Welcome to the start of the 2013 academic year at James Cook Boys Technology High School. This year promises to be very significant and challenging for everyone. The introduction of the Australian Curriculum in 2014, for years 7 & 9, for English, Mathematics, Science and History will involve the development of new teaching programs, learning activities and assessment measures. Our school finance procedures and our WHS (Workplace Health & Safety) measures will be subject to an external departmental audit to ensure compliance against mandatory national standards. Also, the school is adapting to the new one-week timetable designed to minimise student movement within the school and assist senior students with flexible time-management.

In 2013, our focus will be on developing a deeper understanding of the skills required to becoming successful 21C Learners. We will continue to explore the different types of learning activities and assessments that need to be developed to maximise student engagement and learning outcomes. In the final days of 2012, our staff participated in professional learning courses involving strategies designed to improve student writing and essential numeracy skills for all year groups across all the key learning areas. Also, aspects of student mental wellbeing were presented for all staff. In 2013, all staff participated in presentations involving data analysis, student management, emotional resilience for staff & students, e-Emergency Care and Anaphylaxis training. Our number one priority will always be to provide opportunities for nurturing the talents and the development of every individual student in our school.

Extensive data analysis clearly shows that our 2012 HSC results were pleasing in certain aspects and requiring improvement in other specific areas. Specific targets were set at the beginning of 2012 and the HSC results provided our school with the opportunity to reflect on our progress. The aim is to improve proficiency levels (number of bands 5 & 6) and decrease the number of bands 1 & 2 in all subject areas. The subjects successful in achieving these targets were Mathematics Extension 1 & 2, English Extension 1, Advanced English, Chemistry, Physics, Biology, Economics, Business Studies, Music, Engineering Studies and Information Technology. Also, in terms of value-added student progress, excellent results (well above state averages) were achieved by our students when compared to average state performances in all categories. More information and a detailed analysis will be provided in our Annual School Report (due to be published in April).

Finally, despite all the challenges, successes and the numerous areas of development, we will remain focused on the priority focus areas established at the beginning of 2012 as part of our strategic three-year school management plan. We will continue to plan, analyse and reflect on our progress throughout 2013. The development of specific targets will continue to be used as a tool to respond to the needs of our school community. It is very clear that productive pedagogies and strategies will continue to evolve from the existing practices that best meet the needs of our students.

**Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>25 Feb 6pm</td>
<td>P &amp; C Meeting and AGM</td>
</tr>
<tr>
<td>26 Feb 5-6pm</td>
<td>Photo Catch-up</td>
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<tr>
<td>26 Feb 5:30-7</td>
<td>Year 7 parents: Meet the teach-</td>
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<tr>
<td>11-15 Mar</td>
<td>Business Services Student</td>
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<td>11-13 Mar</td>
<td>Year 7 Camp</td>
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<tr>
<td>29 Mar 1 Apr</td>
<td>Easter break</td>
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<tr>
<td>2-12 April</td>
<td>Year 12 Half-yearlies</td>
</tr>
<tr>
<td>12 April</td>
<td>Last day, Term One</td>
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</table>
Deputy Principal - V Manos

Welcome all, especially our new Year 7 cohort and families to the 2013 academic year. I was absent the first two weeks of the year and would like to thank Mr Mansour for stepping into the DP role so well. In my short time back it has been pleasurable to see how effortlessly our young men seem to have transitioned into their new classes.

A few reminders...

If your son is **ABSENT**, please ensure he has a note of explanation on the first day he returns to school so the rolls are adjusted accordingly. These are legal documents and we appreciate your assistance in keeping them correctly updated.

If your son is **LATE**, he is to proceed to the front office where he will sign in and be given an entry pass to his class. Once again, it’s imperative the boys follow this procedure to ensure attendance records are accurate.

Upon enrolling in any school families undertake to adhere to the rules of the school. We are a **UNIFORM** wearing school and therefore require our students to be in full and correct uniform each day. If your son is not correctly attired, he needs to bring a note from home and present it to the front office where he will be granted a pass for the day. If he doesn’t have a note, he will be issued with a detention. Uniform detentions are held each Thursday from 2.08-2.00 and attendance is compulsory.

Students who **TRUANT** classes will be issued with a detention to make up the time. We urge parents to encourage their sons to refrain from truantaing as it has enormous ramifications to the learning continuum. Truancy detentions are held each Tuesday from 3.00-4.00 and Thursday from 2.08-3.00 and attendance is compulsory.

I also ask parents to please be wary as they enter or exit the car park if they are dropping off or collecting their son. The driveway is narrow, allowing only one car at a time to proceed in either direction, and the highway is always busy with heavy traffic flow, leaving no place for cars to reverse if the entrance to the school is blocked by exiting cars. It is preferable that boys use the overpass and determine with their families a safer place to meet.

We are holding our annual Open Night on Tuesday 26th February between 5.30-7pm where we will welcome prospective students and their families and showcase the wonderful opportunities James Cook offers our students. This event will be preceded at 5pm by the Year 7 Open Classroom where current Year 7 families are invited to come in and meet your son’s teachers and have an informal meeting about your son’s first few weeks at high school. Each boy has been given information on the event and we would like to see as many Year 7 families as are able to make it.

If there is anything that you require more information on please contact me on 95871770. In working together we can forge strong relationships so the academic, social and emotional well-being of our students is catered for.

Welfare - S Tsaridis

As we roll into another year, I would firstly like to sincerely thank Ms Cork who filled the position of H/T Welfare for the last 5 weeks of Term 4 2012 whilst I was on leave. Her outstanding efforts were greatly appreciated and the positive feedback by staff and students only reinforced this notion.

This year will again prove very busy but hopefully also very fruitful with many people involving themselves with programs throughout the year.

We welcome back our links with Riverwood Community Centre who run the Time-Out program at Rockdale PCYC, St. George Youth Services with the exceptional efforts of John Dangas and Paul Deeb, MTC Work Solutions and the tireless efforts of Luke Chesworth and Belinda Prince from Kogarah Area Local Command who will be visiting our school and conducting youth safe programs, just to mention a few.

