

2022 Annual Report

Fort Street High School



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Introduction

The Annual Report for 2022 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

2022 was an extraordinarily busy year at the Fort. The year commenced with professional learning and staff meetings on zoom, and rapid antigen testing kits were regularly distributed throughout the year for students and staff to take home. Despite this, most of our regular activities were able to take place without many restrictions at all. Our annual swimming carnival, athletics carnival, cross country, excursions and camps all went ahead.

In 2022 Fort Street launched a new school website and officially opened the Ron Horan Museum. Throughout the year, students have had access to the museum during Thursday and Friday break times and teachers have been able to book the space to take their classes. All Year 7 students in 2022 visited the Ron Horan Museum as part of their Fortitude classes; these lessons have now been written into the Year 7 curriculum. Many other Fortians and members of the public have also been welcomed into the school with a guided tour of the museum.

The Instrumental Music Program slowly gained momentum after two years of COVID restrictions under the extraordinary leadership of Dr Matthew Manchester culminating in a spectacular annual concert. It has been wonderful to see so many talented Fortians performing live again including at the annual NSW Schools Spectacular which made its way back to Qudos Bank Arena at Sydney Olympic Park after two years of online performances.

The Duke of Edinburgh program was also able to engage in pre-COVID adventurous journeys providing valuable experiences and lifelong memories for all those students who participated this year in the Bronze, Silver and Gold Awards. We are so lucky to have such amazing staff who are willing to keep giving up their own weekends, holidays, and family time to accompany our students on these hikes.

I am enormously proud of our school community's ability to support others in need. Together this year we have raised money and donated to: flood affected schools and families in Lismore, the Women and Girls Emergency Centre in Redfern, the Blue Dragon Foundation which is an organisation set up to support and prevent young people being exploited and trafficked in Vietnam, UN Women Australia, UNICEF - in particular the Tonga Relief Recovery appeal, the Leukemia Foundation through participation in the World's Greatest Shave, suicide prevention through participation in RUOK Day, the heart foundation through participation in Jump Rope for Heart, Foodbank Australia and Vinnies.

The HSC results in 2022 were once again pleasing and placed Fort Street 24th overall in the state against all NSW high schools - public and private. 16 students were recorded on the 'HSC All Rounders' list as having achieved the highest band in ten or more of their units. Anna Ivanova achieved first in the State for Russian Continuers and Tijana Jovic achieved first in the State for Serbian Continuers. 126 students were listed as 'Distinguished Achievers', which means they achieved a mark of 90 or above in one or more of their courses.

In a hugely successful year for the Creative and Performing Arts, ten students were selected for HSC Showcases. Ronan Kohlhoff, Alex Mera, Ye Joo Sin, Marcus Wu and Benji Yanamoto-Symonds were all nominated for ArtExpress and both Alex and Marcus were selected for exhibition at ArtExpress2023. Riva Burkett, Omar Nolan and Helena Wang were nominated for OnStage (Drama) and Helena Wang was selected to be exhibited at the Seymour Centre for OnStage2023. Cadence Ing was nominated for her performance and composition in Encore (Music) and Jason Zhou was nominated for his composition.

Each year, the Fort welcomes new staff and farewells those moving on. In 2022 we have once again sadly farewelled a number of valued staff members. Ms Janette Levy who worked in the office at Fort Street for 28 years and had been the office manager (SAM) since 2003. At Ms Levy's farewell she said that the school had been like a family to her and that it really did not feel like such a long time that she had worked here. Paul Barton a teacher for 33 years had taught mathematics for ten years at Fort Street - an exceptional teacher practitioner who worked tirelessly to nurture and educate many young people to the highest levels in Mathematics. Paul's pedagogical approach to explicit teaching resulted in his students excelling in HSC Mathematics performances over many years. Mr John de Bres a teacher for 28 years, 22 of them at the Fort began at Fort Street as an English teacher but soon moved across to the History Faculty. He has been a Year Adviser, House Patron, accompanied German students to Germany and Austria, co-ordinated debating, Duke of Edinburgh and Tournament of the Minds.

Ms Denise Sloss has been a familiar and friendly face at the Fort for the past 22 years, answering phones, greeting parents, taking minutes of meetings, organising catering, being the First Aid Officer and most recently asking visitors to scan the QR Code. Denise also bid adieu to Fort Street as she embarked on her retirement journey. Li Wang commenced in 2020 and has been extremely dedicated in her role assisting students' learning of the Chinese language. Ms Jean Kidd has worked for over 44 years for the NSW Department of Education and for the past 16 years has been working out of Fort Street High School as the Senior Education Psychologist providing professional leadership in the delivery of psychology services to a large number of schools in the Inner West. Mr Jayakody, Mr Webb, Mr Wilkinson and Ms Xu are all taking a year of leave from the Fort and we look forward to their return in 2024.

I would like to express my sincere thanks to the entire school community for their support throughout the 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. In 2022 much work has been done improving the

pathways and paving around the school and we have had a completely new bell and speaker system installed so that announcements can clearly reach all areas of the school. A new computer room has been fitted out in KS3 and an outdoor gym has been installed in the valley next to the school oval. Throughout 2023 the restoration of the historic Wilkins building will also finally be completed.

I am fortunate to be working with some of the best educators that I have had the privilege to work alongside. The drive, passion and determination, underpinned by knowledge and empathy, has seen Teaching and Learning continue to raise progress and achievement despite the ever changing social, learning and emotional needs we are confronted with. I would like to thank the teaching staff for their dedication, professionalism, and hard work throughout 2022. I would also like to extend my gratitude to our non-teaching staff who play such a significant role in keeping everyone informed and the school running smoothly every single day. I would also like to recognise specifically the efforts of Mr Joel Morrison and Ms Rebecca Cameron our Deputy Principals for the many late nights and hard work they put into every single school event.

