

2021 Annual Report

Fort Street High School



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Introduction

The Annual Report for 2021 is provided to the community of Fort Street High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Throughout the difficulties of another year impacted by COVID-19, we've seen resilience, strength, and tenacity of teachers and Fortians rise to every occasion. Our amazing students continued to show up with enthusiasm every day and were supported by our talented and very hard-working members of staff to whom we are very grateful. I would like to take this opportunity to thank every member of our community for your incredible support.

The first half of the year was relatively smooth sailing despite the COVID-19 safety measures in place. Hand sanitiser and disinfectant could be found in every room in the school, QR check in extended to the Fort and social distancing had become the 'new normal'. We are grateful that our new year 7 cohort was able to attend their camp at Point Wollstonecraft and Year 11 had three fantastic days away at Tea Gardens. The swimming carnival was successfully held at Ashfield pool even though we were restricted to competitors only in Years 10, 11 and 12 and although the Town Hall, Sydney our usual Speech Day venue was unable to accommodate us due to public health orders and venue capacity this event was still able to go ahead in two stages using the school hall.

The Executive Conference this year embedded a commitment to the 4Cs Transformative Learning network. Our schools were created in a world that looks very different to the one we inhabit today. Over the past 30 years, technology has fundamentally changed how we work, live, and learn. It is my belief that schools must transform to better prepare students to navigate this increasingly complex world. This transformation is about more than just improving classroom practice - it's about rethinking and reshaping every aspect of school life. With the 4Cs (communication, collaboration, creativity, and critical reflection) approach we hope that students will develop greater capacities for grit, resilience, empathy, altruism and the ability to think and work with others.

A highlight of the year for me was attending the International Women's Day Lunch with the 2021 SRC executive at which an inspiring keynote address was delivered by Australian of the Year Grace Tame. Other successful events that students were able to participate in during the first half of the year included the School Athletics Carnival held at Sydney Olympic Park athletics field and the school cross country.

After the difficult year of 2020 we had hoped to bring something fun and light to share with the whole community with the production of 'Matilda' our first ever school musical. Producing a school musical is always a huge endeavour, as they have a more complicated set, costume and technical requirements than a standard play. Despite the enormous effort put into planning and rehearsing for this production which should have had its debut on 25 August the arrival of Delta meant that the performance had to be postponed until the following year. It seems unlikely given the current circumstances and restrictions around visitors on-site in schools that even in 2022 this production will go ahead.

During the last two weeks of Term 2, an outbreak of the Delta sent the Greater Sydney region into lockdown. The start of this lockdown commenced at the beginning of the 2-week school winter holidays and Fortians ultimately did not return to school for face-to-face learning until week 4 of Term 4. During this time students and staff got vaccinated, functions and events were cancelled along with the HSC Trials which were first postponed and then eventually cancelled with online assessments taking their place. The official opening of the new Ron Horan Fort Street Museum was postponed indefinitely, and historically the HSC exams were delayed until week 6 of Term 4.

Despite the COVID-19 interruptions 2021 was a year of significant school improvement with the completion of many big projects. New signage was installed across the school, including a replacement of the school crest and school name on the Cohen Building just inside the school gates and along Palace Street. A tiered lecture theatre (the Newby Lecture Theatre) was opened in the Wilkins building with capacity for 90 students as well as the completion of a flexible learning space on the top level of the Wilkins Building. Other school projects saw improvement to the Fort's outdoor spaces with a covered outdoor learning area (COLA) in the Rowe Quad complete with lighting, seating and tables for 150 students. A second all-weather outdoor volleyball court and two separate areas of tiered sandstone seating alongside the oval. The library foyer was also renovated in keeping with the recently renovated library and CTV cameras and new bag storage installed.

HSC results in 2021 were pleasing and overall placed Fort Street 22nd in the state against all NSW high schools - public and private. 17 students were recorded on the 'HSC All Rounders' list having achieved the highest band in ten or more of their units.

As always, we had top achievers across several courses including two firsts in state. Madeleine Grisard placed equal first in French Beginners and Gordan Huang placed first in Mathematics Advanced. Jack Coleman achieved second place in Chemistry after achieving first in Mathematics Advanced as an accelerated student in 2020. Marley Donald achieved third place in Biology and seventh place in Ancient History. Carmen Ossimitz achieved third place in German Continuers and fourth place in German Extension. 131 students were listed as 'Distinguished Achievers', that is they achieved a mark of 90 or above in one or more of their courses.

In the Creative and Performing Arts, three students were selected for HSC Showcases. Phoebe Lim's Visual Arts major work 'Grosser Store' was selected to be included in ArtExpress 2022 at the Virtual Exhibition VX, Bank Art Museum Moree. Stella Sharwood's individual project was selected for the OnSTAGE exhibition in the foyer of the Seymour Centre, Sydney and Madeleine Grisard's Music performance 'Jota from Suite Populaire Espagnole' was selected for inclusion in the ENCORE showcase.

I would like to express my sincere thanks to the entire school community for their patience and support throughout this year. Together with the P&C this year we have accomplished great things, we are so lucky to have such a supportive and dynamic group of parents and caregivers supporting their children and our work. I would like to thank the staff for their dedication, professionalism, and hard work throughout 2021. It was special to be able to have all our staff celebrate the end of the year together on the last day of term in the new Rowe Quad covered outdoor area with a special catered lunch paid for through incredibly generous parent donations and organised by our P&C.

Our teachers have gone above and beyond this year especially throughout the period of teaching remotely during terms 3 and 4. At Fort Street our non-teaching staff have also played a significant role in keeping everyone informed and the school running whilst everyone worked and learned from home. I would also like to congratulate and thank our Fortians for everything they have contributed this year.

I would like to extend my thanks to all members of the SRC for their efforts this year under unusual circumstances. It was an absolute pleasure working closely with the senior executive members of the SRC this year - Audrey Truong, Peter Tran, Frankie Murphy, Barisha Tashnin, Ray Chen, Zhanhao Xu and Veronica Kwong.

Juliette McMurray

Message from the school community

The P&C started with the highly anticipated reopening of the refurbished Library on February 12th. The P&C hosted and catered this event. The library is now a spacious area filled with natural light and many modern technical facilities available for use by students and teachers.

