

FORTIAN 2012



The Fortian 2012



Principal	2
Deputy Principals	3
Michael Kirby	4
Fortian Reunions	7
Student Representative Council	8
Careers	9
Speech Day 2011 Awards	10
Speech Day Formal Address	16

FACULTY REPORTS

English	17
History	18
Social Science	19
Languages	20
Sport	24
PDHPE	28
TAS	30
Science	32
Mathematics	33
Music	34
Visual Arts	36
Drama	49

ARTICLES

VALE Denis Condon	29
IMP	35
Examples of Student Work	38
Cricket at the Fort	52
Fraser Cup	52
SARN	53
Fort Street Girls' High School	54
P&C Report	55
Shave For a Cure	55
Premier's Reading Challenge	56
History Debating	57
Fort Street -	
Where we've come from	60
Volunteering at Taverners Hill	
Infant School	61
Fort Street Foundation	63
Fort Street School Council	63
Year 7 Picture Books	64
Debating	65
Report on Sugunami Visits	66
Wrap with Love	68
Helen Gwynneth Palmer	70

YEAR REPORTS

Year 7	71
Year 8	72
Year 9	73
Year 10	74
Year 11	75

PHOTOS

Staff Photo	76
Years 7 - 11 Photos	77

YEAR 12

Year 12 Assistant Adviser	
Speech	82
Year 12 Photo	83
Year 12 Adviser's Speech	84

Acknowledgements

Fortian Production Team: Catriona Arcamone, Roslynn Moxham,
Arkady de Jong, Janek Drevikovsky, Tamar Robertson.



Principal

The Year 2012 has been full of excitement, celebration and anticipation.

We have been excited developing and moving the school forward using the school plan 2012-2014, which has the areas of excellence, innovation and wellbeing as its cornerstones.

We have continued to celebrate wonderful achievements across a range of activities in the school, and it has been with great anticipation that we have watched the progress of the aircraft noise program.

This program, the result of a long campaign by the School Council, reached its conclusion in July. We are most grateful to the federal government and our local member, Anthony Albanese, for their commitment and support of the school through the funding of the \$14,500,000 aircraft noise amelioration program to insulate the school from the noise of planes from the flight path to Kingsford Smith Airport. Our sincere thanks go to Matthew Spooner and his ever-changing team of contractors and public works personnel for their consideration of us as a working school during the two and a half year works program. It is testament to Matthew's leadership that the program progressed so smoothly. It would be remiss of me not to also acknowledge the enormous workload undertaken from the school side of the operation by Mr Osland, Mrs Humphrys and Ms Woodley who tirelessly worked with staff to ensure minimum disruption to school routines.

Our classrooms are now soundproofed and more conducive

to learning. It is lovely to walk into a cool room in which the teacher's voice can be heard, quite the opposite to the times I sat in W1 trying to engage with Ms Reynold's German lessons through the punctuation of incoming plane sounds each three to four minutes.



Roslynne Moxham and Lorraine Linton

The school plan, using innovation and excellence as the underpinning philosophy to move the school forward, has seen additional student-led activities blossom. It is heartening to have regular conversations with active and interested Fortians who wish to take on leadership of additional sporting and social justice programs.

Our school year has been full of achievements to celebrate and with only a small space I will mention some highlights only. The year commenced with once again a marvellous Speech Day at Sydney Town hall. Our guest speaker, Claudia Chan Shaw, continued our tradition of linking the current school to the traditions of former generations of Fortians. Claudia inspired us both as an enchanting speaker and as an innovative business woman and television presenter who valued her years at the Fort. We celebrated the best Higher School Certificate results in ten years, notably with three out of the top five places in Economics in the state. I was fortunate to be part of the LEAP Leadership Across the Planet Exchange. Lorraine Linton, Principal from Toronto, Canada visited on exchange in July. I will complete a return exchange visit in September 2013.

The school year ends with further celebration. It was an honour and a privilege to nominate The Honorable Michael Kirby for the NSW Minister for Education's Meritorious Service Award. Michael was presented with the award for his advocacy of public education along with musician and music educator Richard Gill at a ceremony at the William Wilkins Gallery in early December. Fortians were pleased to be part of the ceremony. Our jazz group, Kate Cousins, Rashan Kumarajee, Joel Smith, Lauren White and Ruarie Campbell, together with student leaders Veronica Lin and Hugh Pearce, performed admirably. Mrs Egan and I were also recognised at the ceremony with Director General's Awards for Excellent Service to Public Education.

ROSLYNNE MOXHAM, Principal





Deputy Principals

As the year draws to a close we are asked to reflect on our achievements throughout the year and our goals for the coming year. It has been a year during which Matthew Dopierala should be acknowledged for his flexibility and professionalism, filling in as Deputy Principal for a significant part of the year. Matthew's professionalism was matched by Alison Woodley who stepped up to take on the role of Head Teacher TAS during the same period.

At the beginning of the year the school developed a new three year plan that focused on academic excellence, innovation in teaching and student wellbeing. The staff continued their focus on literacy across the curriculum, embedding it into their teaching programs. During 2012 a new literacy coaching approach has been developed for Year 7 students and will be delivered in 2013 during timetabled lessons and Fortunaes classes in the second half of the year.

Another major area addressed by the school plan was in the innovative use of technology in the classroom. The teaching staff should be acknowledged for the way they have embraced the use of technology across the school especially during the last year. Students from across all years have benefitted from being able to access lesson material and discussions via Moodle in and out of the classroom. Training in the use of Moodle 2.0 was undertaken at the beginning of the year, with all staff developing and uploading a unit of work to our Moodle server.

As Deputy Principals we work with our colleagues to resolve student welfare issues on a daily basis. In particular we work with the school counsellors, the year advisers, assistant year advisers, the careers adviser, counsellors and student support staff from the Learning Centre. This team approach has proven very successful during 2012, allowing students to be supported on a daily basis in an appropriate manner.

It has been a rewarding and invigorating experience working with this group throughout the year and we acknowledge the extraordinary level of commitment shown towards the students.

We would like to acknowledge the members of the school's Executive team and thank them for the leadership they have shown of their own faculties. This has been carried out with good grace and humour, and a positive caring attitude to their staff and the students enrolled in their courses. As a group we have developed the school's three year plan, implemented the team structure used to drive change

within the school, and in most cases a member of the executive has been leading a planning team as well. The year also saw significant changes in the leadership of the Science faculty, and we would like to acknowledge Dr Sue Kidd and Dr Brian Hall for their willingness to take on the co-ordination of the junior and senior components of the faculty.

The executive took part in a two day conference this year to review school priorities, identify initiatives and address structural weaknesses. As a result of the conference, the school's Acceleration policy has been revised and ratified by the School Council; the planning and training for the Year 7 literacy coaching program has been completed in preparation for 2013; and an extra line has been placed on the timetable to accommodate accelerated students from the junior school enabling them to receive the appropriate amount of face-to-face teaching. Planning is also proceeding towards the development of some new cross faculty electives in the junior school.

We have again witnessed students in Year 10 take on major leadership roles within the school and have been amazed at their confidence and poise when working with visitors to the school. As Deputy Principals it is always a pleasure to see the personal growth of the students as they move through the school. The Year 11 students who took on Peer Support Leader roles at the beginning of the year had a positive impact on the Year 7 students who entered the school for the first time. Many of these relationships have been maintained throughout the year, building a cohesive spirit across the school.

We look forward to working with the students, parents and staff in 2013 to continue the positive achievements seen in 2012.

DAVID OSLAND & CHRISTINE KEMP, Deputy Principals



NEW SOUTH WALES
DEPARTMENT OF
EDUCATION AND
TRAINING

AWARDS CEREMONY,
SYDNEY,
4 DECEMBER 2012

ON PRESENTATION OF THE
AWARD FOR MERITORIOUS
SERVICE TO PUBLIC
EDUCATION

PUBLIC EDUCATION IN
AUSTRALIA – THE NOBLE
DREAM:
A TIME FOR PLAIN
SPEAKING

The Hon. Michael Kirby AC, CMG

I begin by thanking Aunty Gwen Griffin for her welcome to Country. I acknowledge the wrongs that have been done in our country to Aboriginal Australians. And our duty to repair and correct those wrongs and other wrongs in our society.

