses**

-  **Clean** your hands with soap and water, or hand sanitiser.
-  **Cover** your nose and mouth when you cough or sneeze.
-  **Avoid** close contact with anyone with cold or flu-like symptoms.
-  **Stay home** if you are sick.

 **Find the facts**  
[health.nsw.gov.au/coronavirus](https://health.nsw.gov.au/coronavirus)

## Deputy Principal – Mr J. Mallios

Term 1 commenced with our normal arrangement of events with the school community coming together with School Camp for Year 7, a newly established Year 9 camp, Open Evening for prospective students, the STEM Roadshow with primary schools and the Assessment evening for Year 10 and 11 students.

The Assessment evening provided the parents/carers and their child clear expectations in the transition to the HSC with information including:

- Assessment Procedures
- Expectations of commitment to learning
- Attendance requirements
- Assessment schedules
- HSC minimum standards

This information sets the common language and expectations for how we move through stage 5 and 6. Commencing this process with Year 10 students provides a supportive transition into Year 11 with basic procedures built upon over an extended period. This event also provides the parent/carer interaction with school staff and a true sense of a community pulling together to support our boys on their academic journey.

The STEM Roadshow is part of our commitment to stage 3 students in the Bayside area having the opportunity to work with our teachers in their schools on a STEM project. A report by Dr Bowles within this report outlines the work undertaken by our teachers. I'd like to thank the team of staff that supported the Roadshow in 2020: Dr Bowles, Ms Cvetkovska, Mr Bulfon, Mr Gerges, Mr Jordan, Ms Geldard and Mr Dance-Wilson. Great Work!

In the later part of Term 1 the COVID-19 pandemic directly affected school attendance and the state government shifted our mode of educational delivery to an online format. JCBTHS students, parents and teachers have taken on the challenge and have built upon regular usage of Google Classroom making this the core delivery and communication tool for learning. Within days we shifted our staff onto the secure Video Conferencing tool Microsoft Teams where we now hold virtual meetings across the school and with staff Teaching from home.

At the end of Term 1 I am enthused to report our teachers utilising Microsoft Teams with students in live lessons to support the delivery of learning. Within this environment the Teacher is the only person to use their camera and will share their screen with students to guide them through concepts. Students utilise the microphones and chat window to interact with the teacher. At this stage we do not have students utilising their camera as it maintains privacy for the family at home.

Parents/carers along with students have been provided the link to our Student Intranet where we have provided direct access to learning platforms, timetables, Year Advisor contacts and information about wellbeing services available to students.

Moving into Term 2 I am available along with Year Advisors to support your child's Learning from home. Please contact me if you have any enquires by email or the school office.

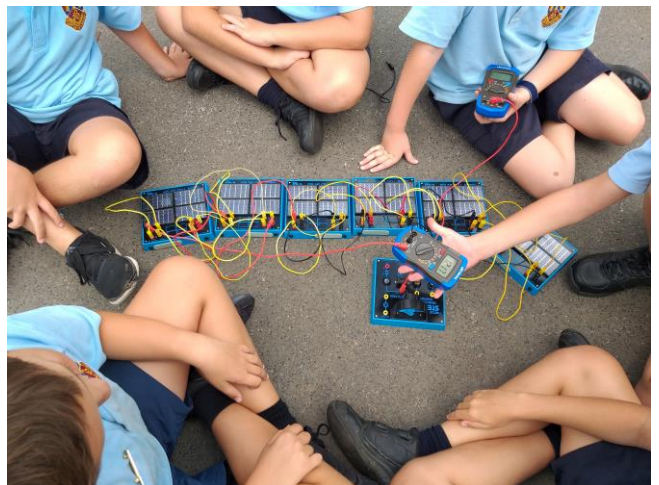
james.mallios@det.nsw.edu.au



## STEM Roadshow – Dr J. Bowles

During the first few weeks of the term, a number of staff visited our local primary schools to conduct our annual STEM Roadshow. Each year, we visit students in year 5 and year 6 to engage them in STEM projects and activities. This year, we conducted experiments with the students involving solar electricity, and how to hook up circuits to solar panels to maximise power output. It was great to see budding young scientists experimenting with the available equipment, and come up with some really interesting design ideas.