Yet again, we are impressed and amazed at how, with calm, uncomplaining efficiency, Ms McMurray and the Fort St teachers and staff dealt with the complications and vicissitudes of the pandemic. The school smoothly swung into on-line learning mode. Rules and recommendations seemed to change weekly, yet they were able to adapt with a minimum of fuss. To help keep spirits up the P&C has distributed chocolates to the staff, as well as a free, high-quality, washable Fort St face mask.

We have been pleased to see Ms McMurray take advantage of the lockdowns to push forward a number of major projects such as the new lecture space, sandstone terracing and covered outdoor learning area. The P&C has contributed to these improvements through:

- renovation to the library foyer, with new bag storage, security cameras, painting and a beautiful mural, funded by a Community Building Partnership grant of \$23 000;
- purchasing materials for the new school kitchen garden, again funded by a \$6 000 grant from the Inner West Council;

- moving the Uniform Shop to spacious new premises outfitted by volunteer parent labour;
- purchase of 14 Air Purifiers and spare filters to ensure air quality and protect against spread of coronavirus.

With events cancelled, and parents unable to enter school grounds for a large part of this year, it has been a struggle to develop and maintain the sense of school community. However, we have had a focus on maintaining and developing our communications channels this year, including running a WeChat channel for Mandarin speakers, P&C Facebook pages for each year group, and the release of a survey in English, Mandarin, Korean and Vietnamese in order to find out how we can further improve our communications, especially for speakers of languages other than English.

The P&C's Instrumental Music Program (IMP) subcommittee has supported Matt Manchester and his team through another very tough year of lockdowns. The Fort St IMP is the largest co-curricular program in the school, with over 300 students. It is essential to what makes Fort Street a special place. Despite the pandemic the IMP has survived this year intact, its membership healthy and ready for bigger things in 2022. It also took advantage of the brief windows of opportunity for live music. In addition to pulling off band camp in Term 1, the IMP also staged the mid-year concert.

Thank you to everyone for your contributions through this year. I look forward to a better and brighter 2022!

Mr Michael Easton

FSHS P&C President

Message from the students

2021 was another year marked by a prolonged lockdown with students waking up at 8:44 am, logging into their zoom classes in pyjamas and staring at a screen for 6 hours per day. Despite this, the past year has presented itself to be another busy yet exciting year for the Fort Street High School Student Representative Council (SRC). The SRC is a considerably sized group of eight student leaders from each grade, led by eight SRC Executives from Year 11. At a school without prefects or school captains, being a member of the SRC is certainly one of the most rewarding and enjoyable experiences that Fort Street High School has to offer!

As student representatives, the SRC endeavours to support and advocate for the interests and opinions of students about the school, through initiatives like 'Feedback Friday' and the 'Committee Request' system. The 'Feedback Friday' system is a monthly survey created by the SRC, whereby students can voice their suggestions and concerns. The data from these surveys is consequently taken to the School Executive for review. Through this system, an impressive number of changes have been implemented throughout the school over the past year! Some examples include the establishment of the brand-new volleyball courts and tiered seating on the oval, as well as the expansion of the P&C and SRC second hand uniform stall. Additionally, in 2021, the SRC re-introduced the 'Committee Request' system, whereby committees in the school are able to request funding and/or support from the SRC.

A key responsibility of the SRC is to organise school events to raise money and increase student morale. Over the past year, the Fort Street SRC planned a multitude of events, including the 'Halloween Festivities', a virtual 'Fort Street's Got Talent', and the annual 'Rose Drive' celebrating Valentine's Day. A significantly memorable event was the 'Fort Street Future Leaders Week', a virtual event extended to student leaders from all public High Schools in NSW. The event aimed to inspire students to take on leadership roles and provide an opportunity for them to learn from and engage with leaders from all walks of life who have achieved real and significant change in their communities and fields of work. These prominent leaders included, the Hon Michael Kirby AC CMG, the Hon Tanya Plibersek MP, Chris Gambian (CEO Nature Conservation Council NSW), Natalie Lang (Branch Secretary of the Australian Services Union NSW and ACT) and Erin O'Leary (young activist and co-founder of Youth against Sexual Violence).

In addition to having the opportunity to be drivers of change within the school, the SRC has been privileged with numerous opportunities to represent Fort Street. We have been incredibly fortunate to have attended many seminars, interschool conferences and events, and leadership days over the past year. One exceptionally notable experience was when the Executive Team was invited to attend the United Nations International Women's Day Breakfast, where we were able to enjoy some fine dining and listen to distinguished guest speakers. These speakers included the 2021 Australian of the Year, Grace Tame, award-winning writer and youth advocate, Yasmin Poole, and Chair-Rapporteur of the UN Working Group on Discrimination against Women and Girls, Elizabeth Broderick AO.

All the work of the SRC is dependent on the dedication of the students and teachers, who rise early, stay late, sacrifice their breaks, invest time, and constantly go above and beyond to make Fort Street the best it can be. So, with that, I would like to give an enormous thank you to Ms McMurray, Mr Galvin, all our student representatives, and the school community for continually supporting the SRC during such an exceptional year.

Audrey Truong

2020/2021 SRC President

School vision

Since 1849, Fortians have been encouraged to be the makers of their own destiny, supported by our motto, *faber est suae quisque fortunae*. This motto underpins the values and expectations of the school. The school exit profile articulates the vision for student achievement. Successful Fortians:

- achieve academic and creative excellence
- develop skills and talents across a broad range of areas
- become reflective and independent learners responsible for their own growth
- develop emotional resilience, self-confidence and the ability to collaborate and communicate effectively
- develop a commitment to fairness and equity, and a recognition of their responsibility to the wider community and a strong sense of social justice

The Fort Street community believes that every student and teacher should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectation environment.

School context

Fort Street High School, the oldest government high school in Australia, is a progressive, academically selective co-educational high school with a long tradition of providing education for gifted and high potential students. The school is located on Gadigal and Wangal land in Petersham and has an enrolment of 920 students. Our school community is culturally and linguistically diverse and 73% of students have a non-English speaking background.

At the Fort, students are prepared to excel and lead in a vast number of career paths and to become contributors to society with a highly developed social conscience. The school is known for developing leadership across an extensive range of areas and endeavours and prides itself in providing a wide range of extra-curricular programs in Sport, Science, Technology and Creative and Performing Arts which enhance the learning of our students. Over one third of all Fortians participate in the prestigious Instrumental Music Program; Fort Street also facilitates the largest Duke of Edinburgh program in all NSW state schools

Established as the Fort Street Model School in 1849, the school's unique place in NSW epitomises and embraces academic excellence, a liberal tradition in educational philosophy, individuality, diversity and school traditions. Fort Street is proudly supported by a diverse and engaged parent community and alumni.