I would also like to congratulate and thank our Fortians for everything they have contributed this year. The SRC have worked tirelessly throughout 2022 getting the school back to all the usual celebrations. It was an absolute pleasure working closely with the senior executive members of the SRC this year - Alyssa Khaw, Chantelle Hoang, Natalie Duong, Tom Alexander-Prideaux, Sanjana Krishnan-Iyer, Dennis Yeo, Lucas Liu and You Wei Chung.

Like each year before it, 2022 has been a fabulous year at the Fort and I look forward to the continued progress we will make together in 2023.

Ms Juliette McMurray

Message from the school community

I am sure I am not the only person who has a new-found appreciation for all the everyday happenings and aspects of pre-covid life. I found deserted schoolyards one of the most upsetting sights of the lockdowns and had tears in my eyes when I could at last stand in the back lane and watch my son head off to school, on his bike, in uniform.

Fort Fair was a chance for our community to build networks and flex its volunteer muscle. Not to mention raising over \$14,000 for the school. Elizabeth Kenyon and Helen de Wolfe pulled together a fantastic team to put on the event, and my hope is that everyone who enjoyed the experience of contributing to the success of Fort Fair will be looking forward to the next opportunity to get involved. This augurs very well for the development of the P&C in the future, and I urge parents who have enjoyed this part of school life to consider further engagement with the P&C as a way to enhance their experience at the school.

My focus in 2022 has been on trying to consolidate operations and improve our processes. At this point, I acknowledge our incredible P&C Secretary Peter Bestel who works so hard to make sure that notices go out and maintain order. Our finances remain strong and throughout 2022 we have donated \$61,086 to the school including:

- \$2, 370 for speech day prizes
- \$3, 459 for the IMP to purchase a new xylophone
- \$3, 000 for team sports shirts
- \$13,290 for Air Purifiers and filters
- \$36, 652 for the outdoor gym

Further donations have been made to support SRC and school events such as the Yr 12 farewell. I'd like to thank our Treasurer Hung Ngo, bookkeeper Donna Cormford, and auditor Sara Wickert. Particular thanks are owed to Elizabeth Kenyon for her enormous contributions over this year, not only as the fundraising coordinator but across all P&C activities.

Special thanks to Tracey Chen for running the WeChat channel for Mandarin-speakers, and to Kirrily Druery for her work on the P&C Facebook pages and facilitating WhatsApp chat groups. Kalanie Prabhakar from the Student Representative Council attended every P&C meeting this year and did a fantastic job connecting the P&C and the SRC, keeping us updated about their activities and helping us to provide support. The P&C worked closely with the SRC to present Fort Fair, and we look forward to developing that constructive relationship in 2023.

This year we have successfully implemented a program of presentations from Fort St staff, each of 45 minutes or so, preceding our regular general meetings. We will be looking at including slides and recordings of all presentations on the P&C page on the school website I would like to thank the following staff members for participating:

Ali Razzaghi - Head of Mathematics

Ed McMahan - Head of English

Brian Webb - Head of Science

Tali Ezekiel - Sport at the Fort

Katie Mann - Student Support Officer, Managing Stress and Anxiety

Paul Pagani - Teaching and Learning Program - Memory and Recall

I would like to thank our Uniform Shop manager Gladys Ko for yet another year of exemplary service, outgoing co-ordinator Suzanne Trimmer, and the new co-ordinator Caroline Aow. The Second Hand Uniform Shop goes from strength to strength and raised \$3280 over the last year. - I have witnessed the frenzy of the \$5 sales personally. I'd like to acknowledge the work Sally McCausland has done over the last few years in establishing this as a feature of the Fort St and P&C communities. Now it is well established, using the proceeds to assist with events such as formals and ensuring good quality clothing does not end up as waste, and is valued as a way to purchase school uniform items. Sally has stepped down this year, and I welcome Emma Pearce as the new coordinator.

At this point, I would like to take a moment to note the tragic passing of stonemason Alistair Bidmead in a workplace accident in August. School staff handled this horrific incident magnificently, and a tree will be planted in Alistair's memory.

Finally, I would like to thank Principal Juliette McMurray, Deputy Principals Rebecca Cameron, Joel Morrison and Carolyn Mattick, Fort Street Office staff, and the rest of the team for their fabulous work. I suppose we have become used to it over the last few years - but we never take it for granted!

Michael Easton

P&C President

Message from the students

Our term as SRC began as Fortians emerged from the depths of a second lockdown and returned on-site for in-person school in early Term 4 2021. With all the uncertainty and disruptions, it was the responsibility of the SRC to reignite a sense of community and school spirit. This year, our prime focus was on raising school spirit and supporting student wellbeing. I'd like to thank the Student Representative Council of 2021/22 for their hard work this past year, especially the executive team, consisting of Dennis, Lucas, Natalie, Sanjana, Tom, You Wei, Chantelle and myself. This year has been an extremely fulfilling and enjoyable one, which wouldn't have been possible without such a great group of leaders!

The role of the SRC is to give a voice to the students and acts as a link between the school executive and student body. Eight students are elected from Years 7-11, creating a council of 40 students who meet every Monday lunchtime. The SRC is a great opportunity to develop your leadership skills and foster connections with other students.

To begin our year as SRC, we hosted events such as Halloween and Festivities week which included a Candy Cane Drive, a BBQ, cubing competition and our annual Talent Quest in an online format. The SRC hung up encouraging messages at the front of the school to wish students completing their HSC good luck. Additionally, students were able to submit messages of gratitude to staff on Teacher Appreciation Day and a morning tea was organised to thank the hard work of Fort Street's cleaners in keeping our school safe.