I acknowledge the presence of the Director General of Education, Michele Bruniges, and other leaders of our system of public education in New South Wales. I thank them for my award. More properly, it belongs to the outstanding teachers who offered me the precious gifts of education. I am no more than the voice of one of their pupils who speaks with gratitude and praise.

I am supported on this occasion by the contemporary principals of the three fine public schools that I attended between 1944 and 1955:

- *Strathfield North PS* (1944-48): I thank Mrs Frances Brewer, Principal of my original school for attending today. She is no stranger. On a number of occasions in recent

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PUBLIC EDUCATION IN AUSTRALIA – THE
NOBLE DEAM:
A TIME FOR PLAIN SPEAKING*

THE HON MICHAEL KIRBY AC CMG**



Michael Kirby with Ros Moxham (Fort Street High). Frances Brewer (Strathfield North PS).
Greg McLachlan (Summer Hill PS) 2012.

ACKNOWLEDGMENTS AND TRIBUTES

* Text on which was based an address in Sydney on 4 December 2012, on receipt of the Award for Meritorious Service to Public Education.

** Justice of the High Court of Australia (1996-2009); President of the NSW Court of Appeal (1984-96); Judge of the Federal Court of Australia (1983-4); Deputy President of the Australian Conciliation and Arbitration Commission (1975-84); Chairman of the Australian Law Reform Commission (1975-84).

years, including with my brothers Donald and David and my sister Diana (who also attended the school), I have returned on Open Days to revisit the familiar places, rekindle the memories and pay a tribute to my teachers. They were Miss Pontifex, Mrs See, Mrs Godwin and Mr Casimir. Their spirits are also with us on this occasion.

In July 2012, I attended and addressed students, staff, parents and citizens at the school together with my brothers. I took along my judicial wig. Temporarily I placed it once again on my head and then of the heads of the boy and girl pupils who presided in the assembly. Perhaps one day they or others will wear the trappings of public office. Everything is possible in Australia for the *alumni* of public education.

I witnessed the continuities and changes from my days. Then, there was but one Asian-Australian pupil in my class; Bobby Chong. He went on to become a professor of biology in New Zealand. Now the school comprises many pupils from differing ethnic communities. We have



grown out of the racism of 'White Australia'. In the concert that followed the assembly, a young Chinese/Australian, who had only arrived in the country weeks earlier, tried desperately to join in the song: 'I am. You are. We all are Australians'. He did not quite know where to point. But he certainly tried to join in the endeavour. Soon he will know. His process of learning symbolises the journey that our nation must make, fulfilling now the opportunities of its geography. Public schools are the dynamic place that symbolise the changes and variety of the Australia of the future. They are the precious place where, for most Australians, the idea of an Australian community is nurtured¹

- *Summer Hill OC Class (1949-50)*: Then, from my next school, at Summer Hill PS, I am supported today by the current principal, Mr Greg McLachlan. His presence reminds me of the wonderful teachers and students that I met in the OC Class. The teachers were Mr Gorringer and Mr Redman (both of whom had fought, like many teachers, in the Second World War). It was Mr Redman in early 1949 who gave us the freshly minted copy of the *Universal Declaration of Human Rights*. It had been brought into effect the preceding December by an Australian - the President of the General Assembly of the new United Nations Organisation, Dr H.V. Evatt (another proud *alumnus* of public education). My other teachers at Summer Hill were Mr Warren Tennant and the Principal of the school, Mr Gibbons. Mr Gibbons had fought in the First War. He was the only officer of the Department to administer the cane to me. It was for the offence of tearing pages from a departmental exercise book. There was no due process and I am going to speak later to my lawyers about reparation for the lifetime of humiliation I suffered in that wrong! I mentioned it in November 2012 when I also spoke at the Open Day at Summer Hill PS. Once again, I saw the familiar classrooms and the now abandoned corner shop where I supplemented nutritious home packed meals with the forbidden fruits of confectionary. Still present at the school were the bright eyed students as had been my companions so many years before, both in the OC and general classes²

- *Fort Street High School (1951-5)*: I also pay a tribute to Roslynne Moxham, the Principal of Fort Street High School. My secondary school is much in evidence on this occasion. Not only has Ms Moxham herself been rightly honoured today with an award for her own service to public education. The school jazz ensemble has added an accomplished upbeat tone. And senior students have acted as ushers, showing the face of one of the flagships of public education in New South Wales, wearing the familiar maroon blazers of my youth.

William Wilkins, one of the first headmasters of Fort Street School, quickly earned the approbation of the Board of National Education in October 1851 for the way in which he developed it as a 'Model School', created to bring a 'new era in the popular education of the colony'. As with my other schools, I return to Fort Street High regularly. I did so in August 2012 and addressed the students in an assembly held in the same Memorial Hall where I had once gathered

to hear ancient judges so many decades earlier. In those days, the entire school had fewer than a dozen Asian-Australian pupils. Overwhelmingly, we were a reflection of White Australia. One of the exceptions was a brilliant pupil who went on to great distinction as a professor of paediatrics, chancellor of the University of New South Wales and Australian of the Year. I refer to John Yu. In our conversations, we have talked about the difficulties of being an outsider in those times. But the ethos of public education helped to afford him the confidence and dignity that nurtured his outstanding public career. Everywhere across this continental country there are similar stories.

The fact that Summer Hill OC class and Fort Street High were selective schools is irrelevant to the environment of my education. The values were exactly the same in all three schools. They rested on the great principles of the *Public Instruction Act* of 1880 (NSW), successor to the *Public Schools Act* of 1866 (NSW). Public schools were to afford education "to all children without sectarian or class distinction". Teaching was to be "strictly non-sectarian". Thus were born the three foundational principles. Public education in Australia would be free, compulsory and secular. And to these objectives were later added the pursuit of the highest excellence and adherence to democratic and egalitarian principles. I am proud to have been raised with these values.³ I will always adhere to them.

REMEMBERING OUR HISTORY

It is right that when we meet in this place, named after William Wilkins. We should remember the commitment and aspirations of public education in Australia. It was a bold idea that spread across our country. We would become the first continent on earth that guaranteed education to every child: spreading the gifts of literacy, numeracy and capacity to all.

Some of the inspiration for this antipodean movement came from the creation of the National Schools in Ireland. There, the British, chastened by the loss of their American colonies, aimed to repair hostility by creating secular schools available to all children, irrespective of their religious traditions. At first, it had the support of all the churches. Although that unity disappeared in Ireland, it provided the idea for the Australian colonies.

Because of a blunder in the British colonial office, Wilkins was sent to New South Wales, a journey made doubly difficult by the ignorance about our geography then prevailing in England. He and his wife were put on a boat to Adelaide, assured that it would make no difference because he could ride to Sydney in an afternoon. Because he was trained in England, he was at first resented by the local Board of National Education. They had expected a teacher trained by their counterpart in Ireland. Nonetheless, with the support of Governor Fitzroy, he soon made his mark at the Model School. His arrival coincided with the suspension (and later abandonment) of the transportation of convicts. Wilkins became a chief architect of public



education. He had to face strident opposition from the churches. But with the support of Henry Parkes and others, he was a founder of the new system. He became inspector of schools. Public education became one of the unifying forces of the moves towards Australian Federation, just as Parkes had expected.⁴ It is the cement of our nationhood.

Another idea was to be borrowed from contemporary British developments elsewhere in their empire. In the mid 19th Century, in India, decisions were made to promote use of the English language and to introduce public examinations. The later were to reinforce high standards and to avoid corruption, nepotism or favouritism. They too became a mainstay of Australia's system of public education. They remain so to this day. Although some degree of selection and specialisation has been introduced, to cater for the special needs and talents of pupils, admission to specialties is competitive. It is determined by transparent processes, not by parental wealth or external influence. Every step of my journey was made in this way. It is fully consonant with the values of public education, taught to us all. Only public schools receive all pupils, irrespective of ability, background or wealth. This is why public schools have not only children of the highest talent but also children with disabilities, learning difficulties and special needs. The greatest proportions of indigenous pupils are educated in public schools as are the children of refugees and first generation migrants.

I pay a tribute to the founders of our Australian system. It is time that we rediscovered the aspirations and idealism that lay behind that system. Its opponents and critics have for too long enjoyed an uncontested space in public discourse. Whilst competition and choice in education are healthy, the fact remains that the top schools in New South Wales, by HSC results, are repeatedly public schools, taught by public school teachers. Excellence and equal opportunity are the hallmarks of the system.