Fort Street is committed to continually improving student engagement and effective classroom practices through a targeted approach to staff professional learning.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student shows strong growth in their learning supported by explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice informed by high impact professional learning. Teachers will use student assessment data to inform teaching and to respond to the learning needs of individual students.

Initiatives

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

- Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies
- Initiative 1.2: Data driven practices

Resources allocated to this strategic direction

English language proficiency: \$4,100.00

Professional learning: \$6,400.00

Summary of progress

In relation to the above resources allocated professional learning money has been spent to provide release time for staff on the Literacy/EAL/D committee, professional learning was also delivered at the executive conference by Educonsulting around analysis of HSC data.

English language proficiency (flexible) funding has also been spent on an ACER testing subscription.

Whilst COVID interruptions stalled the development of our whole school literacy and EAL/D strategies, individual faculties have been implementing their own strategies in these areas.

Progress has been made in student growth and attainment in each of the annual progress measures below.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Top 2 Bands NAPLAN Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to be moving towards the school's lower-bound system-negotiated target in Reading of 89.8%. Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN in Writing .	In 2021, results improved beyond the schools upper-bound system-negotiated target in reading which was 92.8%. The school also experienced a 2% growth in students achieving in the top two bands in Year 9 NAPLAN Writing from the 2019 (last NAPLAN) results.
Expected Growth Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to be moving towards the school's lower-bound system-negotiated target in Numeracy of 62.1%	In 2021, the percentage of students achieving expected growth in Year 9 NAPLAN was above the schools upper-bound system-negotiated target in numeracy of 67.1%.

<p>Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to be moving towards the school's lower-bound system-negotiated target in Reading of 64.6%</p>	<p>Although improvement was made in the percentage of students achieving expected growth in Year 9 NAPLAN reading, results in 2021 were 0.06% below the schools lower-bound system-negotiated target of 64.6%.</p>
<p>HSC Top 2 Bands</p> <p>Increase in the percentage of HSC course results in the top 2 bands to be moving towards the school's lower-bound system-negotiated target of 90.7%</p>	<p>In 2021, there was a slight increase in the % of HSC course results in the top 2 bands with 83.38% of all course results achieving within the top 2 bands.</p>
<p>Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework SEF in the elements 'Effective Classroom Practice' and 'Data skills and Use'.</p>	<p>All Faculty Head Teachers recieved an individual Faculty HSC data report (collated by educonsulting) and PL around how to unpack this data.</p>

Strategic Direction 2: Student wellbeing - developing resilient and independent learners

Purpose

Our purpose is to ensure that every student feels challenged, has a sense of purpose and direction for their own learning and growth and feels valued and cared for. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Initiatives

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

- Initiative 2.1: A whole school approach to student wellbeing.
- Initiative 2.2: Developing Independent Learners

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Summary of progress

The school made significant progress in Strategic Direction 2, despite the difficulties of remote learning. A staff team was set up to look at introducing a merit system aligned to the school's exit profile, to recognise student effort and achievement both in and outside the classroom. Following consultation with first the school wellbeing team, then staff, students and the parent body, the new merit system is ready to be implemented in 2022. The same team also looked at overhauling the house system, to provide more meaningful opportunities for students to connect with each other across year groups, and to provide both additional student leadership opportunities and an extra wellbeing structure within the school. The new House system will be launched at the beginning of 2022.

A staff team was also formed to investigate best practice for Student Learning Goals. This team will continue to meet throughout 2022, with the intention of implementing a pilot program in Semester 2 2022.

A Professional Learning Community was formed to focus on embedding formative assessment practices throughout the school, as part of focus on developing independent learners. This will be a continued TPL focus throughout 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending >90% of the time to be moving towards the school's lower-bound system-negotiated target of 95.3%.	<p>In 2021 the percentage of Fortians who attended equal to or more than 90% of the time was 90.96%. COVID obviously had a huge impact on attendance data as students were required to isolate for periods of time:</p> <p>In Year 7 this percentage was 98% in comparison to 86.2% across our network and 90.5% at statistically similar schools.</p> <p>In Year 8 this percentage was 93.3% in comparison to 86.2% across our network and 90.5% at statistically similar schools.</p> <p>In Year 9 this percentage was 94.7% in comparison to 86.2% across our network and 90.5% at statistically similar schools.</p> <p>In Year 10 this percentage was 91.3% in comparison to 86.2% across our network and 90.5% at statistically similar schools.</p> <p>In Year 11 this percentage was 91.3% in comparison to 86.2% across our</p>

<p>Increase the proportion of students attending >90% of the time to be moving towards the school's lower-bound system-negotiated target of 95.3%.</p>	<p>network and 90.5% at statistically similar schools.</p> <p>In Year 12 this percentage was 93.2% in comparison to 86.2% across our network and 90.5% at statistically similar schools.</p>
<p>Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework (SEF) 'Wellbeing' and 'Assessment' elements.</p>	<p>The school is implementing evidence based change to whole school practices, by the planned introduction of a merit system in 2022 to acknowledge student achievement and the refreshing of the House System in 2022 to facilitate closer connections between students. The continued overhaul of the Learning Support Team, following the 2019 review, and the employment of a part time Student Support Officer and SLSOs has increased the extent to which planning for learning is informed by sound holistic information about students' wellbeing and learning needs in consultation with parents/carers. These innovations show the school moving towards excelling in Wellbeing according to the SEF.</p> <p>A TPL focus on formative assessment in 2021 increased the expertise of staff across the school. The school also entered into a partnership with Educonsulting to increase the executive's ability to analyse data and respond to trends in student achievement. Further work with Educonsulting is planned for 2022. The effects of this professional development show the school moving towards excelling in Assessment according to the SEF.</p>
<p>A trial of co-developed learning goals is conducted with students in Year 7.</p>	<p>In term 4 a staff team was formed to begin the process of planning and implementing a student goal setting program. This team met several times, with the goal of implementing a student goal setting pilot program in 2022.</p>
<p>Positive responses in the teacher <i>Tell Them From Me</i> Survey increase in the area of 'Drivers of Student Learning' (in particular 'Learning Culture') and 'Classroom and School Practices' (in particular 'Challenging and Visible Goals').</p>	<p>The 'Learning Culture' measure in the teacher TTFM showed a slight increase from a baseline of 7.7 in October 2020, to 7.9 in November 2021. This remains below the NSW Govt Norm of 8.0 and below the school's 2018/2019 figure of 8.2. 'Challenging and Visible Goals' increased from 7.0 to 7.3, but remained below the NSW Govt Norm of 7.5. Other areas to show a notable increase from 2020 were 'Data Informs Practice' (7.9 to 8.2, above the Norm of 7.8) and 'Technology' (6.8 to 7.4, above the Norm of 6.7).</p>
<p>Positive responses in the student <i>Tell Them From Me</i> Survey increase in the area of 'social engagement' (in particular - 'students with positive relationships') and in the area of 'intellectual engagement' (in particular 'effort').</p>	<p>In the 2021 Student TTFM Survey, 'Positive Relationships' increased from the July 2020 baseline of 80% to 82% in November 2021, above the NSW Govt Norm of 79%. 'Student Effort' as reported in the survey declined from 58% in July 2020 to 56% in November 2021, below the Norm of 67%. The 'Intellectual Engagement Composite' increased from 40% in October 2020 to 43% in November 2021, still below the Norm of 47%.</p>