I would like to thank the team that worked with me on the STEM Roadshow; Mr. Jordan, Mr. Bulfon, Ms. Cvetkovska, Mr. Gerges, Mr. Dance-Wilson and Mrs. Geldard, who all put in an amazing effort to visit each school to conduct these lessons. I would also like to thank Mr. Mallios for facilitating this initiative every year.



## Year 9 Camp – Mr R. Jordan

Every teacher, without question and without fail, will tell you that Year 9 is the most challenging time in the adolescent development of young men. Not shying away from this, teachers at James Cook Boys Technology High School (JCBTHS) - led by our fearless Wellbeing Coordinator and Head Teacher extraordinaire, Mr Ben Yelavich - took this challenge head on. For the first time in over two decades it was decided, JCBTHS would take Year 9 on camp.

It was on a cold and drizzly morning in the middle of February that students arrived at school, unsure what the day had to offer. The noise of the boys playing handball echoed through the grounds, a sense of anticipation hanging the air. Once carolled into the library it wasn't long before the bouncing of the playground handball was replaced with the singing of Backstreet Boys songs as students journeyed to Deer Park Youthworks, Port Hacking.

The songs were soon replaced with sweat when upon arrival, the PE teachers did what PE teachers do: make 'em sweat. PE boot camp had arrived. Starting with a quick game of Chinese whispers to test cohort teamwork the boot camp moved onto the lifting of heavy things and squats for days. This program of push-ups, sit ups, squats, planks and weights was designed by our ever-willing Gym Club and Timber teaching master, Mr Rhys Sawford, with one idea in mind: break them and put back them together stronger than before. With resilience building being the core wellbeing focus of this camp, it was important for students to shatter the mental and physical barriers preventing long term confidence and success.

With the rewards of sausage sandwiches deep in the bellies of the boys it was time for cabin groupings to be allocated. In scenes reminiscent of a Hollywood bank robbery, so began an intense period of negotiation. What followed can only be described as a Benny Hill like time lapse of students entering and exiting rooms. When all was said and done, smiles reigned supreme and it was time to look inward. John Dangas, the Youth Outreach Officer of our school ran a session for students, helping to bring them out of their shells. It was a session which tackled many real, serious and taboo topics that affect young people in our community. As Mr Dangas spoke of the fears and hidden battles we all face, it was clear students were connecting with his words and with each other. Breaking down these walls was a clear focus for the camp as we believe strongly in the holistic wellbeing of our students.

Following this first night at camp everything was a blur of laughter, joy, a few tears and a lifetime of memories. For students, the highlights reel included the likes of beach sports, cricket matches, hiking and a giant water slide – we are happy to report no broken bones. Honourable mention also goes to the three hour kayak through Royal National Park which kicked off from Mainabar beach, Bundeena. For teachers, the 6am student wake up calls were no doubt a favourite 'get square' for those whose chatting kept teachers from their beauty sleep. Overall, the three day experience was entirely unforgettable and one which teachers and students alike will continue to tell stories about for years to come.



For now, though, enjoy a few of these photos which say more than words ever could.  
Mr Jordan, out.





## Year 7 Camp – Ms H. Mehdi

On Wednesday the 4<sup>th</sup> of March, Year 7 were excited for the days ahead; gathering on school grounds in the early hours of the morning, eager to attend the Annual Year 7 Camp at The Great Aussie Bush Camp.