Peer Support which will involve Year 7 and selected leaders from Year 10 will also run, which will be co-ordinated by Ms Cork.

In conjunction with TAFE, a Peer Literacy Module will also com-
mence here at the school and will again involve Year 10 students who will assist Year 7 with their literacy. This program will see the Year 10 students trained to become Literacy mentors for their younger colleagues.

The Learning Support team has also a very busy year ahead with the commencement of literacy testing for Year 7 which will identify those pupils who require extra assistance. This testing has been aptly organised by Angela Faros who along with Athina Papanikolaou and Christine Weekes, will be working closely with students who require this extra support.

Let us make 2013 a good year.

Year 7 - D Van Dijk

I am happy to report that the Year 7 group has settled in very well at James Cook this year and reports from the teachers have been overwhelmingly positive.

There are some exciting calendar dates to be aware of, first and foremost is the Year 7 Camp, where students can develop their new friendships. It will be held over three days, 11th to the 13th March, at the Great Aussie Bush Camp on the Pacific Hwy at Tea Gardens. Our year 10 peer support leaders will be there to help the boys with the fun activities. This camp will be very memorable for all students and will round off their move into high school. A note was recently sent home with the cost and other important information; please contact me if there are any questions.

Year 8 - M Edwards

I’d like to welcome the students of Year 8 back to school, and say how impressed I am with how quickly and enthusiastically they have settled back into their studies.

I would like to take this opportunity to introduce myself as the new Year 8 Advisor. I am excited at the prospect of working closely with these students, in all aspects of their welfare and school life, not only in Year 8, but continuing into their senior years. It is very important to me that every student in my care feels supported and understood, and I would encourage them, and their parents, to feel free to approach me with their concerns and issues. I will also be doing my part to ensure that the qualities and behaviour expected of James Cook boys is understood by one and all.

Together we can make 2013 a great year for Year 8.

Year 9 - G Errington

This year marks the beginning of elective subjects and the delivery of their own school laptop. The laptops are a government “Digital Education Revolution” initiative and are an excellent opportunity for their entry into the Digital Classroom, allowing them to be a part of the exciting world of online learning.

An important future calendar date to be aware of is, Naplan, early in Term 2. This diagnostic testing will look at both Literacy and Numeracy and is similar to the test that the boys sat in Year 7. I encourage parents and students to make contact with their English and Mathematics teachers if they are unsure of anything relating to this compulsory national test.
Year 10 - H Cork

Firstly, I’d like to welcome back all the Year 10 students and their families to another exciting school year at James Cook Boys’.

2013 is already shaping up to be an eventful year for the students of year 10, with numerous opportunities for the boys to develop and improve their leadership skills and cement their study routines in preparation for their senior years of school.

Peer Literacy Program. Just like Step Up, a group of year 10 students will be selected as tutors to support the improvement of the literacy skills of students in Year 7. The tutors who participate in this program will be carefully guided in ways to improve the reading skills of year 7, whilst also increasing their own literacy skills through scheduled meetings each week. Beside the benefits of improved literacy, the tutors will also receive TAFE accreditation at the completion of this program.

While Term 4 is a long way away at this point, it is also worth considering that all of Year 10 will be undergoing at least 1 week of work experience later in the year. The school ‘work experience program’ is a valuable opportunity to increase the student’s knowledge of career prospects as they start to make important decisions about their future, whether it be further study or employment. Please discuss the idea of work experience with your son throughout the year as doing this will help strengthen their sense of direction and enable them to make informed decisions that will benefit their future.

While the opportunities for success and continual improvement throughout 2013 are huge already, no doubt there will be more exciting events on the horizon for year 10. I look forward to another year full of laughter and celebration of our year group’s achievements and I wish every student the best of luck as they continue to work towards their potential as students and citizens at James Cook.

Step Up Leaders 2013
Ahmed Zahr
Mahmoud Chahrour
Antonio Neskovski
Kaan Kavaz
Liam St Vincent
Kordell Lyon
Johan Roodt
Tama Papua
Filjohn Flores
Aden Stoyanof
Simon Tang
Mohamad Eldroubi
Atahan Orhan
Tom Singleton
Hassan Khamis
Ajay Sharma
Ahmed Ghassah(r)
Christian Leona (r)
Year 11 - D Rees

“You look smart in that tie.”
“That’s a great tie knot.”
“Don’t forget to straighten your tie.”

There have been more than a few questioning looks from our smartly dressed Year 11 students as they contemplate why their teachers seem so preoccupied by the school tie. Some of these young men might simply regard it as a strip of black fabric but it actually represents a far more meaningful corporate identity. This tie symbolises a transition from youth to manhood. In fact, it shows the community how our newly minted senior students are collectively embracing a phase that will be measured by remarkable growth in knowledge, intellect and understanding. The foundation of this maturity is already reflected in their smiles, goodwill and sense of fresh purposefulness. So young men, remember this...

...The next time you put on a school tie, you are not just dressing for school. You are reflecting a commitment to personal success.

Year 12 - M Loutfy

After a restful and rewarding break, I am delighted to welcome back all the year 12 students and their families to their final year at James Cook Boys High School. The year ahead is going to be an exciting and challenging one. For all students the HSC is into full swing. First of all, I would like to congratulate the students who have started Year 12, in term 4 2012, with great enthusiasm and dedication and achieved great results in their first assessment tasks. Well done! I would, however, encourage all students to continue their dedication and maximize their efforts to reach their potential and achieve even greater success as the year unfolds.

Some students have approached me last year and complained that they don’t have enough time to study? The answer is very simple: Study wise. How?

The first step that students should be doing is building positive habits and routines. Year 12 is one of those years where there is plenty of time to complete the required workload. But if you don’t have a disciplined timetable, good organizational skills and routine; it will feel like you never have enough time.

Based on a research top students sit down and study for 2-3 hours per night, plan out when they are going to Complete homework, Construct notes (This should begin this from the start of the term, as it will save time come assessments), Write practice essays (Begin now, and by the time assessments come you will already have essays prepared and be ready to go).