Strategic Direction 3: Refined teacher practice and collaboration

Purpose

Our purpose is to ensure a collaborative school culture where staff are invested and supported in their professional growth and where reflection on and improvement in classroom practice drives formal and informal professional learning within and across faculties to positively impact on student engagement.

Initiatives

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

- Initiative 3.1: A whole school approach to teaching and learning in Stages 4 and 5
- Initiative 3.2: A consistent pedagogical base for whole school teaching and learning

Resources allocated to this strategic direction

Professional learning: \$60,355.00

Summary of progress

Funds were allocated to professional learning and staff development with a particular focus on increasing student engagement in stages 4 & 5. Whilst COVID-19 interruptions affected the progress made in this direction in 2021 at a whole school level, progress was made by the Leaders of Learning Team who continued to work with 4C Transformative Learning. Using the knowledge and skills acquired in this professional learning, the Leaders of Learning Team worked collaboratively with the Wellbeing Team on the development of the *Fortunae* initiative. Individual course overviews and lessons were developed for each year group with the purpose of enhancing and developing students' skills in critical reflection and collaboration.

The formative assessment professional learning community designed teacher workshops with a focus on questioning, learning intentions, peer assessment and feedback, whilst these were not able to be delivered in 2021 they are planned for Term 2, Staff Development Day.

The Tell Them From Me survey indicates that the focus should continue to be on student engagement in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Stage 4 classroom observations demonstrate some teachers are using explicit strategies to equip students with communication, collaboration, creative and critical thinking skills.	The Leaders of Learning (LOL) Team continued to meet online throughout the lockdown period. Lesson observations were delayed due to COVID-19. However, members of the Team will run workshops at SDD Term 1, 2022. Some members of the LOL Team collaborated with the Wellbeing Team to design lessons for the Integration of <i>Fortunae</i> in 2022. These lessons are linked the School's Exit Profile and focus on building student skills in the areas of communication, collaboration, creativity and critical thinking.
25% of staff are involved in collaborative practice	40% of staff are members of either the Leaders of Learning Team or Formative Assessment Teachers Learning Community. To further increase collaborative practice for staff; modifications to the 2022 school timetable have been made to provide time for collaboration. The following Teams were established for 2022 with 87% of staff electing to work as part of a team: Technology, Timetable, Literacy, Goal Setting, Leaders of Learning, Formative Assessment and House/Merit.
Positive responses in the student <i>Tell Them From Me</i> Surveys increase in the area of 'institutional engagement' (in particular 'valuing school outcomes') and 'intellectual engagement' (in	Results from the Tell Them From Me Survey show improvement in student intellectual engagement composite; students find the learning interesting and relevant but there has been a decline in motivation. This is to be expected at the end of the lockdown period but does indicate that the school needs to focus on re-engaging students back into the classroom in 2022.

<p>particular - 'students who are interested and motivated' and 'effort').</p>	
<p>Positive responses in the teacher <i>Tell Them From Me Surveys</i> increase in the area of 'Drivers of Student Learning' (in particular 'Leadership', 'Collaboration', 'Learning Culture', and 'Classroom and School Practices') and in the areas of 'Classroom and School Practices' (in particular 'Challenging and Visible Learning Goals' and 'Planned Learning Opportunities').</p>	<p>Given the reduced opportunities for teacher collaboration and whole staff professional learning opportunities in 2021 progress towards this measure was not a focus.</p>
<p>Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework (SEF) in the elements of 'Effective Classroom Practice' and 'Learning and Development'.</p>	<p>Due to the interruption of learning in a traditional classroom for all of 2021, it is hard to adequately assess this improvement measure. However, understanding of strategies used to improve student engagement was strengthened through the Leaders of Learning and Formative Assessment Teams.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,720.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fort Street High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in: Significant progress measured in the learning outcomes of these identified students .</p> <p>After evaluation, the next steps to support our students with this funding will be: Similar support for these and other eligible students will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$22,862.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fort Street High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: All students being able to access extra curricular activities and having access to uniform requirements, digital devices for learning and other equipment required for learning purposes.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to support students so that all students have the same access to learning experiences.</p>
<p>Aboriginal background</p> <p>\$2,099.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fort Street High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,099.39</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Our students who identify as Aboriginal have been highly involved in all aspects of school life and participate in extra curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: There will be less funding in this area next year however all identified students will receive a PLP and will be supported individually to maximise learning outcomes.</p>
<p>English language proficiency</p> <p>\$79,844.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fort Street High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives in the learning centre • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in: All students reaching the minimum standards in numeracy and literacy. Improvements in students writing. 1:1 and small group support</p> <p>After evaluation, the next steps to support our students with this funding will be: The development of a school wide approach to teaching English language proficiency. Greater small group withdrawal.</p>
<p>Low level adjustment for disability</p> <p>\$91,431.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Fort Street High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in - Individualised Learning Plans and Disability Provisions for the HSC.