Term 1 2022 started off with Clubs and Committees Day where stalls were set up in the hall to promote various clubs and committees. Then came the secret admirers and confessions for our most iconic event, the SRC Rose Drive, where 1300 roses were sold. We also raised a record \$1,365.80 for UN Women from our International Women's Day BBQ, and organised a mufti day, petitions to sign and a 'Wonderwall' to write the names of women who inspired students. Other memorable events included Harmony Day which fundraised for the Vouch for Lismore flood relief program and the Easter events, including a chocolate egg hunt, co-organised with the house captains.

In Term 2, we hosted our Prefect Afternoon Tea, giving us the opportunity to socialise with leaders from other schools. "Spirit Week," a new event we introduced to boost school spirit and morale, was a notable event. Different events and activities were organised for each day of the week including stalls day, mufti day, (Rubick's) cube off, a movie lunch and various house competitions.

One of the highlights of the year was Fort Fair, hosted at the end of Term 3, 2022. A special thanks to the Year 10 SRC of 2021/22; Brian, Gordon, Grace, Johnathan, Kalandie, Lucie, Oliver and Savannah played a major role in coordinating with the P&C to organise the event. It was exciting to see both the school and local community attend an event filled with music, food and entertainment again!

Initiatives and changes we have made throughout the year include raising flags in the school hall, such as the Aboriginal

Flag, Torres Strait Islander Flag and Progress Pride Flag, advocating for the school windbreaker and option 1 sport shorts, changing the SRC voting process to accommodate gender diverse students, feedback Friday and hosting the second-hand uniform stall.

In addition, the SRC executives have had the privilege of attending numerous opportunities to represent the school. A key event was the UN Women's International Women's Day lunch where the executive team enjoyed fine dining at the International Convention Centre Sydney, listening to prominent speakers such as founder of Jane Goodall Institute and UN Messenger of Peace, Jane Goodall DBE. Other events we attended include the Student Alliance for Gender Equity (SAGE) event, SBHS TEDx, Fortian Union Dinner and various schools' Prefect Afternoon Teas.

All of our work wouldn't have been possible without the dedication of the SRC members and support of staff, who have given up time and effort to make Fort Street a better place. I would like to thank Mr Galvin, Ms McMurray, Ms Cameron and Mr Morrison for their ongoing support and assistance this past year. I am also eternally thankful to the student body for allowing me to represent them and for allowing me to experience this amazing leadership opportunity. Congratulations to the executive team of 2022/23; Kalanie, Savannah, Anne-Sophie, Brian, Joshua, Lucie, Oliver and Samuel, I can't wait to see what you achieve!

Alyssa Khaw

2021/2022 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	2022 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

Socio-economic background: \$22,298.12

Aboriginal background: \$2,152.10

English language proficiency: \$138,529.02

Low level adjustment for disability: \$91,510.81

Integration funding support: \$35,638.00

Student support officer (SSO): \$96,058.00

Professional learning: \$18,000.00

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 around analysis of HSC data. Funds have also been spent on staffing the learning centre and a part-time Student Support Officer, both these roles are an essential part of our continued commitment to supporting individual student needs.

ACER testing has proven to be useful in English to monitor and test students at different stages, English language proficiency (flexible) funding has also been spent on an ACER testing subscription.

The Literacy Team worked on school-wide strategies and delivered several PL sessions on specific strategies that can be employed in the classroom to improve writing. PL funding was used for teacher release time to plan resources and workshops. An evaluation of the process was completed in Term 4 and changes to the structure and direction of this team will be made in 2023. An academic writing team has been established with teachers from all faculties across the school which will have a stronger focus on building vocabulary and improving sentence and paragraph structure in 2023.

Progress continues to be 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
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to exceed the school's lower-bound system-negotiated target in Reading to 90%	This target was achieved in 2022 with 91.84% of students achieving in the top 2 bands in Reading.
NAPLAN Expected Growth - Reading Improvement in the percentage of students achieving expected growth in	The target of expected growth - reading saw an increase of 5.67% to 64.54% we are on target for the 2023 target of 64.6%.

<p>Year 9 NAPLAN to be moving towards the school's lower-bound system-negotiated target in Reading of 64.6%</p>	
<p>NAPLAN Expected Growth - Numeracy</p> <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 Numeracy of 62.1%</p>	<p>In 2022 students exceed the expected growth - numeracy target. We achieved an increase of 22.38% to 68.09%.</p>
<p>HSC Top 2 Bands</p> <p>Increase in the percentage of HSC course results in the top 2 bands to be moving toward the school's lower-bound system-negotiated target of 90.7%</p>	<p>In 2022, there was a slight increase of 1.16% of HSC course results in the top 2 bands with 83.54% of all course results achieving within the top 2 bands. The school continued to work with a consultant analysing the HSC results. Academic reviews were conducted with 40% Year 12 students looking specifically at trajectory for each subject. These interviews proved to be valuable and will be undertaken with all Year 12 students in 2023. Release time for planning and programming has been made available to all faculties in 2023.</p>
<p>Teaching Domain: Data Skills and Use</p> <p>Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework SEF in the element 'Data Skills and Use' in particular in the areas of data literacy , data analysis and data use in planning.</p>	<p>Professional learning continued this year with all faculty Head Teachers and classroom teachers looking specifically at RAP data for each course. Faculties analysed results in each course and teachers looked specifically at students in their classes. Each faculty has set goals for 2023 and will employ specific strategies for improvement in identified areas. Staff feedback and sharing sessions demonstrate increased teacher confidence in looking at the data and using it for future planning.</p>
<p>NAPLAN Top 2 Bands - Writing</p> <p>Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN in Writing.</p>	<p>There was a very slight decrease in this area in 2022 (62% to 61%). As a result, the literacy team has made a shift with this initiative to the implementation of a whole school approach to Academic Writing with a third of all staff participating in the Academic Writing Professional Learning Community.</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