A TIME FOR ACTION

In these circumstances, all citizens should be proclaiming the need to strengthen the funding of school education in Australia, particularly in the public schools. We should all support the recommendations of the Gonski Committee. The time has come to call a halt to the drain of public funds to private and religious schools at the cost of the primary responsibility of the public purse for public education. In the OECD countries, proportionately, only Belgium and Chile exceed Australia's subventions for non public schools. There is an urgent need to rediscover our national priorities. We should do so through the prism of history, equity and national interest.

In particular, it is certainly time to speak up for the principle of secularism in education. A school should be a space where no child feels alienated. Differences of race, gender, culture, religion, disability and sexuality should not

mark any child adversely in their school years. The only distinctions that should be supported by the public purse ought to be those derived from ability, talent and effort.

From my own experience, I know how sensitive a child is to points of discrimination. Never in my schooling did I experience homophobia or bullying at school. This is not true in all Australian schools. But it must be demanded in every school receiving public monies. The secular principle is under threat both by the expansion of poorly performing religious schools and by the Trojan Horse of the chaplaincy scheme that, over the past decade, has introduced non-expert religious advocates into public schools. The huge subventions provided by the Howard, Rudd and Gillard Governments to this scheme should be wound back. It is outrageous that religious organisations have been underwritten by the public purse to the tune of more than \$400 million when the educational needs of public schools have been neglected. It is doubly outrageous that this has happened at a time when some such religious organisations, with much success, have contested the availability of instruction in secular ethics as an alternative to a weekly hour of religion. Secularism is a protection for religious freedom. It divorces religion from the public space. What Thomas Jefferson wrote in 1779 remains true today:

*"To compel a [person] to furnish contributions of money for the propagation of opinions which he disbelieves... is sinful and tyrannical"*⁵

Supporters of public education need to be bolder in advocating, and explaining, the historical lessons that underpin the secular principle. Increasingly, it is at risk in our nation. The place to rebuild the principle, one of the great constitutional gifts of the British to Australia, is in our public schools. Secularism, I insist, protects people of religion as well as people of no religion. And public schools must be guardians and examples of this principle.

WITH THANKS AND PRAISE

I honour my co-recipients of the award from Meritorious Service to Public Education, Professor Richard Gill OAM and Ms Lila Mularczyk. Also the officers of the Department who have received awards for their faithful service this day. In receiving my award I remember and pay tribute to my teachers. To my fellow students. To the values we were taught that have shaped my thinking and the aspirations of Australia and its ideals. I cannot understand how those, including politicians, who themselves benefited by the inestimable gift of public education, can turn their back on its values for tawdry partisan and political gains. I will always support those values. They lie at the heart of what it is to be an Australian. Celebrating our diversity. Accepting our differences. Building our community. Defending the noble ideals of public education.

¹ M.D. Kirby, "The Learning of Values: Memories of Strathfield North Public School", available on website.

² M.D. Kirby, *A Private Life*, (Allen & Unwin, Sydney, 2011) 13.

³ A.J. Brown, Michael Kirby: *Paradoxes/Principles* (Federation, Sydney, 2011) 23.

⁴ L.E. Gent (ed.), *The Fort Street Centenary Book*, (A.H Pettifer, Govt. Printer, Sydney, 1949), 13-14; R.S. Horan, *Fort Street* (Honeysett, Sydney, 1989) 12-24.

⁵ Quoted by Souter J. in *Johanns v Livestock Marketing Association* 544 US 550 at 572 (2005); *FCT v Word Investments Ltd* (2008) 236 CLR 204 at 249 [113].



Fortian Reunions

1962 – 50 YEAR REUNION

On 9 March 2012 approximately 50 boys and a handful of girls from 1962 revisited the school as part of their 50th anniversary reunion celebrations. For many of the boys it was the first time they had been back to the Fort in 50 years, and there were many memories shared. The 1962 girls, who attended Fort Street Girls' High

School at Observatory Hill, enjoyed exploring the school where their male counterparts were educated. The group had morning tea with the Principal and members of the Executive and staff, and were joined by the Foundation President, the Fortians Union Vice President and Secretary and other members of the wider school community.

The 1962 Boys Captain, Richard Cracknell, gave a wonderful speech and presented the school with a beautifully framed book detailing how the lives of this group had progressed since 1962.



Students from year 8 took small groups on tours around the school and there were many comments made regarding the breadth of opportunities offered by Fort Street High School 50 years on. Everyone enjoyed the visit and there was much reminiscing and many photos.

Both the 1962 boys and a much larger group of 1962 girls continued their celebrations the following day at events in Sydney.

If you are organising a reunion and would like to include a visit to Fort Street High School then please contact julesmdavies@gmail.com. We can publicise your event on the school website and in the school newsletter, Mercurius.



Student Representative Council 2012

2012 has been an adventurous, challenging and eventful year. Our principle objectives were not only to fundraise for the school and for charity, but to provide events through which the students could engage in the school and with each other. The SRC co-ordinated the traditional events. Our Valentine's Day Rose Drive was dropped on us in the first weeks of the term, making publicity and sales challenging at first; however, the romantics in the student body pulled through and we were successful in selling all of our roses. The Junior Welcome Dance for years 7 to 9 allowed the students to interact with each other in a casual environment outside the classroom. Come September the 40 Hour Famine proved another challenge, as we had trouble initially engaging the student body in the event. However, the Famine Sleep Out held in the school hall drew many students and put us on our way to achieving our fundraising goals. The Christmas dance was organised in co-ordination with the 2013 SRC in order to assure a smooth handover to our successors. This year's turnout for the dance was unprecedented, and the seasonal festivity was highly impressive.

The Fort Street Festival was the centrepiece in our term's events, for which the SRC worked tirelessly in association with the school's P&C to ensure that rain or shine, (and rain it did!), that the festival would be a success. The Battle of the Bands competition proved to be not only shelter from the rain, but a huge attraction at the festival, as crowds poured in to enjoy the musical talent of young people in the local community. We also actively encouraged other student groups to hold stalls to become more known amongst the student body, and by

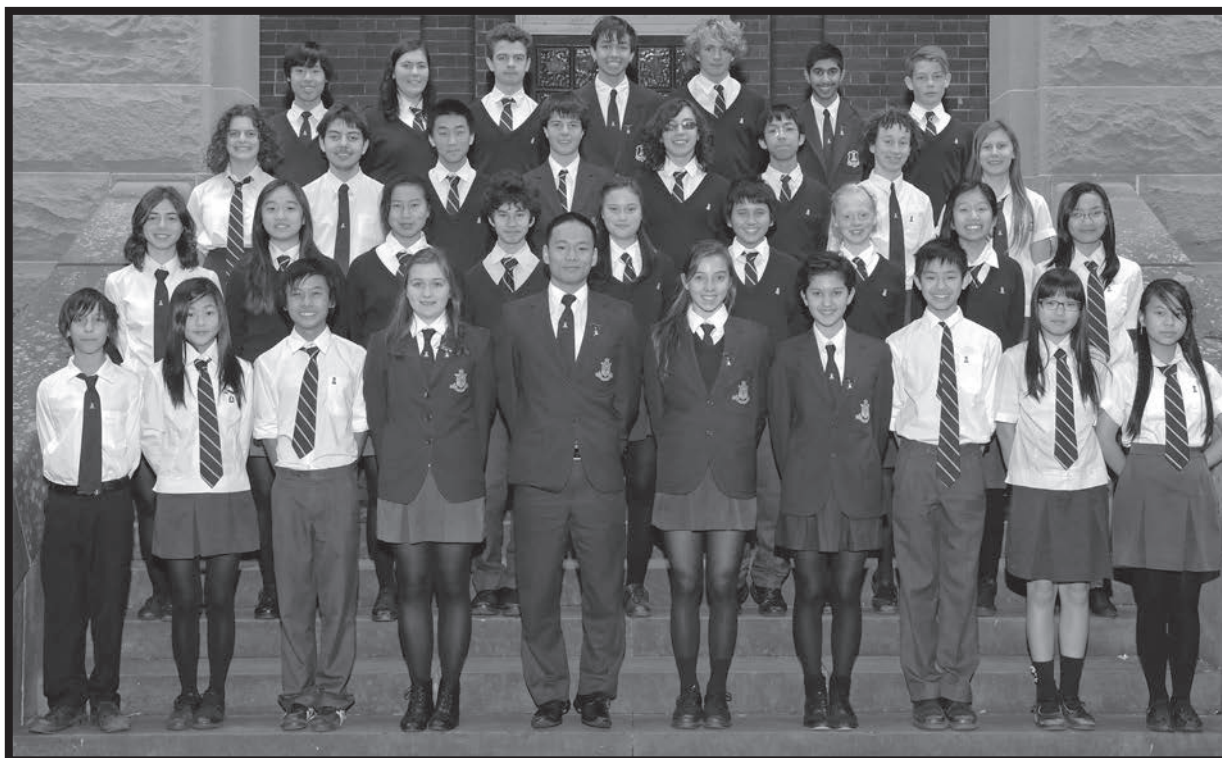
working together each student-run stall was a hit at the festival. Our fundraising focuses were targeted at the White Ribbon Foundation, an Australian charity campaigning for an end to violence against women. We held an international themed trivia night where a student's logic, knowledge and creativity were all challenged. Our White Ribbon barbeque was a fundraising triumph because we managed to raise a total of \$1200 dollars just from sausages and gelato. The SRC hopes to continue its work with White Ribbon.