I would also encourage all our students to read assessment schedules carefully and check their due dates. It would also benefit them if they seek assistance of our diligent and dedicated staff to achieve their education goals, taking advantage of their time at school and doing things that are personally satisfying such as getting involved in a community work or a charitable organisation. This will be highly regarded by their prospectus employers.

**Mentoring Program:**

In order to support and encourage our students to cope with the demands of the HSC and prepare them for their future lives, the school is implementing a mentoring program, under the supervision of the Year’s Advisor, Ms M. Loutfy. Students will work with personally nominated teachers in a flexible environment where meetings will be held regularly. The mentors will offer support in a range of forms including: study plan advice, examination techniques, career planning and welfare issues. I would urge parents to encourage their children to take advantage of this program and reinforce its importance.

Recently a morning tea was held in the Library, where all Year 12 students and mentor teachers met for an informal get-together to discuss the mentoring programme. It was a great success, and I would like to thank all involved.

Please do not hesitate to contact me at the school if you have any questions regarding this program or any other issues concerning your son’s education at school. I wish all Year 12 students a happy, rewarding and productive year and look forward to their continued progress and excellent achievements throughout the HSC. Good luck Year 12!
English - M Rix

Our students have begun 2013 with focus and enthusiasm and we are looking forward to a successful and enjoyable year. Congratulations to Raif Elmasri, Zakariya Fares, Zeceriya Krcic, Shane Cotton-Tate, Alexander Louie, Andes Labourn, Ali El Husseini and Wing Sum Wong who all achieved Band 5 results in English courses in the 2012 H.S.C. Congratulations also to the many students in Years 7 to 12 who continued to make outstanding progress throughout 2012 and this was evident in many pleasing yearly reports.

At the end of the year Ms Okell, a most respected English teacher on our staff took up an English position at Endeavour Sports High School. We thank Ms Okell for her dedication and the amount of time she generously gave to English teaching and to many extra curricula activities such as debating, drama, gardening and Beacon Foundation events. Welcome to Ms Okell who is making an excellent contribution to teaching and learning in English. This term Mr Cheung, our school librarian is taking some well-earned long service leave and we are privileged to have Ms Daveron supporting our students in the library. Thank you also to Ms Dunn who knows our students and has an extensive knowledge of library procedures. Ms Dunn has assisted Ms Daveron in making the library a very effective teaching and study environment.

We have been very impressed by the mature and diligent work of our current Year 12 group. Year 12 students are currently engaged in their Area of Study, belonging and are preparing for their second assessment task in Week 8. This is an important component of their English course, forming 40% of their H.S.C. assessment. The first assessment tasks have been returned to students and students have received comprehensive feedback. The English H.S.C. courses are very challenging and it is essential that all students are now involved in an organised program of home study and revision.

This term Year 11 students are being introduced to the Area of Study and are building their skills in responding to and composing a variety of texts about journeys. Ms Naguib has studied the docudrama, “Touching the Void” and are making sound progress in drafting a creative response to the text.

Year 10 students are working on their first unit of work focused on character development. Ms Naguib was very proud of the efforts of student in her 10 Red class who participated keenly in group work to produce creative responses modelled on the text, “Voices in the Park” One group response is included here...

Task: Write a story from the perspective of four different characters.

Voices: Robber, Jason, Police Officer, Teller...

Robber: It was early in the morning and I was with a team of professional people to rob a bank. We had been planning this robbery for the whole year and it was time to get ready to do it. We had all gear for the robbery. We walked into the bank. We were wearing black masks and black clothes so that no one can figure out our identity. I went straight up to one of the tellers and demanded all the money from the till where she was working. We took all the money and it seems that someone rang the cops. We saw blue red and white flashing lights right outside and heard one of the cops on a megaphone. He wanted us to get out of the bank without any disturbance and leave the money at the bank. We had no choice so that we ran out of the back of the bank but then suddenly somebody grabbed my foot and I fell to the floor and the cops came in and took me to jail.

Teller: I was getting ready for work. I started to put on my dress and straightening my hair. I did my makeup and started to leave to work. As I was walking to work I saw a group of people wearing black clothes and they were loading up a bag full of stuff but I was in a happy mood and I decided not to worry. I arrived at the bank and organised all my money in my till and started working. I had a few people come in but it was a pretty slow day. I then met this person named Jason and we had little chat while he was getting some money. But then suddenly men in black clothes came into the bank with weapons demanding money. One of the robbers threatened me and demanded money. I was very frightened. I put all the money from the cash register into his bag he was holding up and he went. I grabbed my phone and rung up the police. They came almost instantly. One of the robbers apparently tripped over. Everyone was caught while they tried to run out of the back. I was glad they had been caught but it was a terrible experience!

Jason: I was celebrating my morning with McDonalds; I was celebrating because I finally had enough money to buy my own car. All I needed to do was go to the bank. I was walking to the local bank in our city and then I saw this beautiful girl just across the road and I really wanted to meet her but I was too shy. I found the bank and apparently so did that girl. She was one of the tellers. I walked up to the counter and tried to make no eye contact. She asked if something was wrong, and I said, “No”. I saw her face, and she was

Cooks’ Watch
beautiful with long, blonde hair. I told her my name and we started to talk while she was taking my money. Suddenly a bunch of men in black clothing stormed the place and I presumed that they were looking for money. I was scared out of my wits. Everyone put their hands up. One of robbers threatened the beautiful teller and I felt annoyed. They started to leave and I saw the teller bravely ringing the police. I tripped the robber who threatened the beautiful teller and luckily he was knocked out. The police came and everyone was safe.

Police officer:
I was eating donuts in the morning outside one of the local banks in our town just when I realised that there was something going on inside the bank. I decided to have a peak through the window and there were lots of people dressed in black clothing. One of them was demanding money from a teller. I decided to sneak away and call for backup. There was chaos inside and they were stealing heaps of cash. It looked like all the tellers and customers were on the ground, scared out of their wits. We finally had backup arrive and I told them what was going on. I explained everything and they understood. As I got close to the bank and saw one of the robbers trip over and it appeared that he was unconscious. Our Chief of Police pulled out a megaphone and started to bellow instructions into the bank. A group of officers entered the bank and brought out the robber who had been knocked out. He was OK and after he was checked at the hospital, we took him back to the station to interrogate him.