Per capita: \$300.00

Summary of progress

The school continues to make significant progress in Strategic Direction 2. The new house and merit system was launched to broaden leadership opportunities across the school and also to recognise student effort and achievement both within and outside the classroom. House Captains have worked closely with House Patrons to increase school spirit at sporting carnivals and through co-curricular activities and other whole school events. A number of successful house competitions were run throughout the year with the inaugural winning house rewarded with a picnic afternoon in the last week of school. These events proved to be meaningful opportunities for students to connect with one other through shared interests.

A wellbeing initiative, Fortunae was launched in 2022, all teachers in the school have an assigned wellbeing class and follow carefully programmed wellbeing scope and sequences.

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
Attendance Increase the proportion of students attending 90% of time or more to be heading towards the school's lower-bound system-negotiated target of 95.3%.	Due to the ongoing effects of COVID, student attendance continues to be affected. Whilst we did not meet our attendance target, student attendance percentages remain very strong. A revised attendance policy was written to streamline our processes to include a strategic response to lateness and sporadic attendance.
Wellbeing Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework (SEF) 'Wellbeing' element in particular caring for students, a planned approach to wellbeing and individual learning needs.	<p>The school has made excellent progress towards this improvement measure. In 2022 a Fortunae period was introduced for every year group across the school with lessons focussed on the wellbeing road map and school exit profile.</p> <p>The Learning Centre consisting of Learning Support Staff (LaST) and Student Learning and Support Officers (SLSO) continued to offer support and intervention for students requiring literacy, learning and assessment support. A full-time Student Support Officer (SSO) was hired to work alongside a part-time SSO and School Counsellors, supporting students who are struggling with their mental health and study workload.</p> <p>The Year 7 transition processes were evaluated and the Peer Support Program was refined to meet the needs of our incoming Year 7 students. The Duke of Edinburgh Award continues to be an important part of our Year 9 program, building resilience skills in our students.</p>

<p>Learning Goals</p> <p>Year 7 students have written plans with co-developed learning goals.</p>	<p>Goal setting lessons were implemented across all year groups through Fortuna lessons. Student feedback on understanding academic reports proved to be successful; however, the learning goal model was difficult to manage. Learning goals are happening informally across the school and at this point in time we have decided not to persist with a formal learning goals initiative.</p>
<p>Wellbeing</p> <p>Positive responses in the teacher <i>Tell Them From Me</i> Survey increase in the area of 'Sense of Belonging' .</p>	<p>There was a slight improvement in students reporting feeling a sense of belonging at school. At 74% this sits well above the state average of 64%. The introduction of the House System, expansion of co-curricular activities, and increased leadership opportunities in the school aim to improve the positive responses in the area in 2023.</p>
<p>Wellbeing - Advocacy at School</p> <p>Positive responses in the student <i>Tell Them From Me</i> Survey increase in the area of 'Advocacy at School'.</p>	<p>There was also an improvement in students reporting Advocacy at School from 59% in 2021 to 62% in 2023. This is lower than the state average and remains a concern. Further education on the resources available to students is required. Increasing the profile of support staff at school is a priority for 2023.</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: \$25,000.00

Summary of progress

Funds were again allocated to professional learning and staff development with a particular focus on increasing student engagement in stages 4 & 5. A regular wellbeing period was introduced into the timetable with all teaching staff allocated a class of approximately 15 students. Using the knowledge and skills acquired in the 4C professional learning community, this team collaborated with the wellbeing team to design and implement lessons aligned to the FSHS Wellbeing Roadmap. Student participation and building agency was a focus for the lessons developing students' skills in critical reflection, creativity, communication and collaboration.

The literacy professional learning community designed teacher workshops with a focus on improving writing. Each staff member was involved in at least two sessions which focused on different strategies to improve writing. After evaluation, a decision has been made to shift the focus from literacy to academic writing with a stronger focus on the varying needs of different subject areas. In 2023 the Academic Writing PLC will consist of members from all faculties.

The Formative Assessment Team continued to meet fortnightly in 2022, participating in monthly lesson observations and embedding strategies into their teaching practice.

The Tell Them From Me survey indicates that the focus should continue to be on student engagement in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Stage 4 teaching programs and classroom observations demonstrate embedded strategies to equip students with communication, collaboration, creative and critical thinking skills.	16 staff participated in the 4C professional learning group with the group meeting twice a term to reflect and share practice. Evidence from these sessions suggests most staff involved were trying specific strategies with about 40% embedding these strategies into their teaching and learning programs. Teachers from French, Engineering, Visual Arts, English, Mathematics and Photographic & Digital Media areas shared successful lessons and are showing confidence in delivering lessons that build student skills in at least one of the targeted areas: communication, collaboration, critical reflection and creativity.
30% of staff are involved in collaborative practice	<p>A round of Collaborative Classroom Visits (CCV) was conducted with all members of the team participating. The focus of these visits was to observe how students are participating in and contributing to lessons. A model to make these visits more sustainable needs to be devised for 2023.</p> <p>The Formative Assessment Team participated in monthly lesson observations to evaluate the use of formative assessment strategies in the classroom.</p>