Outside the fundraising sphere, we explored some initiatives to do with recognition of students within the student body; however, we were unable to reach a consensus. Luckily our attempts coincided with a new scheme set up by the teachers which awards students for their hard work and commitment to the school.

In addition to this, the SRC began a new sporting competition which focused directly on student involvement and improving the relationships between the student body and the SRC. The SRC Basketball Competition was considered a success by many who participated and it has been agreed that the SRC will continue to run sporting competitions similar to this in the years to come.

2012 has been a long year, a fun year and an eventful year. Acting as the executive has been a challenge but an absolute pleasure, and we could not be happier to hand over the reins to Veronica Lin and Pamela Vassil for 2013. We would also like to thank and congratulate our whole SRC team and our loyal co-ordinator Mr Cox for their support and enthusiasm.

HARRIET SCANDOL and MICHAEL NGUYEN



Front Row: Marcello Neilson, Jade Jung, Jefferson Vo, Marta Krzanowski, Michael Minh Nguyen, Harriet Scandol, Hannah Harmelin, Victor Tsang, Rachael Hwang, Vivian Truong
Second Row: Pamela Vassil, Diana Xue, Jennifer Zhao, Alex Grady, Naomi Hyland, Maksim Stojkovic, Zoe Robertson, Kayla Lin, Olivia Le
Third Row: Sarah Desney, William Hales, Daniel Lee, Hugh Pearce, Henry Lee, Kris Choy, Lyndon Wale, Ava McConnell
Fourth Row: Michael Au, Lauren Ashley, Riley Lonergan-Stewart, Kien Le Board, Joshua O'Loughlin, Aliasgher Karimjee, Edmund Bale

Careers

2012 has seen a changing of the guard in the Careers Office with Mr Canty retiring after 27 years as Careers Adviser at the Fort. What a different world it was in 1985 when he was appointed to Fort Street! 1985 was the year the world's first mobile phone call was made, the first dot com domain name was registered in the US, Microsoft released the first version of Windows and compact discs first became available for sale in the US. Nelson Mandela was in the 23rd year of his jail sentence and there was rioting in townships across South Africa against the Apartheid policies of the regime there. The Rainbow Warrior was sunk by French agents in New Zealand, because of protesting against French nuclear testing in the Pacific. Boris Becker was the youngest man to win Wimbledon. Closer to home, a loaf of bread cost 80 cents, the median house price in Sydney was \$75,000 and average weekly earnings were \$376.20.

Who could have predicted the changes which have occurred in the intervening 27 years? And the rate of change is increasing exponentially. This is particularly obvious in the area of Careers counselling, with whole sectors of the economy vanishing and others bursting into existence. Labour force statistics suggest that the current generation of Fortians can expect to have between 10 and 15 different jobs before the age of 40. One in four workers have been in their current job for less than one year; one in two for less than five years. Transience, insecurity, contract work and career self-management are the predicted trends. Many fields Fortians will find themselves working in do not yet exist, and the technology Fortians will be using at work and elsewhere in their lives has not yet been invented.

What we do know is that current and future students will need to be flexible and resilient, committed to life-long learning, qualities all explicitly stated in the school's Exit Profile. One aspect of the Careers Adviser's job description must therefore be to actively assist students to develop these qualities during their years at the Fort.

Some of the newly emerging fields I have been discussing with students this year include mechatronics, biomedical engineering, forensic accounting, quantum computing, vet psychology, neuroanthropology, carbon credit law and careers in the burgeoning aged-care sector. As Professor Steven Simpson, (Director of the University of Sydney's new Charles Perkins Centre for the Study of Obesity, Diabetes and Cardiovascular Disease) so succinctly says, "It is the interfaces between disciplines that are going to create the really new and interesting breakthroughs".

One of the best ways for students to identify their own niche 'interface' is to discover and pursue personal passions, whatever they may be. "I wanted to somehow combine my interests in reggae music, cricket and chocolate," explains Sydney University's Professor David Guest, whose passions led him to a PhD in plant pathology via research into cocoa crops in the West Indies.

To help students to research possible career niches, to think beyond traditional career paths, and pursue their own passions, the career service at Fort Street uses a multi-faceted approach. Each year the school subscribes to an on-line psychometric testing site MyCareerMatch, with individual follow-up interviews with the Careers Adviser to assist students to identify their unique skills, talents, values and interests. Additionally,

during the course of the year over 200 courses, expos, fairs, events, activities and workshops were promoted to students via announcements, emails and notices in the Careers office.

Thirdly, some programs are managed directly by the Careers Adviser, including the Honeywell Summer School and Abigroup Autumn School for engineering, UTS and UNSW Women in Engineering and IT programs, the National Youth Science Forum, the Women's Leadership Academy, the Global Youth Leaders Conference, the Rotary and University of Sydney Model UN conferences, and the University of Sydney's HSC courses in Mind and Morality, World Politics and America: Rebels, Heroes and Renegades.

These, and many other opportunities offered to the students, enrich students' lives in the present, give them an inspiring taste of university life, and help prepare them for study choices in the future. Many are sponsored or fully funded by Marrickville Rotary and I take this opportunity to thank them again for their continued generosity and on-going support of students at this school.

The Work Experience program at Fort Street continues to be optional but highly recommended for students in Year 10. In 2012 students completed work experience in workplaces as varied as: the Garvan Medical Research Institute, the Crown Solicitor's Office, Ryde Vet Clinic, Sydney Observatory, the Federal Court of Australia, House With No Steps, Dundas Public School, the Family Court Parramatta, Macarthur Podiatry Clinic, medical centres in Regents Park, Blacktown and Ryde, the School of Physics at Sydney University, the Downing Centre Local Court, Sydney Sports Medicine Centre at Olympic Park, Chester Hill Dental Surgery, the Royal North Shore Hospital's Neonatal Intensive Care unit, Taronga Zoo, the ABC and the CSIRO.

This year, as in past years, the Careers office hosted a series of lunchtime talks for students in Years 11 and 12 by representatives of all the Sydney universities. In 2012 this series also included workshops by a UNSW Co-op scholar and former students studying medicine at UWS to provide first-hand advice on application procedures.

The Careers office has also been involved in the preparation of student applications for Defence Technical Scholarships, numerous University of Sydney scholarships, the UNSW Co-op Program scholarships, the DEC Sydney Region awards, Director General's Awards and Minister's Award for Excellence, Order of Australia awards, and the Marie Bashir Peace Award, as well as liaising with both the University of Sydney and Australian National University on two major new research projects on curriculum and course structure at both secondary and undergraduate level.

The Careers Office continues to administer all Board of Studies requirements, Special Provisions, TVET enrolments and the Premier's Student Volunteering Challenge. The office operates an open-door "shopfront" approach with brochures, books and resources available for all students during school hours, and one-to-one interviews either by appointment or simply on a drop-in basis. Students in all year cohorts are encouraged to pop in and familiarise themselves with the services on offer and begin to contemplate the journey into their future.