(Casey Lyndon, Atahan Orhan, Tugan Uunal, Tutai Manu, 10 Red)

Students from Year 10 have begun their year with a close study of character in their set text. Mr Edwards and 10 Blue have looked closely at the literary classic “To Kill a Mockingbird” by Harper Lee. Always a popular choice, Mr Edwards has been impressed with the students’ enthusiasm and drive in reading a challenging yet, ultimately, rewarding text. Below are some thoughts from Thomas Singleton from 10 Blue.

This term 10 Blue are reading To Kill a Mockingbird by Harper Lee. We started the unit with a close look at the context of the text, looking at what life was like in the “deep south” of 1930s America. In this book you see the world from the perspective of the protagonist, Scout, and her brother Jem Finch. Their father, Atticus, is a lawyer and he is defending a man Tom Robinson who is accused of a terrible crime, he is African American, which most white people in the 1930s didn’t see as equal. Most of the book is about the racial tensions between whites and blacks. It also shows how people reacted to other races besides their own; nearly all the whites who knew Atticus thought that he was a “Negro lover”. We are learning that everyone is equal no matter what their race and that everyone has rights. We are also learning that you should stand up for what you believe in. 10 Blue can see why this text is considered an all-time classic in modern literature.

(Thomas Singleton 10EBLUE)

Students from Year 9 have begun their year with a close study of character in their set text. Mr Edwards and 10 Blue have looked closely at the literary classic “To Kill a Mockingbird” by Harper Lee. Always a popular choice, Mr Edwards has been impressed with the students’ enthusiasm and drive in reading a challenging yet, ultimately, rewarding text. Below are some thoughts from Thomas Singleton from 10 Blue.

This term Year 9 has been learning about the horror genre and how it has changed over time. We have been studying Frankenstein and the way this story has influenced composers of horror movies and books today. In class, our teacher, Ms Rix has assigned us to create our own horror story. We have been to the library multiple times to read about and research the horror genre. In addition we are currently working on a book report based on a horror story of our own choice.

(Justin del Prado and Dion Paraskevopoulos)

Year 8 are developing their understanding of many images of Australia and have begun the year delving into Aboriginal Dreamtime stories. Two enthusiastic Year 8 students wrote these reports.

English has been an awesome subject this year ever since we started learning about the Aborigines. When we started learning about Aborigines, we only had a basic knowledge about them. However, once we started to explore and examine Aboriginal culture, our knowledge started to expand. The first thing we learnt about was the Dreamtime. Our teacher, Ms McDermott, boosted our knowledge of the Dreamtime by showing us the story of Whyalleen The Willy Wagtail. (Pham Year 8)

We have had a great start to our study of English this year. We are currently learning about Aboriginal Dreamtime stories. At first we didn’t really know much about Aboriginal culture and history, but after watching an ani-
Year 7 students are currently completing a unit of work called “All About Me” which involves them in a variety of composing and responding activities based around biographies and autobiographies. In their first assessment task for high school students will present a speech about the biography of a creature from an imaginary planet.

Two debating teams have been entered in the Years 7-9 competition and Years 9-10 competition. Thank you to Ms Mc Dermott and Mr Edwards for volunteering to coach these teams. The Mind Up program organised by Ms Rees was very successful in helping students to achieve their potential last year and Ms Rees has extended this program in 2013. Mr Edwards has in serviced English staff on the use of Edmodo as a learning tool and we plan to continue to use technology effectively to support students in English. Ms Loutfy has been very busy organising support for our ESL students and as well as teaching the senior ESL H.S.C. courses she is assisting students in Years 7 to 10 in subject areas across the school.

I will conclude with a composition form one of our talented ESL students Ray Miao.

My name is Ray Miao please pronounce it like a cat. I'm a Chinese boy who is turning 16 this year. My background language is Mandarin. I come from a capital city of a state, which is located near Beijing. Currently I'm a Yr11 preliminary high school student at James Cook Boys Technology High School. I believe the quickest way to know me is to understand my hobbies, goals and my opinions about this new country.

Let us start with my interests and my personality. I believe the common “quiet, doing-all-the-work boy” type sums me up in general. Instead of going out, I’d rather stay in bed and sleep or read by myself. I strongly believe that your physical appearance is not as important as your knowledge or your positive personality. Of course this doesn’t mean I don’t like beautiful and good-looking stuff. Anyway because of this, instead of running around outdoors and partying every night I choose to stay indoors and seek “gold” inside books...but this is just an excuse. Most of the time, I read crime novels which leads to my goal of becoming a forensic scientist in the future. Also, as a teenage boy I love games, not the RPG or shooting video games but the 3D chess game; I'm not a good player but I still love how 16 pieces can represent the world. Ask me what do I do on small periods of free time? I prefer Rubik's Cube and animate.

Now let’s talk about my goals. My goals are pretty simple in some kind of way. My goal for later life is a lovely family. My goal for my 30s is not to be poor. My career goal is to become a forensic scientist or psychologist. To achieve those “simple” goals I set my self another short term one which is 90+ ATAR. And this is it; I believe if I try hard enough and God won’t be slack to me, I'll achieve them. (Ray Miao)

Thank you to all the students who contributed to the English report. We are proud of you. Wishing everyone a productive and enjoyable 2013.