<p>30% of staff are involved in collaborative practice</p>	<p>The Mathematics teachers in the group worked collaboratively on programming for Year 7. This model was successful in addressing the 4C focus areas into the classroom. Timetable considerations and release time need to be considered to achieve in this area, whilst collaboration happens in different areas around the school a more strategic approach is required to fulfill this target.</p>
<p>Wellbeing - Social Emotional</p> <p>Positive responses in the student <i>Tell Them From Me</i> Surveys increase in the area of 'Social-Emotional Outcomes' in particular participation in sports and extra curricular activities, sense of belonging and positive relationships, homework behaviour, effort, interest and motivation.</p>	<p>Fort Street has a high rate of participation in school sport with all students in Year 7 participating in integrated sport with a qualified PDHPE teacher, all year 8 students participate in grade sport against other school teams and all students in years 9-11 participate in either grade or recreational sport. In terms of the percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee Fort Street is more than double the NSW Govt Mean (24%) at 59%. On the <i>Tell Them From Me</i> Survey Fort Streets students with a positive sense of belonging is 74% above the NSW Govt norm of 66%. In the <i>Tell Them From Me</i> Survey 83% of students feel that they have friends at school they can trust and who encourage them to make positive choices as opposed to the 78% NSW Govt norm.. Fort Street rated higher than the NSW Govt Norm in the area of positive homework behaviours, and positive behaviour. The area we are looking to improve in is the measure of students who are interested and motivated in their learning which in 2022 was slightly lower than the NSW Govt norm.</p>
<p>Wellbeing - Drivers of Student Outcomes</p> <p>Positive responses in the teacher <i>Tell Them From Me</i> Surveys increase in the area of 'Drivers of Student Outcomes' in particular effective learning time, relevance, explicit teaching practices and feedback, positive teacher-student relationships and positive learning climate.</p>	<p>The Tell Them From Me Survey results were above NSW Govt Norm in the area of effective learning time (important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives). The Tell Them From Me Survey results were also above NSW Govt Norm in the area of explicit teaching practice and effective feedback. The school is currently working on improving results in the area of students finding classroom instruction relevant to their everyday lives, the Tell Them From Me Survey results were at 5.7 which is one point below the NSW Govt Norm.</p>
<p>Effective Classroom Practice</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' in particular lesson planning, explicit teaching, feedback and classroom management.</p>	<p>The Formative Assessment Professional Learning Community continued to work on explicit teaching strategies and feedback. In 2023 all teaching staff will be involved in one of three professional learning communities with a focus on evidence based effective classroom practice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,638.00</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"> • Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies <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 <p>The allocation of this funding has resulted in the following impact: This has allowed for individual learning support for a number of targeted students., allowed students to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: SLSO support proved to be successful in supporting these students. In 2023 additional SLSO hours will be engaged.</p>
<p>Socio-economic background</p> <p>\$22,298.12</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"> • Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 the following impact: These funds have ensured all students have been able to access all aspects of the school curriculum.</p> <p>After evaluation, the next steps to support our students will be: The wellbeing team evaluated the processes and procedures for students to access this support when needed, communication of support available will continue to be communicated to the entire school community.</p>
<p>Aboriginal background</p> <p>\$2,152.10</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"> • Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students

<p>Aboriginal background</p> <p>\$2,152.10</p>	<p>The allocation of this funding has resulted in the following impact: Support for our Aboriginal students through the school learning centre and homework centre.</p> <p>After evaluation, the next steps to support our students will be: Increased support will be made available to these students in 2023 through teacher professional learning of aboriginal education.</p>
<p>English language proficiency</p> <p>\$138,529.02</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 <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 • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Additional staff in the learning centre have provide support in the areas of writing, engagement in and completion of assessment. Smaller senior English classes have been created to increase student support for the HSC. Targeted small literacy groups saw an increase in NAPLAN results for participating students.</p> <p>After evaluation, the next steps to support our students will be: Continued support will be offered through the learning centre with additional staff. Improved communication between Learning Support staff and teaching staff through refined process and procedures will help to identify student requiring support and provide early intervention.</p>
<p>Low level adjustment for disability</p> <p>\$91,510.81</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"> • Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies <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 <p>The allocation of this funding has resulted in the following impact: Additional staff employed through this funding in the school learning centre have provided individual and small group support for twice exceptional students. This including in class support, PLSP implementation and working with teachers to differentiate assessment and content delivery. Students who have received this support have shown an increased completion rate of learning and assessment activities and improved management of stress and anxiety.</p> <p>After evaluation, the next steps to support our students will be: Continued support of additional staff in the learning centre in 2023. This will</p>

<p>Low level adjustment for disability</p> <p>\$91,510.81</p>	<p>include early identification, individual case management, professional learning for staff and improved communication processes between the learning support staff and teaching staff.</p>
<p>Professional learning</p> <p>\$43,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 1.2: Data driven practices • Initiative 3.1: A whole school approach to teaching and learning in Stages 4 and 5 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to analysing HSC student data and assist in the preparation of individual academic reviews for senior students. • engaged 4C transformative learning team to work with teachers embedding engagement strategies in stages 4 & 5. <p>The allocation of this funding has resulted in the following impact: Staff have a deeper understanding of HSC data and can identify strategies for student improvement. Students have received specific and targeted feedback and improved advice around goal setting, note taking and creating effective study notes. Teachers have reflected on scope and sequencing of programming and assessment for future cohorts.</p> <p>After evaluation, the next steps to support our students will be: After the success of the Year 12 Academic Review initiative, all Year 11 & 12 students will be provided with this opportunity in 2023. The evaluation of the Teams model this year has led to changes in 2023 with the introduction Professional Learning Communities, targeted specifically at increasing student outcomes.</p>
<p>COVID ILSP</p> <p>\$21,830.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: These funds were used to specifically target writing for a number of students in Years 7, 9 and 12. The extra support offered in small group tuition saw student confidence in writing increase. Improvement was also demonstrated in the HSC and NAPLAN results of the participating students.</p> <p>After evaluation, the next steps to support our students will be: To date the COVID ILSP model has been success and the learning and support team will continue to use school data to identify students requiring extra support.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Fort Street High School</p>