KYLIE SALISBURY, Careers Adviser

Speech Day Awards 2011

2011 - Year 7

LAUREN ASHLEY The Alma Hamilton Prize for Dux; The Class Prize for 7T
SABRINA ZENG The Fortian Prize for 2nd in Year 7
DOMINIC BICEGO The Fortian Prize for 3rd in Year 7; The Prize for Geography
HAGAR GAL The Major-General Fewtrell Prize for English and History
CHRISTINA NGUYEN The James Baxendale Memorial Prize for English
SEBASTIAN VAN GERWEN The Dr William Gailey Prize for Science
ROSEMARY MYLREA The Sanjay Seth Prize for History; Year Advisor's Award for Excellence
TRAN NGOC NGUYEN Year Advisor's Award for Excellence; The Prize for Mathematics
KELLY ANN YOON Year Advisor's Award for Excellence
JASON NGUYEN The Class Prize for 7F
WILLIAM JACK ANTHONY The Class Prize for 7O
ARTHUR SHING HIN SZE The Class Prize for 7R
VIVIEN YEN LE The Class Prize for 7I
SARAH DESNEY The Prize for French; The Prize for Visual Arts
ANDREI CRKVENCIC The Prize for German
KIONA VERRALL The Prize for Japanese
ZHI CHAO LI The Prize for Chinese
KATE COUSINS The Prize for Music; The P&C Prize for Academic Excellence in 7R
ANGELE YAN The Prize for Drama
JESSICA YANG The Prize for Technology
THOMAS ECCLES The Prize for PD.H.PE
FRANCIS DWYER The P&C Prize for Academic Excellence in 7F
GERRY WANG The P&C Prize for Academic Excellence in 7O
XENIA LOPES The P&C Prize for Academic Excellence in 7T
MAKSIM STOJKOVIC The P&C Prize for Academic Excellence in 7I

2011 - Year 8

JESSICA TRUONG The 1953-57 Boys Prize for Dux; The Dr William Gailey Prize for Science; The Class Prize for 8F; The Prize for Geography
ANNIE CAI The Fortian Prize for 2nd in Year 8
ALEX GENE GRADY The Fortian Prize for 3rd in Year 8; The James Baxendale Memorial Prize for English; The Prize for Chinese
ANNIE SHU The Dr J Bradfield Prize for Proficiency in Science (2nd); The Class Prize for 8T
JOSEPHINE SARAH ARMIGER Year Advisor's Award for Excellence; The Prize for PD.H.PE
WENDY MIN DENG Year Advisor's Award for Excellence
ELIZABETH GRUBER Year Advisor's Award for Excellence
NAOMI JAE HYLAND The Class Prize for 8O
DIANA YIN XUE The Class Prize for 8R; The Prize for German
GAYATHRI SHANKAR The Class Prize for 8I

EDWARD NGUYEN The Prize for Mathematics
LIGAYA LEILANI QUIBUYEN The Prize for History; The Prize for French Continuers
RAHIM THOMAS VASTANI The Prize for French; The Prize for Drama
WILSON YIN The Prize for Japanese; The P&C Prize for Academic Excellence in 8R
ADA ZIXIN ZENG The Prize for Music
DOROTHY MADDOX SYMONS The Prize for Visual Arts
YANNI GU The Prize for Technology
CECY XI The P&C Prize for Academic Excellence in 8F
DANIEL JUERGEN SYJIN SCHMOLL The P&C Prize for Academic Excellence in 8O
JAMES WANG The P&C Prize for Academic Excellence in 8T
ENRICA TSUI The P&C Prize for Academic Excellence in 8I

2011 - Year 9

ISLA TALIA MILLER The Year 12 1994 Prize for Dux; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Music
JANEK OTTO DREVIKOVSKY The Vimal Seth Prize for 2nd in Year 9 (aeq.); The James Baxendale Memorial Prize for English; The Bishop Kirkby Prize for Australian History; The Prize for History; The Prize for Elective History; The Prize for German
SIOBHAN EILISH RYAN The Vimal Seth Prize for 2nd in Year 9 (aeq.); The Prize for Drama; The P&C Prize for Academic Excellence in History; Certificates for Academic Excellence in English, Science, French and PD.H.PE
LENA YI WANG The Dr William Gailey Prize for Science
STEPHANIE HUIYI CHEN Year Advisor's Award for Academic Excellence; The P&C Prize for Academic Excellence in Chinese; Certificates for Academic Excellence in Visual Arts and Food Technology
RACHEL ELIZABETH LEE Year Advisor's Award for Academic Excellence; Certificates for Academic Excellence in Geography and Commerce
ANTHONY CHRISTOPHER VASSIL Year Advisor's Award for Academic Excellence; The Prize for Engineering; The P&C Prize for Academic Excellence in Mathematics; The P&C Prize for Academic Excellence in Geography (aeq.); The P&C Prize for Academic Excellence in Commerce; Certificate for Academic Excellence in History
YU HIN KRIS CHOY The Prize for Mathematics; The P&C Prize for Academic Excellence in Information and Software Technology; Certificate for Academic Excellence in Geography
PUNEET NANDA The Prize for Geography; The Prize for Elective Geography; Certificates for Academic Excellence in Science, Commerce and Engineering
HUGH KEITH PEARCE The Prize for Commerce
GABRIEL-HENRY YOUNES The Prize for French
CHRISTINE HE The Prize for Japanese
WING HAY DIANNA LAM The Prize for Chinese
ROSE CLARE COUSINS The Prize for Music; Certificate for Academic Excellence in English
GRACE MONIQUE BERG The Prize for Visual Arts
PAMELA DEMI VASSIL The Prize for Graphics Technology; The P&C Prize for Academic Excellence in Elective History; Certificate for Academic Excellence in Commerce



JACKSON ZHENG The Prize for Information and Software Technology; The P&C Prize for Academic Excellence in Elective Geography (aeq.); Certificate for Academic Excellence in Mathematics

VERONICA LIN The Prize for Food Technology; Certificate for Academic Excellence in Mathematics

BRANDON LIU The Prize for PD.H.PE

MARCUS THORNTHWAITE MCCULLOCH The P&C Prize for Academic Excellence in English; Certificate for Academic Excellence in History

JOSEPH ANDREW BASSIL The P&C Prize for Academic Excellence in Science; Certificate for Academic Excellence in Elective Geography

RAVI ALEX STEPHENS The P&C Prize for Academic Excellence in Geography (aeq.); Certificate for Academic Excellence in German

EDWARD LIN The P&C Prize for Academic Excellence in Elective Geography (aeq.)

FINN FRANCIS BRYSON The P&C Prize for Academic Excellence in French

AYSHE SAHINOVIC The P&C Prize for Academic Excellence in German; Certificate for Academic Excellence in PD.H.PE

JENNIFER LIU The P&C Prize for Academic Excellence in Japanese

MUSHAN ZHOU The P&C Prize for Academic Excellence in Music

LEYA KRISTINE REID The P&C Prize for Academic Excellence in Drama;

MAI-TRAN THANH TRAN The P&C Prize for Academic Excellence in Visual Arts; The P&C Prize for Academic in Food Technology

SWAPNIL GUNDOJI The P&C Prize for Academic Excellence in Engineering

SAMANTHA ZHONG The P&C Prize for Academic Excellence in Graphics Technology; Certificate for Academic Excellence in English

ALFRED SHEK KWAN LEE The P&C Prize for Academic Excellence in PD.H.PE

HELEN MOIRA DOUGLAS Certificates for Academic Excellence in English and Geography

JOEL DANIEL SMITH Certificate for Academic Excellence in English

YIWEI MAO Certificate for Academic Excellence in Mathematics

SAMUEL WONG Certificate for Academic Excellence in Mathematics

WILSON WEN JUN XIE Certificate for Academic Excellence in Mathematics

ELLIS CHENG Certificate for Academic Excellence in Science

ARTHUR BENJAMIN THIELE Certificates for Academic Excellence in Science, History and Music

MARIELA ELIZABETH POWELL THOMAS Certificate for Academic Excellence in History

JONATHAN WANG Certificates for Academic Excellence in History, Elective History, Geography and Engineering