<table>
<thead>
<tr>
<th>7 Blue ~ Poem</th>
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<tr>
<td>The class went on a little inner journey and the result was this poem. As a group, the boys made keen observations that ranged from tantalising tastebud moments to explorations of their world.</td>
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<tr>
<td>I love to be on an oval full of cricket players, batter at the crease. HOWZAT! Umpire gives it out. The stadium crowd goes wild.</td>
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<td>I love the angelic taste of fairy floss which relaxes into sticky sugar when it goes off in my mouth.</td>
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<tr>
<td>As an explorer, I love jumping from high rocks like I am soaring over the water smashing below.</td>
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<tr>
<td>I love how the lead of the pencil forms masterpieces from my imagination.</td>
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<tr>
<td>I am so risk taking. I will have the lights OFF as I snuggle my teddy while wrapped in my cosy padded quilt.</td>
</tr>
<tr>
<td>I hate lazing around in a sweltering hot classroom but I love thinking about the chilled ice tea and stringy cheese meatlovers pizza I will have for lunch.</td>
</tr>
<tr>
<td>I love “Call of Duty” and its sharply real multicoloured graphics that tick over my ‘kill streaks’.</td>
</tr>
<tr>
<td>I am astonished by trees that grow anywhere. They simply stretch their slender roots and stand majestically to watch the world around them. Nature is beautiful.</td>
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Library

Mr Chung, the Teacher Librarian, has taken some leave at the beginning of term one this year. We are pleased to welcome Ms Davoren as the relieving Teacher librarian while Mr Chung is away. Ms Davoren is an experienced Teacher Librarian and both she and Mrs Dunn are available to assist the boys with assignment work and finding appropriate resources.

Mr Chung will return to James Cook BTHS during Week 8.

The Library has a range of new resources available for borrowing. These resources include fiction books as well as magazines and curriculum related books.

Mathematics - R Mansour

Just a reminder to all parents and guardians that all students should have a calculator. The model used here at the school is FX-82AU PLUS. They are available from the accounts office for $25. Students will need these for vital parts of their course and also for the upcoming exams.

Year 7 and 9 NAPLAN numeracy testing is on the 16th May 2013.

Australian Mathematics Competition is on Thursday 1st August 2013 - entry $5.50

University of New South Wales Mathematics Competition is on Tuesday 13th August 2013 - entry $8.80
There have been several changes to the TAS department this year. Mr Clarke left the school at the end of 2012; he will take long service leave this year before retiring early next year. I (Mr Green) have replaced Mr Clarke as Head Teacher, after 25 years as Head Teacher at South Sydney High School which is near Maroubra Junction.

I started my teaching career at James Cook Boys High School, back in 1978, and after seven great years moved to Canterbury Boys High (for three years) and then to South Sydney. It feels a little odd to finish my career in the same school in which I started. Mr Curry is on leave this year and we are fortunate to have the services of Mr Christie for 3 days per week, and Ms Tangalon for two days per week to replace Mr Curry. Mr Christie worked with me at South Sydney for twelve years and he has a great wealth of knowledge and expertise. Mr Barnes continues to be the corner stone of the faculty; with great experience in the field of electronics (plus he knows where everything is stored).

I could not have survived these last two weeks without him! Mr Woo is still the computer studies guru, and while Ms Neyland was scheduled to leave us last year, she is still here and giving great assistance to the members of the TAS department; we hope to tap into her wealth of ICT ability to assist our students this year.

We often talk about respect, without really thinking about what it really means. Respect is acknowledging the people around us and their roles and responsibilities. To me it is the theme that underpins my daily duties, and it should also be the same for the students. Parents and teachers work hard to provide the building blocks upon which young people develop their lives. In return we ask for very little; it’s our duty and pleasure to do so. But we do ask for the students respect and cooperation. Parents ask for it in the home and teachers ask for it at school. If students cannot manage to do this, then they will miss out on a truly great opportunity to connect with the very people who care about them the most.

Creative Arts - L Rae

2012 was a year of many successes for the Creative Arts faculty. Our HSC results were substantial with 80% of student in Visual Art achieving a band 4 and 20% a band 5. Congratulations to the boys and Ms Cork on their hard work and commitment.

Music results were similarly successful and again the hard work of Ms Lee and the students should be acknowledged. Following the success of our Creative Arts showcase evening in 2012, this will be an important event for the beginning of term 3 for year 12.

During the year students will participate in a number of excursions that support and enhance classroom learning. It is important for students to engage in these activities as well as the allocated learning time. Homework and being prepared for class with correct equipment are also important learning tools in successful learning as both create positive habits of engagement.

A Visual Art Process Diary – There are limited numbers available through the school for $4 A4 size and $10 for senior books.

All equipment can be also purchased through stores such as Officeworks.

For health reasons students are asked to bring their own ear buds for Music these can also be purchased at Office works.

The Arts are part of the fabric of society. They enhance tolerance and understanding across cultures. Studying Visual Art, Music, Drama or Dance encourages creative thinking and problem solving, cooperation and focus. The learning we deliver at James Cook Boys Technology High School is the NSW Board of Studies Syllabus. Our staff are experienced and highly skilled in their respective disciplines as well as in current education practice. Parents can support students learning though encouraging the boys to complete homework, have the correct equipment and developing a joy for learning.

Please contact the school if there are concerns or issues that may prevent your son from participating in these mandatory subjects in Year 7 & 8.
Music - M Lee

Instrumental lessons are available to students who wish to learn to play a woodwind or brass instrument. These lessons take place every Tuesday lunchtime in MR2 with Ms Lee. The most popular band instruments to learn this year seem to be the flute and saxophone, so it hoped that more students take advantage of this opportunity to learn an instrument.

The Music Dept. wishes to congratulate two students who excelled with their Music studies last year. Diego Mazon and Shawn Piho are now studying Music full-time at Western Sydney University and the Australian Institute of Music respectively.

International Students

Four new international students have enrolled into years 10 and 11 at James Cook Boys Technology High School. We are absolutely delighted with the increase of numbers of international students to our school and we wish to express how much we appreciate the opportunity to exchange cultural and educational values and ideas with these students.

A special congratulations to Roy Shao (Year 12) and Nathan Zhang (last year’s Year 12) who are to receive special awards from the Governor General of Australia at Government House on Thursday 28 February. Both students have demonstrated exceptional effort and application with their studies thereby achieving outstanding academic results.

“Step Up” 2013 (Peer-to-peer mentoring) - H Cork

In 2013 the Year 7 students of James Cook Boys’ will be participating in the Step Up program throughout Terms 1, 2 and 3.

The purpose of Step Up is to teach students a range of skills to deal positively and proactively with life experiences, in an environment that is supported by positive relationships with their peers and Step Up leaders.

Research has shown that when students form close connections with their peers they are more likely to have a satisfying and successful school experience.

Every student in Year 7 has been placed into a small group of 7-8 for this program. Within this group they will work through a series of activities lead by their two Year 10 Step Up leaders.