Student support officer (SSO)

\$96,058.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Employment of part-time and full-time SSO

The allocation of this funding has resulted in the following impact:

The Student Support Officer worked on programs linked directly to the Fortunae Wellbeing initiative, with a particular focus on managing stress for our senior students. Student support was increased by providing additional support to our school counselling team.

After evaluation, the next steps to support our students will be:

The addition of the full-time SSO commenced in Term 4, 2022 which has seen an expansion in the number of students being supported. In 2023 the school will continue to employ a full-time and additional part-time SSO. They will work on transition programs such as peer support and embed social skills programs to meet student needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	573	599	600	604
Girls	335	318	312	305

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.3	97.5	97.2	95.5
8	96.5	96.3	95.0	93.9
9	95.9	97.3	95.8	93.6
10	95.1	95.3	94.8	92.1
11	95.9	96.2	94.2	93.8
12	97.1	96.9	96.3	94.7
All Years	96.3	96.6	95.5	94.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

9.50% of Year 12 students at Fort Street High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Fort Street High School expected to complete Year 12 in 2022 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)	45.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	12.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,893,533
Revenue	12,218,278
Appropriation	10,452,338
Sale of Goods and Services	239,184
Grants and contributions	1,496,024
Investment income	30,340
Other revenue	392
Expenses	-11,931,663
Employee related	-9,922,978
Operating expenses	-2,008,686
Surplus / deficit for the year	286,615
Closing Balance	2,180,148

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.

	2022 SBAR Adjustments (\$)
Targeted Total	35,638
Equity Total	254,490
Equity - Aboriginal	2,152
Equity - Socio-economic	22,298
Equity - Language	138,529
Equity - Disability	91,511
Base Total	9,038,655
Base - Per Capita	230,444
Base - Location	0
Base - Other	8,808,211
Other Total	708,803
Grand Total	10,037,586

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

School performance - NAPLAN

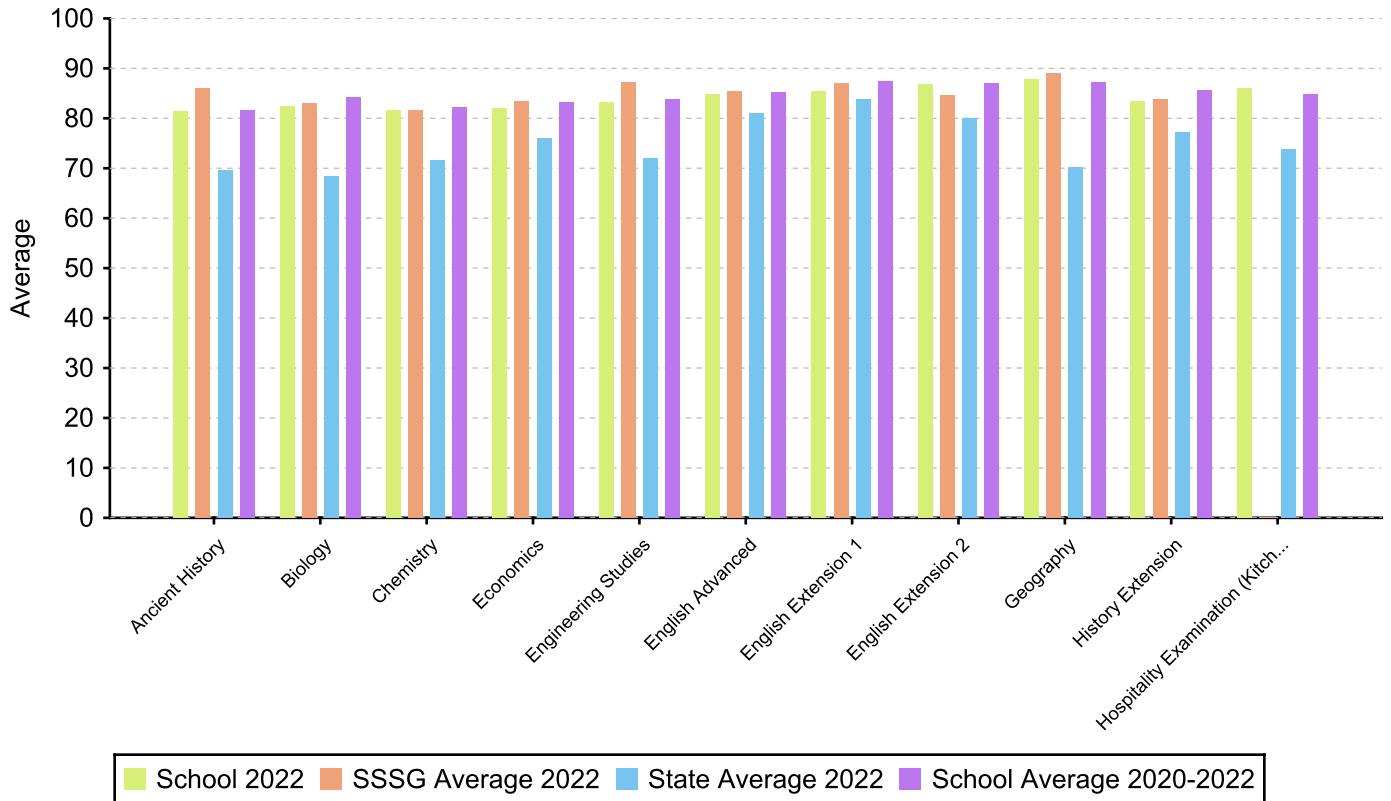
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	81.4	86.0	69.6	81.6
Biology	82.5	83.0	68.5	84.2
Chemistry	81.6	81.6	71.7	82.2
Economics	82.0	83.5	76.0	83.2
Engineering Studies	83.2	87.2	72.0	83.9
English Advanced	84.9	85.3	81.0	85.2
English Extension 1	85.4	87.1	83.9	87.4
English Extension 2	86.9	84.5	79.9	87.1
Geography	87.9	89.0	70.2	87.3
History Extension	83.5	83.8	77.2	85.7
Hospitality Examination (Kitchen Operations and Cookery)	86.1	0.0	73.7	84.8
Legal Studies	87.0	87.2	70.8	85.8
Mathematics Advanced	86.8	85.0	77.1	87.3
Mathematics Extension 1	84.2	81.4	78.0	85.7
Mathematics Extension 2	85.3	85.7	82.2	85.2
Modern History	88.4	83.9	70.9	86.7
Music 2	85.6	88.5	86.0	87.1
Personal Development, Health and Physical Education	82.3	82.4	67.5	85.0
Physics	87.2	84.0	73.5	83.9
Software Design and Development	81.2	85.9	73.7	81.7
Visual Arts	90.4	88.8	79.8	90.3