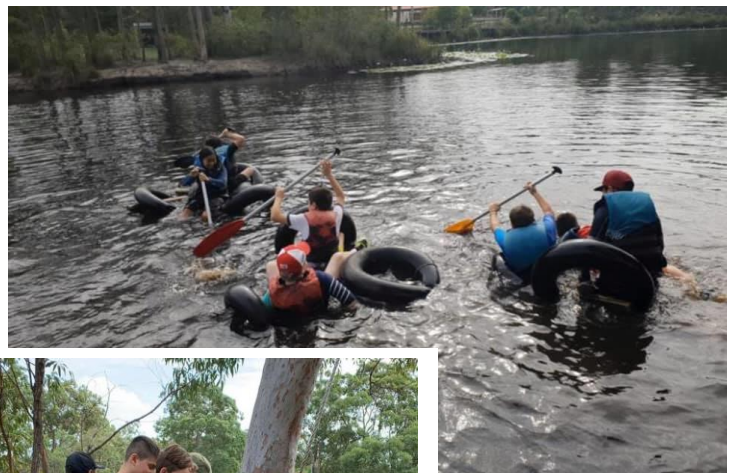
It was fantastic to see that all the boys thoroughly enjoyed themselves and took initiative to attempt every activity. Their maturity and social skills flourished during the three days they were away from home; where they developed a growth mindset, a sense of self-esteem and self-confidence.

Thank you to our Year 10 Peer Support Leaders, Ms Cvetkovska, Mr Bulfon, Mr Hades and Mr Pikis for taking the time to accompany our Year 7 cohort.

Thank you to the Great Aussie Bush Camp for hosting us.

Once arriving to camp, the boys were split up into their class groups and got stuck into a breadth of challenges in which they faced their fears, built resilience and most importantly developed their trust within one another.

The boys enjoyed activities that included conquering their fear of heights in the Flying Fox and Leap of Faith, increasing confidence within one another in the Team Challenge and Raft Building and diving into physically and mentally challenging activities on the Sand Dunes and during Trivia Nights.



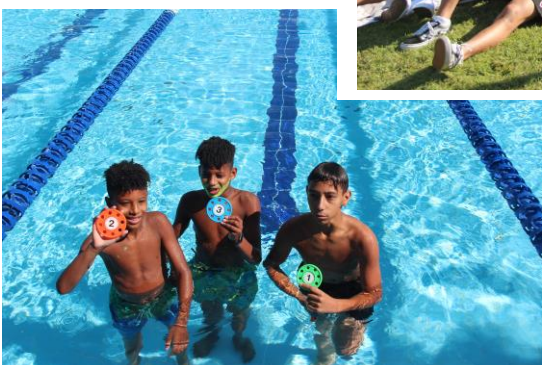


## Swimming Carnival 2020 – Mr N. Pikis

On a sunny Thursday in February, James Cook Boys Technology High School students took to the pools in the annual school swimming carnival. Sans Souci Leisure Centre once again provided the perfect outfit for our young athletes to battle it out in the water. House spirit underpinned the competition throughout the day, with Solander once again finishing first in the battle for the Allan Kentwell House Shield. Hicks was close behind, followed by Tupia and Banks.

Novelty events throughout the day provided onlookers with a number of highlights, not limited to Year 12 students scrabbling down the pool in a range of flotation devices; the rate at which was not going to break any records.

The day was made successful once again due to the efforts of all of the staff and students at JCBTHS, with particular thanks to the PDHPE faculty for their expert running of the day and the staff at Sans Souci Leisure Centre for their excellent facilities and ongoing assistance.





## Senior Boys Knockout Basketball – Mr J. Bulfon

On February 21<sup>st</sup> James Cook Boys Technology High School participated in the Annual Senior Boys Knockout Basketball Competition. Our team primarily was filled up with our Year 12 students with a couple of Year 11 and Year 10 students. For the majority of our students, this was their first time playing an official basketball game and playing with each other. Our students may have lacked experience, but they had courage and game spirit like any other seasoned basketball team.

This year, it was our home game against Tempe High School. We played at a new venue this year at Rockdale PCYC. When our team heard this, they were ecstatic. They were hoping for some home game advantage to being on our side. When both teams met up and exchanged their greetings, the game was on.

The first quarter proved a bit of a battle for our boys. It took a while for our team to get warmed up and get their groove as a team. Luckily for us, the opposition were in the same boat. At the end of the first quarter 9 – 2 in favour of Tempe High School.