<p>Low level adjustment for disability</p> <p>\$91,431.79</p>	<ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the development of ILSPs - adjustments being made for students with disabilities - 1:1 and small group tuition in the learnign centre - analysis and dissemination of NAPLAN data - faculty support provided for learning adjustmens to classroom and asesment tasks - professional learning for staff - targeted Year 6 - 7 transition support for identified students <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will be used in the same way next year.</p>
<p>COVID ILSP</p> <p>\$27,288.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver 1:1 and small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>These students improving in ACER testing, being more confident in their learning and meeting minimum standards.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Will not continue the numeracy support teacher in 2022 but will continue with the targeted literacy support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	573	573	599	600
Girls	335	335	318	312

Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.8	97.3	97.5	97.2
8	96	96.5	96.3	95
9	94.7	95.9	97.3	95.8
10	96.3	95.1	95.3	94.8
11	96.5	95.9	96.2	94.2
12	97.4	97.1	96.9	96.3
All Years	96.5	96.3	96.6	95.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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

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

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

with previous years.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99.4
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0.52% of Year 12 students at Fort Street High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Fort Street High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	1,930,678
Revenue	11,752,301
Appropriation	10,111,329
Sale of Goods and Services	242,829
Grants and contributions	1,395,177
Investment income	2,966
Expenses	-11,722,101
Employee related	-9,486,855
Operating expenses	-2,235,246
Surplus / deficit for the year	30,201
Closing Balance	1,960,879

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	192,138
Equity - Aboriginal	2,099
Equity - Socio-economic	22,862
Equity - Language	75,745
Equity - Disability	91,432
Base Total	8,879,958
Base - Per Capita	226,204
Base - Location	0
Base - Other	8,653,754
Other Total	580,569
Grand Total	9,652,665

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

School performance - NAPLAN

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

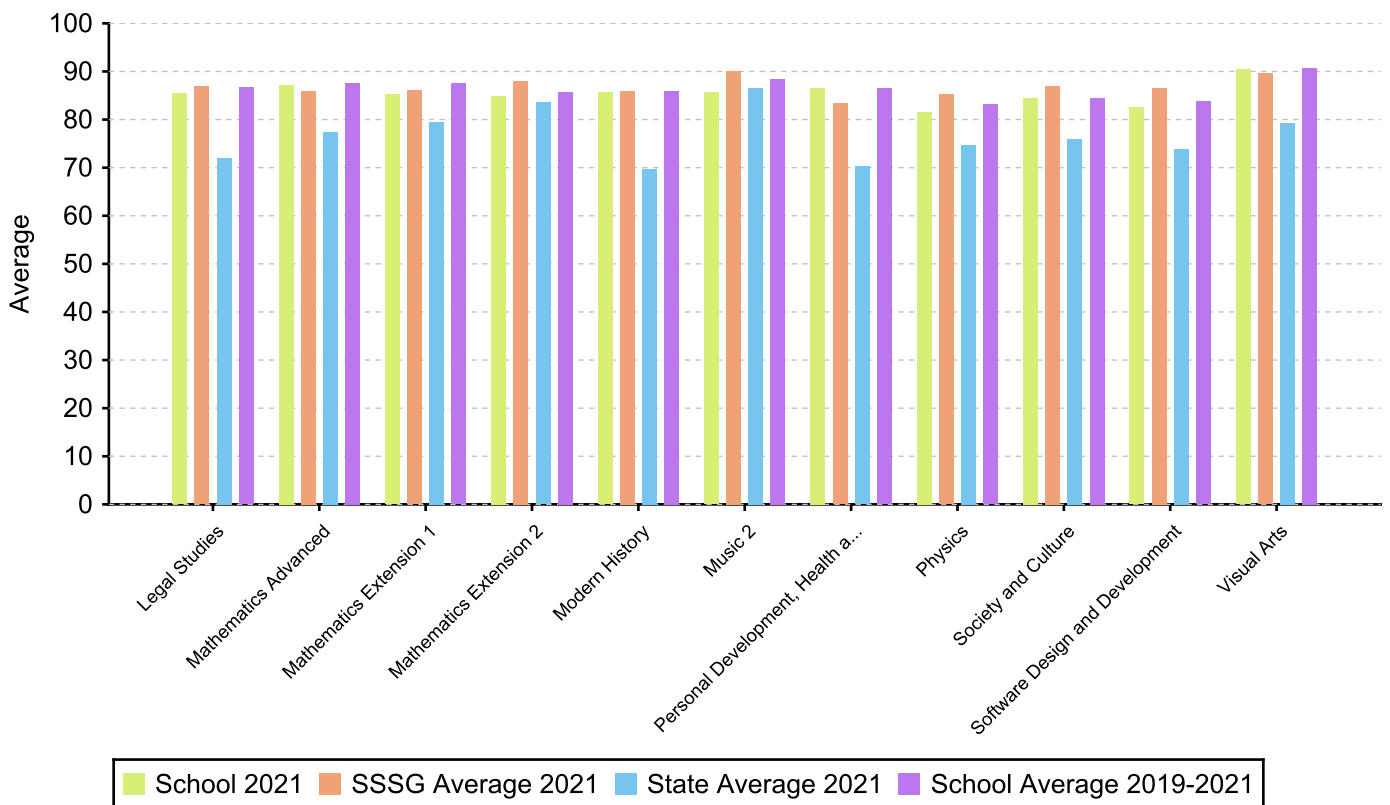
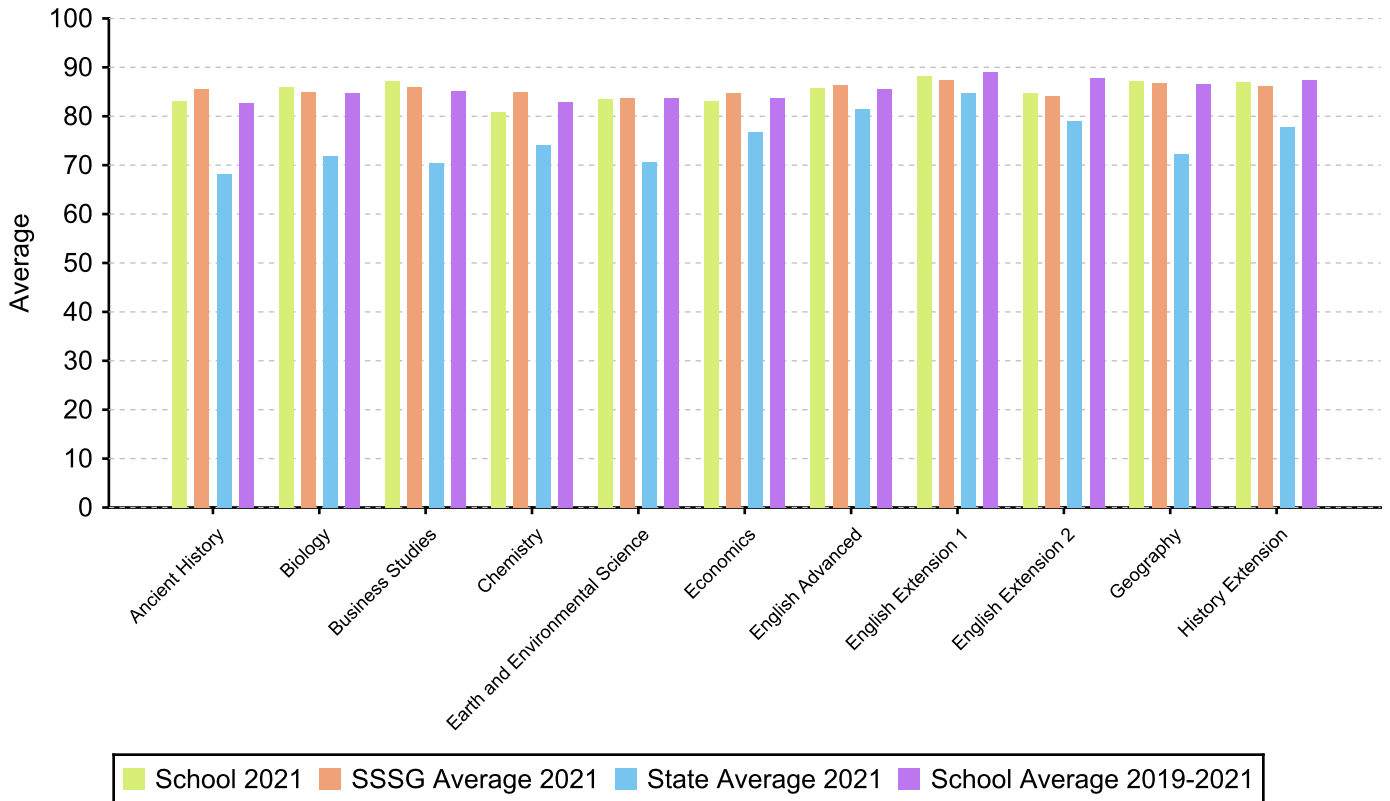
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In Year 9 NAPLAN 2021 93.88% of students achieved in the Top 2 Bands in reading and 98.64% of students achieved in the Top 2 bands in Numeracy.