MANISHA KUMAR Certificate for Academic Excellence in Elective History

AMANDA LEE Certificates for Academic Excellence in Geography and Chinese

ALISHA TANG Certificate for Academic Excellence in Japanese

FREYA ALISON MCGAVOCK Certificate for Academic Excellence in Drama

GEIRTHANA NANDAKUMARAN Certificate for Academic Excellence in Visual Arts

CATHLEEN JIA HUI LIN Certificate for Academic Excellence in Graphics Technology

BOLWEN FU Certificate for Academic Excellence in Information and Software Technology

JASON WOUI Certificate for Academic Excellence in Information and Software Technology

CHLOE KAI YEE CHOY Certificate for Academic Excellence in Food Technology

FUTA KOBAYASHI Certificate for Academic Excellence in PD.H.PE

JOHNY YOUNG LI Certificate for Academic Excellence in PD.H.PE

MADELEINE JANE WHITE Certificate for Academic Excellence in PD.H.PE

2011 - Year 10

ARKADY JOSHUA DE JONG The Judge Redshaw Prize for Dux of Year 10; The Ross McBride Prize for Visual Arts; The Prize for Visual Arts; The P&C Prize for Academic Excellence in German

TIMOTHY LINGGOPUTRO The Molly Thornhill Prize for General Proficiency (2nd); The Prize for Japanese Continuers; The P&C Prize for Academic Excellence in Electronics Technology; Certificates for Academic Excellence in History and PD.H.PE

JACOB RYAN LEVY The Vimal Seth Prize for 3rd in Year 10; The Prize for Food Technology; The P&C Prize for Academic Excellence in English

DARREN HENG SENG CAI The University of Sydney Year 10 Academic Excellence Award; Certificates for Academic Excellence in Science, History and Elective History

SARAH O'MALLEY The Major-General Fewtrell Prize for English and History; The James Baxendale Memorial Prize for English; The George Mackaness Prize for History

RUELL DOMAOL The Emily Mouldsdale Prize for Science
KEVIN DAK YIK QUACH The Dr William Gailey Prize for Proficiency in Science (2nd)

JOANNA CHOO The Joseph Taylor Memorial Prize for Geography; Certificate for Academic Excellence in Science

HANNAH EUGENIA SAKAI HARMELIN Year 10 Advisor's Award for Academic Excellence; The Prize for French; The P&C Prize for Academic Excellence in Drama

WINNIE CHAU CHU Year 10 Advisor's Award for Academic Excellence; Certificate for Academic Excellence in English

MICHAEL AU Year 10 Advisor's Award for Academic Excellence; The Prize for Commerce; The P&C Prize for Academic Excellence in Geography; Certificate for Academic Excellence in Science

WEN XIAN SYLVIA WANG The Prize for Mathematics

XIAO FAN TU The Prize for Elective History

ARIN HARMAN The Prize for Elective Geography

MARTA AMELIA KRZANOWSKI The Prize for German; The Prize for Music

WILLIAM HONG ING SH YIN The Prize for Japanese

MACEY SALLY DUONG The Prize for Chinese; Certificates for Academic Excellence in Music and PD.H.PE

MILES FABIAN REYNOLDS WALSH The Prize for Drama
SATWIK ACHARYA The Prize for Electronics Technology

TAMAR SELINA INDIGO ROBERTSON The Prize for Graphics Technology; Certificate for Academic Excellence in Visual Arts

JULIE ZHU The Prize for PD.H.PE

MARCUS CHEONG The P&C Prize for Academic Excellence in Mathematics

MARINA CELINE SAUNDERS The P&C Prize for Academic Excellence in Science

ALISON RAE THOMPSON The P&C Prize for Academic Excellence in History; Certificates for Academic Excellence in Drama and PD.H.PE

WILLIAM DUC DANG KHO VU The P&C Prize for Academic Excellence in Elective History

ZACHARY JOHN GILLIES-PALMER The P&C Prize for Academic Excellence in Elective Geography

SERENA TRANG The P&C Prize for Academic Excellence in Commerce; Certificate for Academic Excellence in Geography

DIMITRI THOMAS BEDE KASTANIAS The P&C Prize for Academic Excellence in French

TARA ELISE BERG The P&C Prize for Academic Excellence in Japanese Continuers

MABEL XU The P&C Prize for Academic Excellence in Japanese

DINGJIE JESSIE XIAO The P&C Prize for Academic Excellence in Chinese

JOSEPH GERSHON ZWI GORTA The P&C Prize for Academic Excellence in Music; The P&C Prize for Academic Excellence in Visual Arts; Certificates for Academic Excellence in Geography and PD.H.PE

ANJANA NANDAKUMARAN The P&C Prize for Academic Excellence in Graphics Technology

ELAINE XINLIN LI The P&C Prize for Academic Excellence in Food Technology

CELESTE DANG HA NHI LY The P&C Prize for Academic Excellence in PD.H.PE; Certificate for Academic Excellence in Drama

ANNA VICTORIA RUSHMER Certificate for Academic Excellence in English

SAMUEL ASHELFORD Certificate for Academic Excellence in English

SAMUEL BAYLIS-JONES Certificate for Academic Excellence in English

KIMBERLY ANN YI XIAN YOON Certificates for Academic Excellence in English, Mathematics and Elective History

WASIM AWAL Certificate for Academic Excellence in Mathematics

NIRMALA DAKSHINI MUDALIGE Certificate for Academic Excellence in Mathematics

SEAN KHOI QUANG NGUYEN Certificate for Academic Excellence in Mathematics

JOSHUA XU Certificate for Academic Excellence in Mathematics

CLARENCE JIA YANG LI Certificate for Academic Excellence in Science

JUN HAO BRANDON VAN Certificate for Academic Excellence in Science

LILLIAN VALMAI BRANCALION Certificates for Academic Excellence in History, Graphics Technology and Food Technology

NATALIE MINHTHU DAO Certificates for Academic Excellence in History and Commerce

HARRIET MARY ANDREWS SCANDOL Certificate for Academic Excellence in History

ANDREW HU Certificates for Academic Excellence in Geography and Commerce

GAVIN KAFUNG LEUNG Certificates for Academic Excellence in Geography and Music

SEAN YUN SHENG YU Certificate for Academic Excellence in Geography

DAVID TRAN Certificate for Academic Excellence in Commerce

AMY WU CHANG Certificate for Academic Excellence in French

ALIASGHER KARIMJEE Certificates for Academic Excellence in German and PD.H.PE

MENGWEN LI Certificate for Academic Excellence in Japanese Continuers

LAWRENCE AU Certificate for Academic Excellence in Japanese

CALVIN PENG YU Certificate for Academic Excellence in Chinese

REBECCA KATE DOYLE Certificate for Academic Excellence in Visual Arts

ADIB MOHTASSIM RAHMAN Certificate for Academic Excellence in Electronics Technology

ISRA CELINE PARR PLAIN Certificate for Academic Excellence in Food Technology

2010 - Year 11

JENNIFER KAREN BANH The Lilian Whiteoak Prize for Dux; The Dr William Gailey Prize for Biology; The Prize for Economics; Certificate for Academic Excellence in English Advanced

DAVID ENO CORLETO The Lodge Fortian Prize for General Proficiency (2nd in Year 11) (aeq.); The Prize for 2Unit Mathematics; The Prize for Legal Studies; Certificate for Academic Excellence in Geography

JAEMIN SHIN The Lodge Fortian Prize for General Proficiency (2nd in Year 11) (aeq.); The James Baxendale Memorial Prize for Advanced English; The Anna Kennedy-Smith Memorial Prize for Japanese Language and Cultural Studies; The Prize for Japanese Continuers (aeq.)