These Leaders, who were trained though the Peer Support program in 2012, have demonstrated a keen interest in ensuring that school life is a positive experience for all students of James Cook Boys’.

Each fortnight the leaders will meet for one period with their Year 7 students. Here the leaders will assist the Year 7 students in becoming familiar and confident with our school, their peers, their teachers and new routines, while also helping them to develop a sense of self worth and belonging at our school.

As the Step Up program continues into terms 2 and 3 it will encourage Year 7 to take responsibility for their decisions and actions and also provide a fun but thought provoking environment to address issues such as bullying, relationships, coping with adversity and self image.

Throughout the course of the year you can support your child by asking them about the ideas and activities they have dealt with during the Step Up program. This will help them to develop a positive connection between school and home and ensure that the activities in the program are meaningful and put into practice.

St George Special School

Once again a group of students from James Cook Boys Technology High School have demonstrated exceptional community spirit and effort in their commitment to working with students with special needs at St George Special School. Every Wednesday afternoon they accompany Ms Lee to the school and work with a number of students who require individual attention during their lunchtime break. Our students assist in a number of different integration activities and over a period of time have created a special educational and social bond with the students at SGSS.

Term One February 2013
Welcome back for what is planned to be an exciting year for the James Cook community. I am pleased to inform you that I am continuing in the role of Careers Advisor for this year whilst Mr Forrest continues his long service leave.

2012 finished with our students participating successfully in a number of career building opportunities. The majority of year 10 students who confidently completed the various ‘Get into Vet’ courses have chosen to further their studies as TVET courses. TVET or TAFE delivered vocational education and training courses allow senior school students to gain workplace skills and experience in a chosen industry thus gaining a head start on their career. Some examples of the TVET courses that students have started or are continuing from last year include Automotive Mechanical at St George campus, Plumbing at Gymea, Computer Assembly and Repair at Petersham, and Hospitality: Food and Beverage at Ultimo campus.

The compulsory year 10 Work Experience Program resulted in students gaining valuable exposure to the world of work. Students sourced placements in retail, trades, education, administration, and arts related industries. This experience has consolidated the students future career plans, along with part-time job opportunities.

Our year 12 students of 2012 have moved onto the next stage of their lives in a number of different ways. Students have entered the construction industry either through employment, apprenticeships, TAFE and university study. The institutions that our students are attending are the University of Technology Sydney, Sydney University, the University of Western Sydney, Australian Institute of Music, and Australian Careers Business College. Areas of study consist of engineering, science, medicine, legal studies, management, music, and architecture. I offer them my congratulations and wish them all the best of luck in their future endeavours.

It is with pleasure that I announce the success of one of our year 11 students who were offered a TAFE based traineeship with Sydney City Lexus. Zack Geaney was offered the position after moving through the various levels of the application process. On top of Zack’s regular 12 units of study he is required to attend TAFE every Tuesday afternoon along with a full day on the job training at Toyota each week. The school community congratulates Zack on his accomplishments thus far, along with our full support in managing this hefty workload.

Career Education classes have commenced with years 9 and 10. These classes aim to build students ‘self-awareness’ about their personal attributes and values in relation to both personal and life/work situations. Students are exposed to ‘career exploration’ through investigating, exploring and experiencing the world of work and the variety of pathway options available to them. ‘Career decision making’ looks at how decisions are made in relation to career identifying, strategies and the impact these decisions have on future career related options. Finally, students are introduced to ‘career management skills’ that will assist them in making successful transitions from school to further work, training or employment.

Over the next two months I will be visiting various universities that our current year 12 students have expressed interest in attending when they finish school. These sessions are designed specifically for career educators to gain incite into university courses, structure, scholarships, faculties, and procedures.

2013 will see many opportunities for students to build knowledge about possible pathways beyond school. This will take the form of group and individual interviews, excursions, and excursions tailored to students needs. I look forward to assisting our students, your sons, in navigating their way towards career opportunities that best suit their likes, abilities and ambitions.
Administration - J Seggie

Lowes at Rockdale have the following school uniform specials on at the moment:

- Black Fleecy zip jacket with emblem - $19.95
- School polo sports top - $29.95
- School track suit jacket - $39.95

The above specials are while stocks last so all sizes may not be available.

All students are required to sign into school if they are late or have permitted late starts. Students must sign in so that they are recorded as being on school premises.

Students must report to the Front Office to sign in and give their sign in slip to the class teacher. If a student is late they must bring a note from their parent with the reason they are late or bring in the second slip they are given when they sign in back to the front office signed by their parent and with a reason for their absence. Students who are absent from school are required to bring a note from their parent with the reason for their absence upon their return.

Parents, students and teachers are concerned when students fall behind in their studies because of long absences. Families who plan to travel are encouraged to travel during school holidays. Parents are reminded that they must seek permission from the Principal to take a student out of school during term time. If you are planning to take your child out of school during term time, please make an appointment to discuss your plans with the Principal.

The Principal has information to assist families to plan holidays that are least disruptive to their children’s schooling. Parents planning to travel may apply to the Principal for 15 extra days approved leave.

2013 Terms

1: Tuesday 29th January to Friday 12th April
2: Monday 29th April to Friday 28th June
3: Monday 15th July to Friday 20th September
4: Tuesday 8th October to Friday 20th December

School Development Days are held on the first day of Term 1, Term 2 and Term 3 and the last two days of Term 4.
Helping kids manage anger

Managing anger is the one of biggest emotional issues that children face. Children who can learn to manage their anger have a head start on handling fears and other emotions.

Currently, our community is undecided about how to handle anger. In fact, anger is discouraged as we see no place for it in homes, schools or community. ‘Civilised people don’t get angry’ seems to be the accepted wisdom so we tend to encourage children to bottle up anger rather than let it out.

Anger needs to be managed, rather than simply avoided. Bury anger deep-down and it will go away is the attitude! This doesn’t work for many children as bottled up emotions don’t always dissipate. They simmer away, eventually spilling over into physical violence or hurtful verbal abuse, which so often backfires on the angry person.