School performance - HSC

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

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

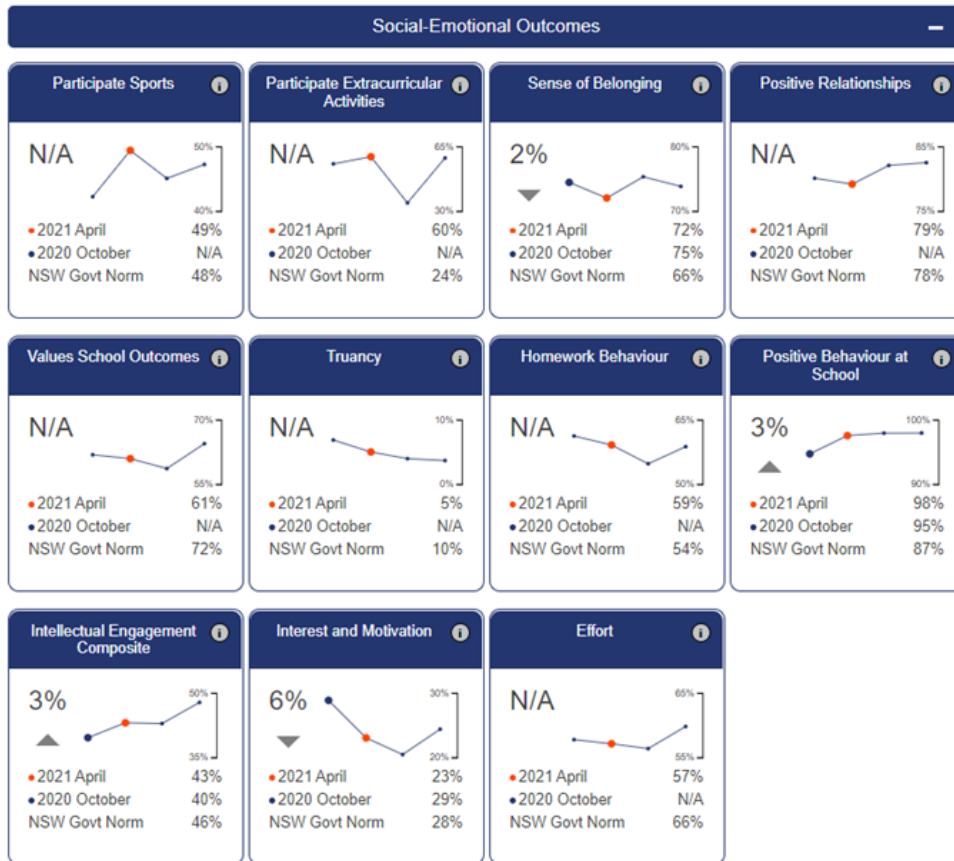


Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	83.1	85.7	68.1	82.6
Biology	86.0	84.9	71.9	84.8
Business Studies	87.2	86.0	70.4	85.1
Chemistry	80.8	84.9	74.1	83.0
Earth and Environmental Science	83.5	83.7	70.6	83.8
Economics	83.1	84.8	76.7	83.7
English Advanced	85.8	86.4	81.4	85.6
English Extension 1	88.3	87.5	84.8	88.9
English Extension 2	84.8	84.1	79.0	87.7
Geography	87.2	86.8	72.4	86.5
History Extension	86.9	86.1	77.7	87.4
Legal Studies	85.4	86.9	72.0	86.7
Mathematics Advanced	87.2	86.0	77.4	87.6
Mathematics Extension 1	85.2	86.1	79.5	87.5
Mathematics Extension 2	84.9	88.1	83.5	85.8
Modern History	85.6	85.9	69.7	85.9
Music 2	85.6	90.2	86.6	88.4
Personal Development, Health and Physical Education	86.6	83.3	70.3	86.4
Physics	81.5	85.2	74.8	83.1
Society and Culture	84.5	87.0	76.0	84.4
Software Design and Development	82.5	86.6	74.0	83.8
Visual Arts	90.4	89.6	79.4	90.8