ELIZABETH KATHLEEN HUNT The Louise Herzberg Prize for Creative Writing; The P&C Prize for Academic Excellence in English Extension 1; Certificates for Academic Excellence in English Advanced and Music

IMOGENE CELESTE LOUREY GREGORY The Old Girls' Literary Circle Prize For English Extension 1; The Warren Peck Prize for Modern History; The Prize for Ancient History

EDWARD KAI YIN LI The David Verco Prize for Mathematics Extension 1; The Elvie Selle Prize for Chemistry

BENJAMIN LUO The P&C Association Prize for Physics; The Year Adviser's Award for Academic Achievement

ARIZONA RUBY HART The Catherine, Janet and Pauline Calver Prize for Geography; The Year Adviser's Award for Academic Achievement; The Prize for Studies of Religion; Certificates for Academic Excellence in English Extension 1 and Mathematics 2Unit

REBECCA DAWKINS The Michael Kirby Prize for Drama; Certificate for Academic Excellence in French Continuers

GEORGE ANDREW BISHOP The Michael Kirby Prize for Music; Certificate for Academic Excellence in PD.H.PE

SUN-MIN LEE The Ross McBride Prize for Visual Arts

ANDREW ANXU WANG The Institute of Engineers, Sydney Division, Prize for Engineering Studies

SATWIK ACHARYA The Thomas Cooke Memorial Prize for Software Design and Technology

KATHLEEN ELISE HUMPHREYS The Williamson-Coutts Prize for PD.H.PE (aeq.); The Prize for PD.H.PE (aeq.); Certificate for Academic Excellence in English Advanced

YATHUSHIYA MAHENTHIRARASA The Williamson-Coutts Prize for PD.H.PE (aeq.); The Prize for PD.H.PE (aeq.); Certificate for Academic Excellence in English Advanced

LAWRENCE FEI FAN LIANG The Year Adviser's Award for Academic Achievement; Certificate for Academic Excellence in English Advanced

SACHA NIKOLAI TRETHERWEY The Prize for French Continuers

CHARLOTTE LAURA FERRIER The Prize for German Continuers; The Prize for Hospitality

KI WON LEE The Prize for Japanese Continuers (aeq.)

STEVEN CHUZHE WANG The Prize for Heritage Chinese

KATHERINE MARIE VOUKIDIS The Prize for Photography; Certificate for Academic Excellence in Visual Arts

SARA KATO The Prize for Sport, Leisure and Recreation; Certificate for Academic Excellence in Hospitality

ANDRIANA QIANG FU The P&C Prize for Academic Excellence in Advanced English; Certificate for Academic Excellence in Ancient History

SIMON KO The P&C Prize for Academic Excellence in Mathematics Extension 1; Certificate for Academic Excellence in Physics

KASTURI MURUGAVEL The P&C Prize for Academic Excellence in Mathematics 2Unit

CASSY WONG The P&C Prize for Academic Excellence in Physics

KEN TONG The P&C Prize for Academic Excellence in Chemistry; Certificates for Academic Excellence in Economics and Legal Studies

GRANT ZENG The P&C Prize for Academic Excellence in Biology

CAROLINE CHONG The P&C Prize for Academic Excellence in Modern History (aeq.); The P&C Prize for Academic Excellence in French Continuers

ZACHARY JAMES GOUGH The P&C Prize for Academic Excellence in Modern History (aeq.); Certificate for Academic Excellence in English Extension 1

ALICIA MAREE BELL The P&C Prize for Academic Excellence in Ancient History; The P&C Prize for Academic Excellence in Drama; Certificates for Academic Excellence in English Advanced and Mathematics 2Unit

MANDY REBECCA CHAU The P&C Prize for Academic Excellence in Studies of Religion (aeq.); Certificate for Academic Excellence in Mathematics Extension 1

MATTHEW SYDNEY MERCER The P&C Prize for Academic Excellence in Studies of Religion (aeq.)

CONNOR LIN PEARCE The P&C Prize for Academic Excellence in Geography; Certificate for Academic Excellence in German Continuers

WENDY WANG The P&C Prize for Academic Excellence in Economics; Certificate for Academic Excellence in Chemistry

ALEXANDRA LEE CHALMERS BRAITHWAITE The P&C Prize for Academic Excellence in Legal Studies; Certificate for Academic Excellence in Economics

AILEEN WANG The P&C Prize for Academic Excellence in German Continuers

ROLAND XIAO FEI ZHANG The P&C Prize for Academic Excellence in Heritage Chinese

FENN THOMAS CARMENT IDLE The P&C Prize for Academic Excellence in Music; Certificates for Academic Excellence in English Advanced and Modern History

KALANJAY BALDEV DHIR The P&C Prize for Academic Excellence in Visual Arts (aeq.)

ELLA DIANE SANDERSON The P&C Prize for Academic Excellence in Visual Arts (aeq.)

JENNA KATHERINE SMITH The P&C Prize for Academic Excellence in Photography

BELINDA WANG The P&C Prize for Academic Excellence in Engineering Studies

SAMUEL ASHELFORD The P&C Prize for Academic Excellence in Software Design and Development

TERENCE SUN HO AN The P&C Prize for Academic Excellence in Hospitality

MEGAN NG The P&C Prize for Academic Excellence in Sport, Leisure and Recreation

DEBORAH ELLY NEMESH Certificate for Academic Excellence in English Advanced

YI RUI CHONG Certificate for Academic Excellence in Mathematics Extension 1

JASON HUA Certificate for Academic Excellence in Mathematics Extension 1

WING CHEUNG LUK Certificate for Academic Excellence in Mathematics Extension 1

MICHAEL TRUNG NGUYEN Certificate for Academic Excellence in Mathematics Extension 1

ANGUS STEWART BYRNE JOHNSON Certificate for Academic Excellence in Physics

EDWIN LU Certificate for Academic Excellence in Physics

JASON HUYNH TRANG Certificate for Academic Excellence in Physics

LAWRENCE AU Certificate for Academic Excellence in Chemistry

ARIN HARMAN Certificate for Academic Excellence in Chemistry

CHAN HEE KIM Certificate for Academic Excellence in Chemistry

GORDON LIANG Certificates for Academic Excellence in Chemistry and Japanese Continuers

ALEKH SRIVASTAVA Certificate for Academic Excellence in Chemistry

TRISH HATUMALE Certificate for Academic Excellence in Biology

VARUNI SANTHAKUMAR Certificate for Academic Excellence in Biology

JOHN CHRISTOPHER VASSIL Certificate for Academic Excellence in Biology

JASON LI Certificate for Academic Excellence in Ancient History

WILLIAM CHEN Certificate for Academic Excellence in Economics

MIKAYLA MULLALLY Certificate for Academic Excellence in Legal Studies

WILSON YUAN Certificate for Academic Excellence in Legal Studies

BRIAN MINH LE Certificate for Academic Excellence in Drama

BLAISE MING PEARCE Certificate for Academic Excellence in Drama

PAISLEY GRACE WILLIAMS Certificate for Academic Excellence in Visual Arts

ANGELA ANN BUCHANAN Certificate for Academic Excellence in Photography

WILLIAM JOHN HALES Certificate for Academic Excellence in Software Design and Development

DACEY NGUYEN Certificate for Academic Excellence in Software Design and Development

JACK CLAUDE WILLIS-CRAIG Certificate for Academic Excellence in Engineering Studies

KELVIN MA Certificate for Academic Excellence in Sport, Leisure and Recreation

2011 - Sports Awards

RILEY JAMES BERLECKY Johnson Memorial Prize for Senior Sportsman; The Pierre de Coubertin Award

OLGA ELIZABETH AXELROD The Jan Stephenson Memorial Prize for Senior Sportswoman

ALEXANDER LEAL SMITH Johnson Memorial Prize for Junior Sportsman; Northern Suburbs 14 Boys Cross Country Champion

LEYA KRISTINE REID The Jan Stephenson Memorial Prize for Junior Sportswoman; The Most Outstanding Girl in Athletics; The Most Outstanding Girl in Cross Country; Northern Suburbs 14 Girls Athletics Champion; Northern Suburbs 14 Girls Cross Country Champion

MILES COPE-SUMMERFIELD The Fort St Rugby Club Prize for Junior Rugby Player of the Year

JOSHUA O'LOUGHLIN The Most Outstanding Boy in Athletics

HUNTER ICETON The Most Outstanding Boy in Swimming

CELESTE DANG HA NHI LY The Most Outstanding Girl in Swimming; Northern Suburbs 15 Girls Swimming Champion

CARLO PANE The Most Outstanding Boy in Cross Country

ELIZABETH KATHLEEN HUNT Northern Suburbs 16 Girls Swimming Champion

KATE ANNE COUSINS Northern Suburbs 12 Girls Athletics Champion

ALISON RAE THOMPSON Northern Suburbs 16 Girls Athletics Champion

2011 - Year 12

ZHONGYI WANG The A J Kilgour Prize for Dux; The Francis Killeen Memorial Prize for the Best Student proceeding to the University of Sydney; The 1925-29 Girls' Prize for the Best Student entering the Faculty of Law; The Anne Weston Prize for Mathematics Extension I; The Frederick Bridges Memorial Prize for Extension French (aeq.); The Prize for Mathematics 2Unit; *2nd in the state in Mathematics 2Unit; 4th in the state in Economics*