Some kids have more sensitive ‘hair triggers’ escalating from calm to hurricane in a matter of seconds. From experience, I’ve learned that even these hair trigger kids can learn to put a lid on their reactions. It takes patience, lots of teaching and a recognition that kids aren’t victims to their emotions.

Kids need to learn that anger can be expressed in ways that are not hurtful to anyone including themselves. Here are six steps that parents can use to help kids of all ages keep their emotions under check, and respond safely when emotions run high:

1. Understand it: Help kids understand the events and situations that trigger angry responses. These situations will vary, but may include, playing rough games, not getting their own way and being teased by others. Help kids to reflect on the events that trigger a ‘wobbly’, so they can take preventative measures. This type of self-knowledge is really helpful for older primary school children and teenagers.

2. Name it: Help them recognise the physical signs of anger, such as clenched fists and teeth, tension around their shoulders and heavy breathing. Then assist them to develop a vocabulary around anger. “Mad as a snake”, “about to lose it”, “throwing a tatty” are some possibilities. Children can probably generate more! Naming emotions promotes good emotional literacy in kids.

3. Diffuse it: You need some strategies to diffuse anger and bring down emotional levels in kids. Distraction and time out can be effective for toddlers with short fuses, and even shorter attention spans. For older children, parents should use diplomacy rather than discipline. You may need to give some kids some space on their own before attempting to talk. Listening to their story, validating their right to be mad and focusing on feelings are some ways to diffuse anger. Sometimes knowing that someone else knows how you feel is enough to make anger go away.

4. Choose it: Help children understand that they do have a choice about how they respond to their anger. They may feel like lashing out, but they don’t have to get physical or verbally aggressive when they get angry. Let kids know in clear terms that slamming doors, throwing things and refusing to cooperate are the wrong ways to display anger. Help them understand that while you are on their side, as they mature they need to choose socially acceptable ways of handling anger.

5. Say it: Encourage children to express how they feel verbally, rather than bottle things up or become aggressive. The use of I statements is one way of letting others know how they feel. ‘I feel really mad when you say nasty things to me. I absolutely hate it!’ is one way of being heard and letting the anger out.

6. Let it out safely: Boys, in particular, need physical outlets for pent anger. They may go for a run, belt a pillow or play a physical game to let their frustration out. Some kids may even pour their anger into a letter, some work or a productive activity. Help children find legitimate outlets for their anger.

Parents need to role model healthy anger management so children see firsthand how adults handle anger in mature ways. That means parents take time to listen to each other, talk things through and find healthy physical ways to let off steam when you feel yourself getting to boiling point.

The maxim for families who want to learn to manage anger in healthy ways should be: “There is nothing so bad that we can’t talk about it. However there are behaviours that are not acceptable.”

Published by Michael Grose Presentations. All rights reserved. For more ideas, support and advice for all your parenting challenges, visit parentingideas.com.au.
World Education Program

World Education Program (WEP) Australia is now accepting applications from students who wish to participate in 2013/14 exchange programs for a summer, semester or year. Students can choose to study and live life with a carefully selected host family in more than 25 countries.

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I did it! 10 months in a foreign country, without knowing the language, culture and not even a single person at first. I have experienced unforgettable moments of highs and lows, but I can’t imagine not having done this now. Thinking about all the amazing people I’ve met, the lessons I have learnt and things I have seen, I feel truly lucky to have been here living a different life. I have no regrets, as I have grown to be more mature, open to life and aware of the world around me. Despite it being hands down the hardest, it has also been the best thing I have ever done for myself. I was ready to start life in Australia with a clearer idea of who I am, knowing my strengths, weaknesses and my future goals. Exchange has really helped me define myself and become a stronger and more confident person.

Alison (Moreton Bay College) year program to Italy.

Exchange students return to Australia with maturity, confidence, and in many cases, proficiency in another language. If learning another language is not for your child, excellent programs to the USA, Canada, Ireland and the UK are also available.

Scholarships to Argentina and China and Early Bird Specials are now available for programs commencing in 2014!

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BECOME A WEP HOST FAMILY
Experience the joys of hosting an exchange student and gaining an international family member. Visit www.wep.org.au to find out more. Request a free information pack. Visit www.wep.org.au, email info@wep.org.au, or call 1300 884 733.

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UPCOMING INFORMATION SESSION
Bowlers Club of NSW
Level 2, 95-99 York Street
Sydney
13 March
7:30-9:00pm

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FREE WORLD MAPS FOR YOUR STAFF
We are still giving away large upside-down world maps to teachers in NSW, QLD and VIC to help inspire their students to see the world from a different perspective. To request copies of our maps and 2013 student exchange program information for your school, simply complete WEP’s annual teacher survey. It only takes 5 minutes to complete...surveymonk.com/s/wep2013

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WEP SCHOLARSHIPS
This is a wonderful opportunity for current year 9 students, motivated to spend a semester or year overseas during year 10. WEP is awarding two $3000 scholarships towards semester and year-long student exchange programs to Argentina and China commencing in 2014 (Feb or July/Aug departure). There is no language pre-requisite for Argentina. The top 10 short-listed applicants for each scholarship will also receive a $500 discount (for China) or $750 discount (for Argentina) towards a semester or year program commencing in 2014.

Judith Ortmann
World Education Program
PO Box 260
Black Rock Vic 3193
1300 88 4733
judithortmann@wep.org.au
www.wep.org.au
www.volunteerabroad.com.au
Dyslexia Support Group

Do you have a child with Dyslexia?

Do you want to meet other families who are in a similar situation?

The Dyslexia Support Group for the Sutherland Shire and St George area is a forum where parents can talk, exchange ideas, information, resources and experiences with other parents. This support group keeps in contact via email, phone and meeting over coffee on the 4th Monday of the month at 10.30am at a café in Sutherland.

If you are interested as a parent or as professional in attending the meetings or going on the email list please call Paula Goulden on 9528 4638 or email psgoulden@tpg.com.au
The pressures of being a teen today

It’s easy to think young people today have never had it so good, but they also live with stresses that past generations of teenagers didn’t have to endure.

There’s a phrase you should avoid if you want to maintain a good relationship with a child or teenager.