Parent/caregiver, student, teacher satisfaction

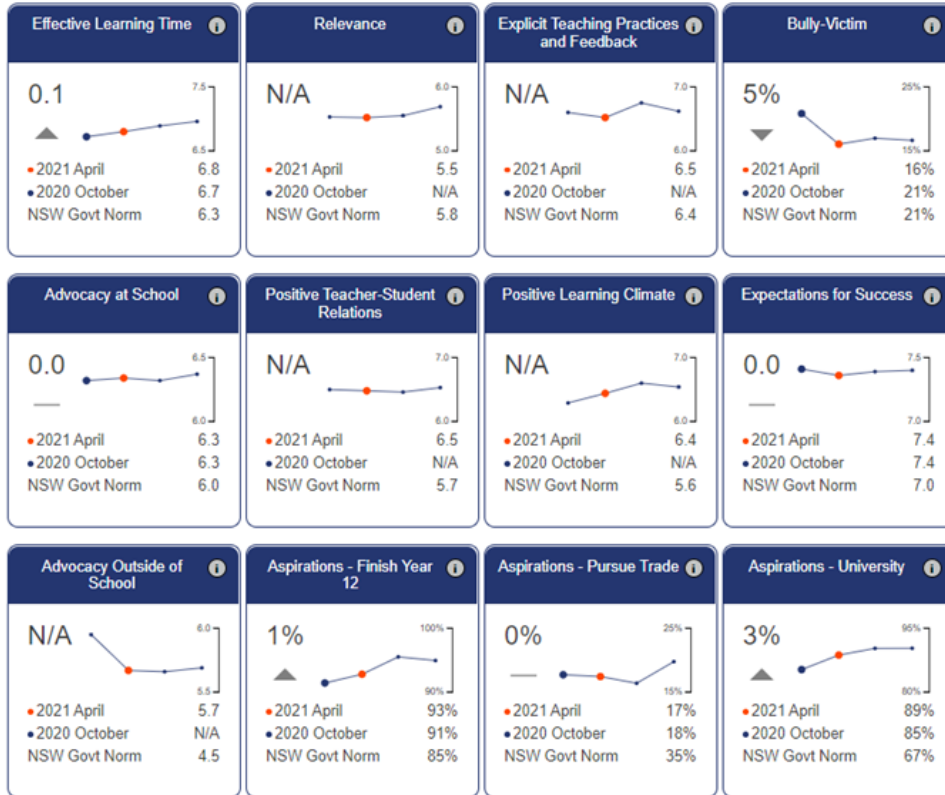
In 2021 the school sought feedback from the community through the Tell Them From Me surveys conducted for parents/carers, teachers and students:

- 67 parents/carers responded to the survey in November 2021
- 47 teachers responded to the survey in November 2021
- 816 students completed the survey in Semester 1 2021 and 650 students completed the survey in Semester 2 2021



Trend data measuring student engagement
Student Survey Semester 1 2021

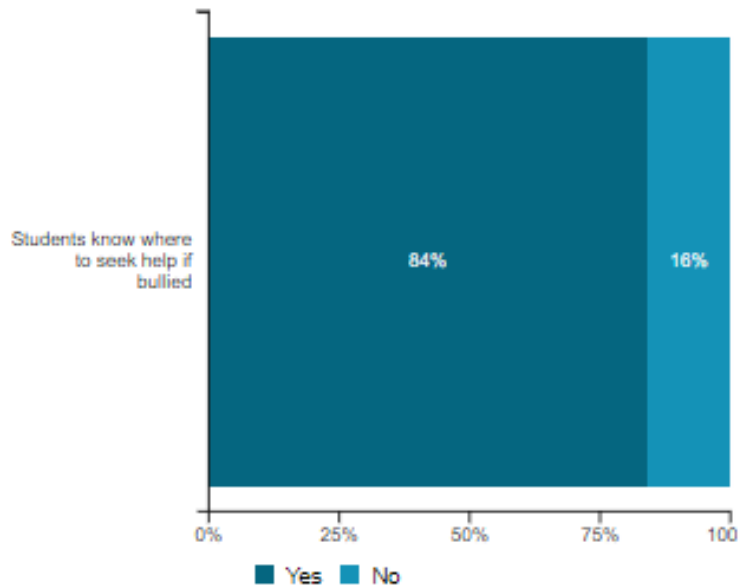
DRIVERS of Student Outcomes



Trend data measuring drivers of student outcomes
Student Survey Semester 1 2021

Students know where to seek help if bullied

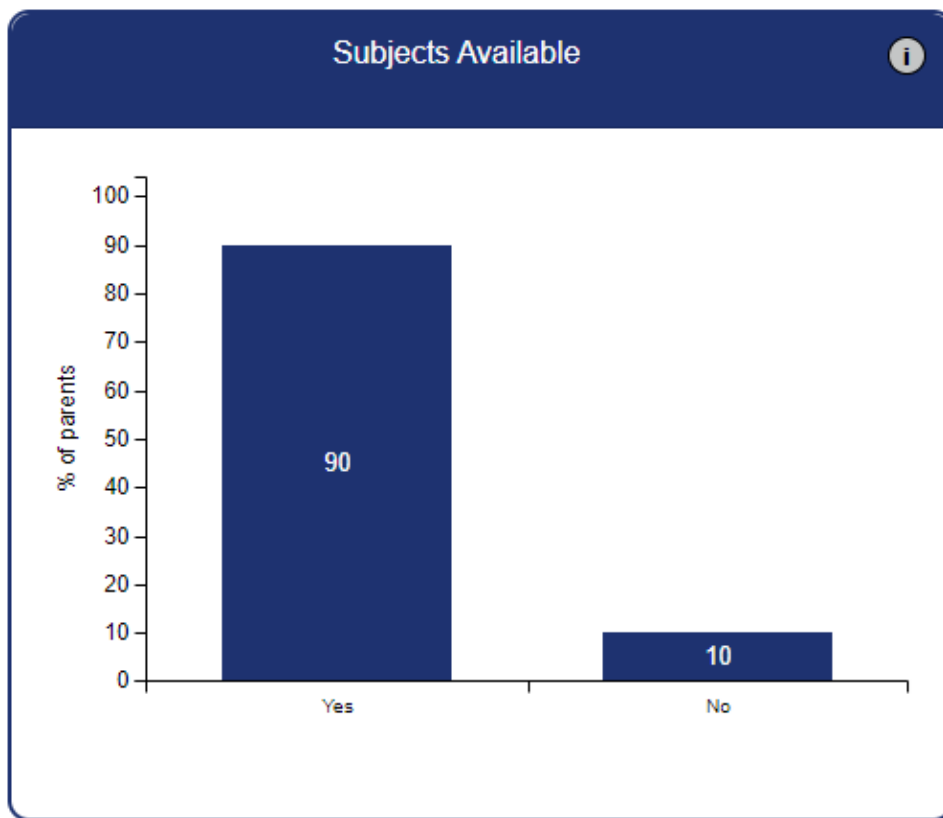
If students are being bullied or see someone else being bullied, they know where they can go for help.