In the second quarter, Tempe HS used their experience to their advantage and transitioned to a full court game. Despite our tenacity, our team could not keep up with the opposition. By the end of the quarter, Tempe had stretched the lead to 19 points (29 – 10).

After an exchange of wise words from Mr Bulfon and encouraging words from our Senior Boys. Our team were ready to make a comeback and dominate in the second half. Having changed our playing style, we were able to slowly close the point difference. Having displayed the best quarter of the game. Outscoring the opposition in the quarter to 10 – 13.

As we approached towards the final quarter, the boys were nervous and questioning their ability to close the gap in the final quarter. Having scored the first three baskets uncontested, it seemed that our confidence was coming back. With some of most inexperienced players – Osman and Hussein H– having made 3 steals each during this quarter, contributed to our overall team morale. However, this did not last. When Tempe's sharp shooter made three 3-point baskets within two minutes. With the game clock ticking down and the point difference slowly growing bigger, the young team members were feeling deflated. In come the Senior Boys. With our Senior members taking the court to shift the tide – Hussein H, Hussein I, Osman, Andrew P and Mohammad, with their strong team bond and tenacity, we were able to limit their scoring. With strong defensive plays from Osman, Mohammad and Hussein I, we were able to limit the points an addition two 3-pointers.

At the end of the 48-minute game, we were unable to overcome the massive point difference set back in the second quarter. Despite not achieving our desired result, the boys

held their head high and exuded with school pride. With the final score being 54 – 35. A big thank you to the following members:

Beau Koloa – Most in game assists  
Theo Moudanidis – Up and Coming James Cook Super star  
Meric Kavaz – Most rebounds in game  
Patrick Spencer – Best all-round player  
Hussien Hijazi – Rookie of the year  
Osman Sesay – Best Defensive player  
Andrew Paipa – Best Team Player  
Hussein Ismail – Most aggressive player  
Mohammad (Tiyo) Putra – Best Offensive Player

The boys had showed exemplarily courage and tenacity that would make any team quake in their shoes. A tremendous effort to them all.





## HSC Minimum Standards – Ms H. Cork

HSC minimum standard testing for students in year 10 was undertaken for both reading and writing in Term 1. Unfortunately, the numeracy testing was postponed due to the unfolding covid-19 situation and the transition to online learning. All students present for the testing succeeded in meeting the minimum standard for reading in their first attempt which is an outstanding result for the year 10 students. While we are still waiting on the results of the writing it is important to note that students who were absent or not successful in this round will have the opportunity to achieve the standards when school returns to normal operation. The small number of year 11 students yet to meet the requirement also had the opportunity to attempt the testing again and will similarly continue to sit the tests when school resumes. Students now get up to four times per year to sit each minimum standard reading, writing or numeracy test.

In analysing the data received from the student results we have identified areas for improvement for individual students. In order to fully support these students, we will be assigning a set of activities to be completed, both with support and independently, prior to testing again.

In order to support teaching staff and increase their capacity to equip students with the skills and knowledge required to meet the minimum standards, we have also made accessible an extensive range of teaching resources developed by the Department of Education. Teachers have been encouraged to access these comprehensive teaching and learning activities and use the strategies within to support students in the improvement of the critical reading, writing numeracy skills assessed in the minimum standard testing.

## National Consistent Collection of Data on School Students with Disability

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.

## National Consistent Collection of Data on School Students with Disability

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.

Parents who wish to discuss the learning needs of their son are welcome to contact the school and contribute to individual learning plans.

<https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>



# 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](http://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](http://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.

### **HOW IS MY CHILD'S PRIVACY PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

### **IS THE NATIONAL DATA COLLECTION COMPULSORY?**

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

### **FURTHER INFORMATION**

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

## **Term 2**

School will be open and on-line learning will commence for all students on Tuesday 28<sup>th</sup> April.

The school will be open on Monday 27<sup>th</sup> April as a pupil free day for staff development day. If you have questions please contact the front office from Monday.