It’s a phrase that was so often on the tip of my tongue when my kids were younger. It was so tempting sometimes to blurt out...

“These are the best years of your life.”

Think it, but don’t say it.

Here’s why. (I wrote about it a recent blog post and I thought I’d repeat it in Happy Kids.)

Young people today are experiencing more pressure than ever.

The DOLLY Youth Monitor 2011 survey, for which I was a contributor and spokesperson, revealed that there has been a spike in anxiety and stress levels in 14-17 year olds.

Three in five young people felt a great need to reduce stress, with girls more likely than boys to be stressed.

The greatest source of stress for today’s teens is the pressure they put on themselves. Teen girls especially seem to believe that they have to succeed at everything they do, and seem to have created impossibly high standards: 75% of girls want to be fitter; 65% want to get better marks; and 60% want to be more confident. Fear of not fitting in and of social isolation is a big worry for girls. Boys also worry about not fitting in, but not to the same extent as girls.

Teens also worry about their families. One in five worry that their parents will divorce. This is obviously concerning when their safe refuge is unstable at a volatile developmental stage.

How do young people relieve pressure?

Young people relieve pressure in healthy and unhealthy ways.

More than one in four teenagers turn to music as a release, which is something that teens have always done. Sport, exercise and hanging out with friends are other healthy ways teens use to de-stress. On the unhealthy side, some young people eat too much, some use alcohol even at this relatively young age, and others get totally lost online. (There’s nothing wrong with escaping but you need to be placed firmly in the real world.)

Here are some other ways you can help young people maintain good mental health:

1. Maintain regular contact through family meal times. There is a correlation between families that have 5 to 6 meals together a week and good mental health. Meal times give you a chance to monitor your teenagers’ moods and also to talk, which is therapeutic.

2. Help them get plenty of sleep. We underestimate the impact of sleep. It’s vital for good wellbeing. Teens need plenty, but often get less as they get older. Learn more about good sleep hygiene so you can assist them to get a good night’s sleep.

3. Make sure they have someone to confide in. When life is tough, girls are more likely to talk to a friend, and boys are more likely to talk to a family member. Help them identify or find someone to talk with.

4. Let them do something unproductive every day. Doing nothing is good for your mental health. It takes many forms: surfing the net, watching movies, talking to friends, playing with a pet, strumming a guitar, listening to music...

5. Encourage volunteering. The Positive Psychology movement strongly advocates volunteering as a way of relieving stress as it takes young people out of themselves, letting them do things where they don’t have to excel. Helping releases endorphins, which are the feel-good chemicals which affect kids’ moods. The same thing happens when they are hugged. That leads me to a sixth idea...

6. Hug them. Being told by people close to you that you are loved and loveable has always been good for your wellbeing. Sometimes in the endless striving for good parenting strategy we sometimes forget that it’s the ‘heart things’ as opposed to the ‘head things’ we do that make the biggest difference.

Next time you feel like blurt ing out that your kids have never had it so good, stop and think again. Today’s kids have lots of advantages but they also live with pressures that kids of previous generations didn’t have to contend with.
Keeping kids safe in a cyber world

Social media sites have taken cyber bullying and harassment to a new level. Here's how to keep your kids safe when online.

Cyber bullying is one of the biggest, safety issues facing young people today. Bullying and harassment online is now commonplace. For instance, over a third of teenage girls have been sexually harassed via the Internet.

The emergence of social media sites has seen cyberbullying go to a new level. Messages and images can now spread like wildfire reaching a huge potential audience in the time it takes to upload an image or shoot off a text message.

Once the family home offered young people an escape from schoolyard bullies. Now the cyber world is so invasive that their bedrooms offer no guarantees of safety any more.

The cyber world is enticing. Young people have always wanted to escape from their parents' world. In the past they hung out in shopping centres and pool halls. Parents tried their best to keep an eye on where their children were and what they were doing.

The online world is now the shopping mall of the 21st Century. Parents have the same responsibility to help kids stay safe in the online world as they do in the real world. 'Stranger danger' and accompanying safe behaviours are just as relevant in the online world as they are in the real world.

Parents should use the same offline preventative strategies to maximise their children's online safety as they've always used. These strategies include: teaching children about the right way to behave online; don't let them spend all night in the cyber world; and ask questions about what they are doing and where they go when they're online.

Parents need to remind kids that things in the online world can spin out of control very quickly. A written message or an image can be circulated electronically so rapidly that the scope and scale of cyber bullying can be greater than any other form of bullying.

The following seven key messages form the basis of an online safety strategy for kids. They should be taught to kids so they become second nature, just as the messages about stranger danger were absorbed by an earlier generation.

1. Respect others. Make kids aware that what they send can offend. Discuss with kids the types of messages and images that can cause harm to others when sent. Teenagers often walk a fine line with what they do and say to each other offline, yet it's relatively harmless. The same type of behaviour online however can be a different story.

2. Think before you send. Remind kids cyberspace is a very public and permanent forum. A text message or image sent to just one person can be passed to a potentially unlimited number. Once they are sent they're almost impossible to erase and take back.

3. Treat online passwords like your house key. Teach kids to keep passwords guarded at all times. Young people can be incredibly trusting of each other, which is to be encouraged. However there are some things, such as online passwords that they don't share, not even with their best friend.

4. Block bullies. Teach kids to block bullying messages. They can filter out messages and addresses online. Similarly, they can block text messages from bullies as well.

5. Don't reply to harassment. Bullies can retain proof of your response, which can further be spread around. Besides responding to bullying behaviour often simply encourages the bully to continue.

6. Save the evidence. If kids are bullied they should keep the pictures and offending messages. These can be used as proof if the bullies are brought to justice.

7. Tell someone. The insidious part of bullying is that kids on the receiving end often don't seek help, as they think there's something wrong with them. Talk with kids about going to a trusted adult, when they feel their rights or safety have been violated. They should with your help report online bullying to the appropriate service provider.

Sticking the proverbial head in the sand regarding kids' use of communications technology is no longer an option for parents. Savvy parents need to learn as much as they can about children's and young people's online lives so they can respond to situations appropriately.