Parent/caregiver, student, teacher satisfaction

Each year the school seeks feedback from the community through the Tell Them From Me Surveys conducted for parents/carers, teachers and students.

164 parents/carers responded to the survey in November 2022.

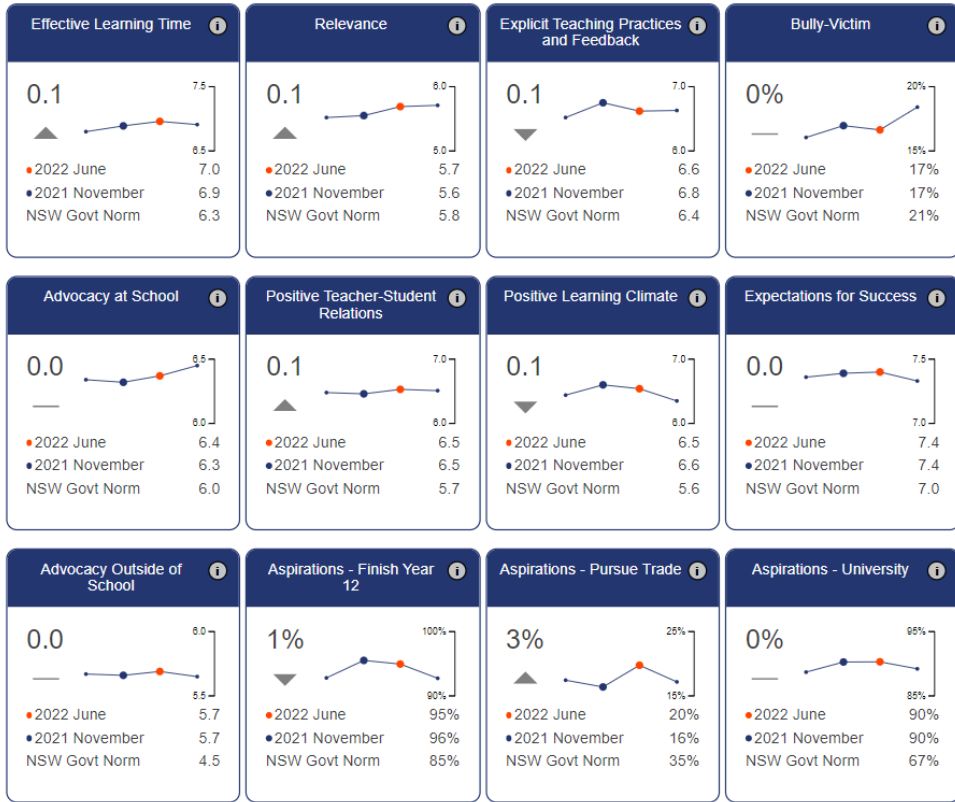
60 teachers responded to the survey in November 2022.

728 students completed the survey in Semester 1, 2022 and 635 students completed the survey in Semester 2, 2022.



Trend data measuring student engagement - Semester 1

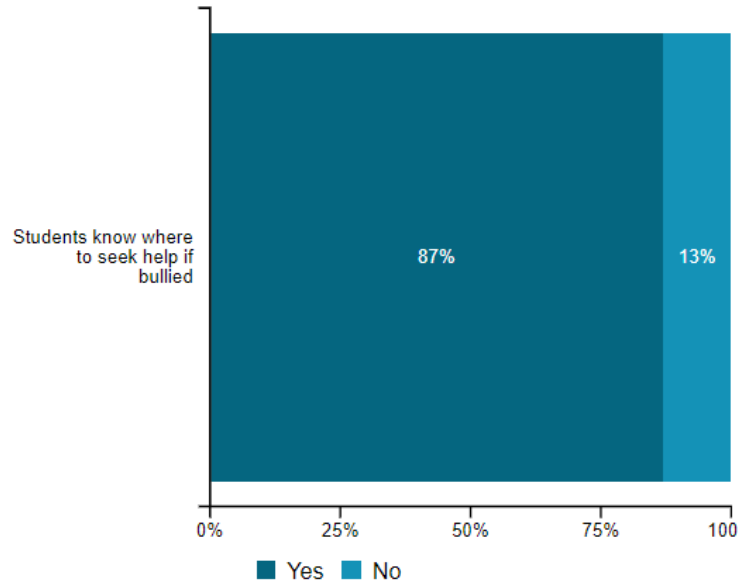
DRIVERS of Student Outcomes



Trend data measuring drivers of student engagement.