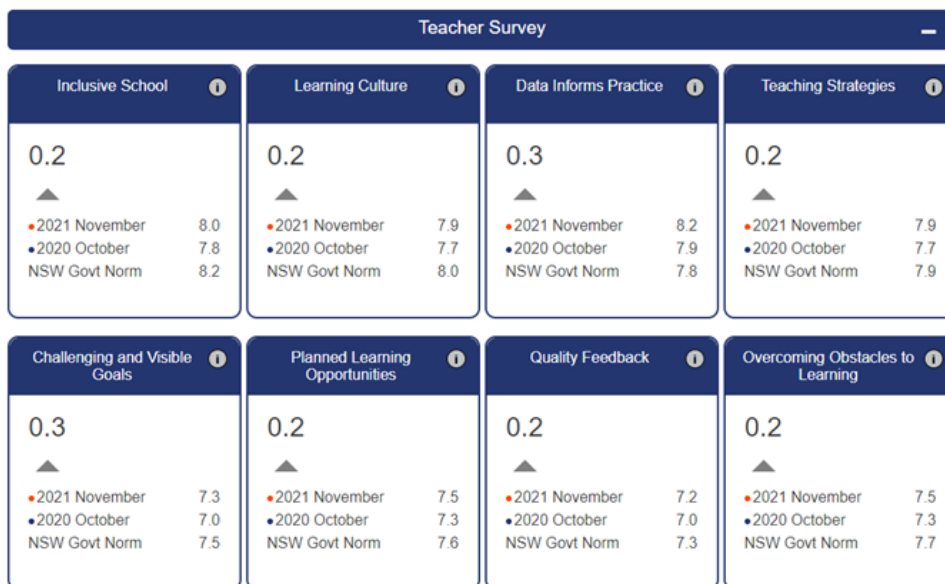
Student Survey - Bullying



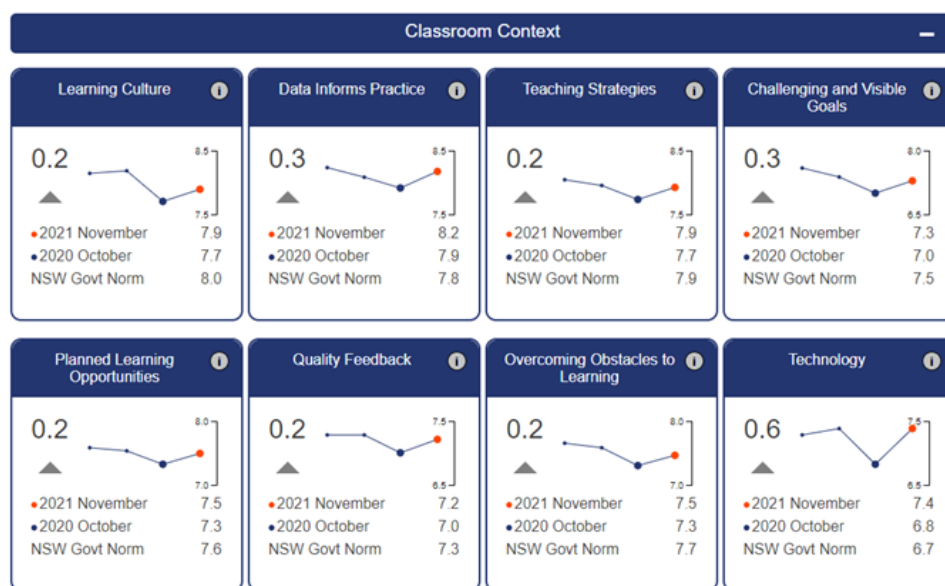
Parent Survey



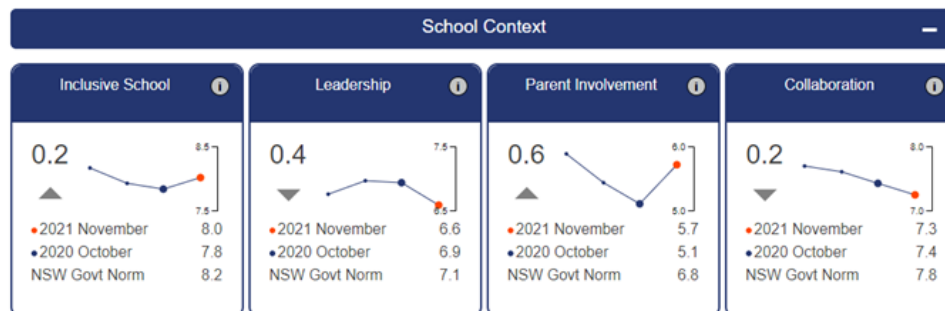
Satisfaction rate with subject availability at the school



Teacher Survey



Teacher Survey - Classroom Context



Teacher Survey - School Context

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

Other School Programs (optional)

Bullying of Students - Prevention and Response Policy

The school updated the bullying of students - prevention and response policy in 2021 which will be launched in 2022. The launch will involve unpacking the policy and procedures at year meetings and whole school assemblies.

A range of anti-bullying initiatives are embedded into the FSHS calendar of events, Wellbeing Road Map and wellbeing lessons.

All year groups participate in:

- **Harmony Day** which develops intercultural understanding
- **RUOK? Day** emphasizes the need for strong relationships and the importance of friendship in mental health and wellbeing
- **Wear if Purple Day** emphasizes the need to foster supportive, safe and inclusive environments for rainbow young people.
- **National Day of Action Against Bullying & Violence** is Australia's key bullying prevention initiative, connecting

schools and communities to find workable solutions to bullying and violence.

- **International Woman's Day** is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.
- **Diversity Committee** is a diverse student lead group who raise awareness within the school community
- **Anti-Racism Contact Officer (ARCO)** provides impartial support to staff, students and community members who wish to make a complaint of racism, in cases where the complaint involves staff or a community member
- Public recognition, awards and rewards for positive behaviour