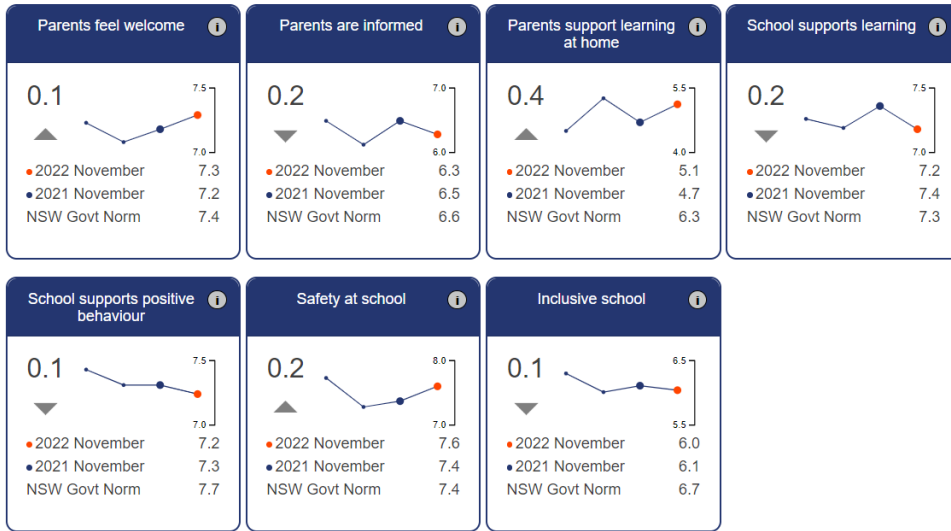
Students know where to seek help if bullied

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

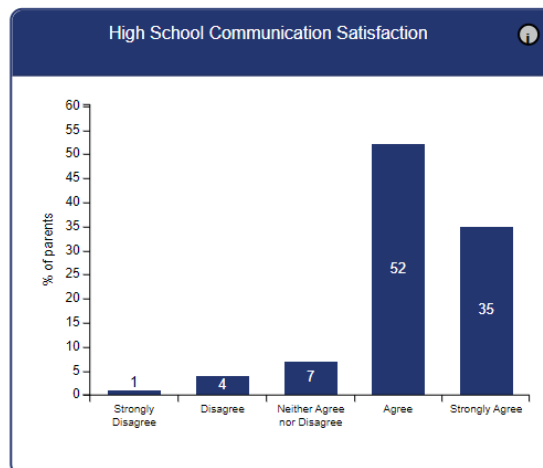
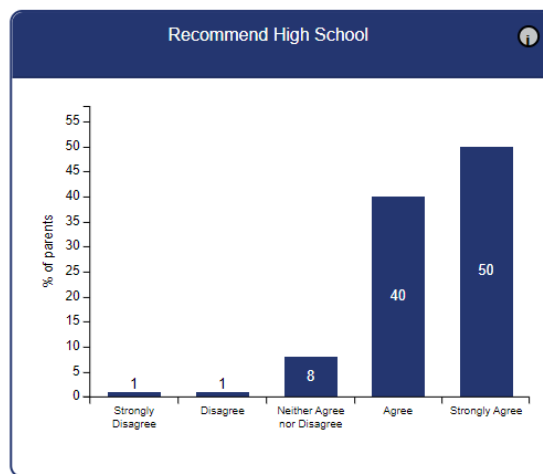


Student Survey - Bullying 2022

Parent Survey



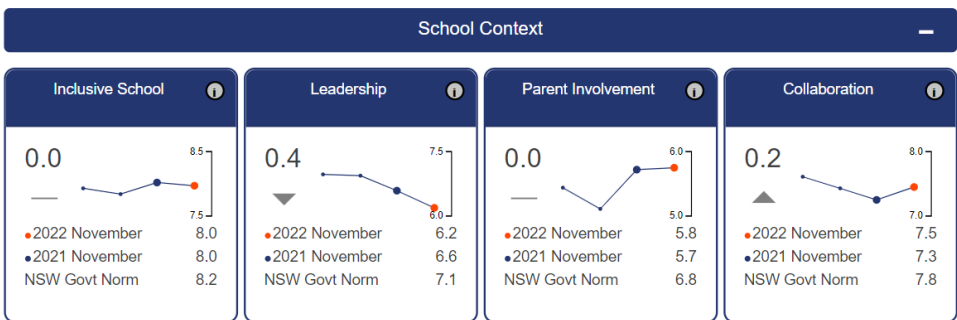
Parent Survey 2022



Parent Survey 2022



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

This policy was launched in 2022 and was unpacked with staff on the Term 1 staff development day and with students at year meetings and at a whole school assembly.

A range of anti-bullying initiatives are embedded into the FSHS calendar of events, the wellbeing road map and Fortunae (wellbeing lessons).

Below is an excerpt from the policy and procedure document:

6.1 Wellbeing Programs

All year groups participate in:

- **Harmony Day** developing intercultural understanding
- **RUOK? Day** emphasising the need for strong relationships and the importance of friendship in mental health and

wellbeing

- **Wear if Purple Day** emphasising 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