ANDREW BRODZELI The Ada Partridge Prize for 2nd in the HSC; The Terry Glebe Prize for the Best Student studying History at University; The Emily Cruise Prize for Extension History; The Harold Jones Prize for Modern History; *5th in the state in Economics; 11th in the state in Modern History*

ZHONGWEI WANG The Fanny Cohen Prize for 3rd in the HSC; The Constance Frith Memorial Prize for the Best Student proceeding to the University of New South Wales; The Frederick Bridges Memorial Prize for Extension French (aeq.); The Prize for French Continuers; *2nd in the state in Economics; 4th in the state in French Continuers*

CARLO ANTONIOLI The Michael Kirby Prize for the Most Outstanding Student studying Music at Tertiary Level; The Olga Sangwell Prize for Extension Music; The Prize for Music; *Music Composition selected for HSC Encore*

APOLLO KIM The Macquarie University Prize for the Best Student proceeding to Macquarie University; The Dr Bradfield Prize for Physics; The Alma Puxley Prize for Chemistry; Year Advisor's Award for Academic Excellence

AIMEE MILLIE TRAN The John Hunter Prize for the Best Student entering the Faculty of Medicine; *Premier's Award for All Round Excellence*

CLODAGH ALICE SCHOFIELD The Kilpatrick Memorial Prize for the Best Student entering the Faculty of Economics at the University of Sydney

ZHI YING FENG The Laurence Goddard Prize for the Best Student studying Mathematics at University; The Dennis Austin Prize for Mathematics Extension II; The Gail Salmon Memorial Prize for Japanese Continuers

RAHUL KAREKATTE The John Henry and Glad Hopman Prize for the Best Student studying Engineering at University

TINA SOPHIA GIANNOULIS The Michael Kirby Prize for the Most Outstanding Student studying Drama at Tertiary Level

SOPHIE ROSE QUINN The Annie Turner Prize for English and History; The Prize for English Extension I; The Michael Kirby Prize for Legal Studies; Year Advisor's Award for Academic Excellence

OSCAR KOVACS The Charles Harrison Memorial Prize for English Extension II

KAJHAL EVANS MCINTYRE The James Baxendale Memorial Prize for Advanced English

FREYA RACHEL SOMERVA NEWMAN The Herbert Percival Williams Prize for the Best HSC Question on Shakespeare

MEDHA SENGUPTA The Dr William Gailey Prize for Biology

UMEYA CHAUDHURI The Evelyn McEwan Rowe Prize for Ancient History; *Premier's Award for All Round Excellence; 7th in the state in Ancient History*

ANNIE ZHUO The Joseph Taylor Memorial Prize for Geography

AIDAN KHOA LIENG NGUYEN The Sir Bertram Stevens Prize for Economics; *3rd in the state in Economics; Year Advisor's Award for Academic Excellence*

SARO CASPAR LUSTY-CAVALLARI The Val Lembit Prize for Drama; *Script selected for HSC OnStage*

JOHN BONO CORLETO The Ross McBride Prize for Visual Arts

ALFRED YAN ZOU The Institute of Engineers, Sydney Division, Prize for Engineering Studies

JASON HUYNH TRANG The Boys' Classes of '40 and '41 Prize for Software Design and Technology

JEREMY CHUNG BO CHIANG The Williamson-Coutts Prize for PD.H.PE

D'ARCY ROCHE The Prize for German Continuers

NATHAN MINGGAIN TRUONG The Prize for Hospitality Operations

EDMUND RALPH BENSON *Premier's Award for All Round Excellence*

KA CHUN TIFFANY CHUNG *Premier's Award for All Round Excellence*

NORMAN HU *Premier's Award for All Round Excellence*

KARL ZIHAO JIN *Premier's Award for All Round Excellence*

YING ZHE MA *Premier's Award for All Round Excellence*

VINCENTIA STELLA MODYANTO *Premier's Award for All Round Excellence*

RUI XIAO SHA *Premier's Award for All Round Excellence*

LAURA CECILIA WALKER *Premier's Award for All Round Excellence*

SI PING WU *Premier's Award for All Round Excellence*

YATHUSHIYA MAHENTHIRARASA *1st in the state in Tamil*

ROSEMARY JANE BALCOMB *5th in the state in French Continuers*

CLINTON FEIHONG ZHANG *Artwork selected for HSC ArtExpress*

2011 - Fortian Awards

CARLO ANTONIOLI Fortian Award; *Premier's Award for All Round Excellence*

ANDREW BRODZELI Fortian Award; *Premier's Award for All Round Excellence*

JEREMY CHIANG Fortian Award; *Premier's Award for All Round Excellence*

JOHN BONO CORLETO Fortian Award; *Premier's Award for All Round Excellence*

ANNA HUSH EGERTON Fortian Award; *Premier's Award for All Round Excellence*

ZHI YING FENG Fortian Award; *Premier's Award for All Round Excellence*

RAHUL KAREKATTE Fortian Award; *Premier's Award for All Round Excellence*

APOLLO KIM Fortian Award; *Premier's Award for All Round Excellence*

MOAZ MOHIB Fortian Award; *Premier's Award for All Round Excellence*

AIDAN KHOA LIENG NGUYEN Fortian Award; *Premier's Award for All Round Excellence*

SOPHIE ROSE QUINN Fortian Award; *Premier's Award for All Round Excellence*

COLIN VIBOL SAR Fortian Award; *Premier's Award for All Round Excellence*

NATHAN MINGGAIN TRUONG Fortian Award; *Premier's Award for All Round Excellence*

ZHONGWEI WANG Fortian Award; *Premier's Award for All Round Excellence*

ZHONGYI WANG Fortian Award; *Premier's Award for All Round Excellence*

YAOMING YANG Fortian Award; *Premier's Award for All Round Excellence*

HAYDEN ZHANG Fortian Award; *Premier's Award for All Round Excellence*

ANNIE ZHUO Fortian Award; *Premier's Award for All Round Excellence*

EDWIN LU Fortian Award

MEDHA SENGUPTA Fortian Award

VINCENT VINH THE TRAN Fortian Award

JOHN TU Fortian Award

2011 - Special Awards

CARLO ANTONIOLI The Rona Sanford Pepper Prize for Service; The UNSW Prize for Excellence in Mathematics and Problem Solving; The Raymond Sly Memorial Prize for Music; Year 12 Paritus Omnium Artium Award

LAWRENCE FEI FAN LIANG The 1939 Boys Foundation Award

ANDREW BRODZELI The Old Boys' Union Prize for Scholarship and Service; The John Patterson Memorial Prize for Literary Criticism

LIUJIA JESSICA XIAO The Charles Christmas Prize for Scholarship and Service; The Elsie Ferguson Prize for Consistent Service to the SRC

MINAL BHAGWAT The 1976 Year 12 Prize for the Best All Round Contribution to the School; The Principal's Prize for Outstanding Contribution to Student Leadership; Australian Defence Force Long Tan Higher School Certificate Award

SARO CASPAR LUSTY-CAVALLARI The Len Carroll Prize for the Outstanding Individual Achievement of the Year; The Fortian Prize for the Best Individual Performance in The Performing Arts (Drama)

ZHI YING FENG The Principal's Prize for Outstanding Contribution to Student Leadership

ANNA HUSH EGERTON The Caltex Best All Rounder; The Kath O'Shanassy Prize for Writing in Any Category

ZHONGWEI WANG The Reuben F Scarf Prize for Commitment

DEBORAH ELLY NEMESH The John Hills Memorial Prize for Leadership and Service (Peer Support)

KATHERINE MARIE VOUKIDIS The Major Isador Sender Memorial Prize for Service

HANNAH EUGENIA SAKAI HARMELIN The Ladies Committee Prize for Service

JAMES ESSON LEEDER The Boys of 1950-54 Prize for Commitment to the School Community; The Phillip, David and Robert Lindsay Prize for Debating

AULINA CHAUDHURI The Girls of 1964-69 Prize for Commitment to the School Community

ALICIA MAREE BELL The Elizabeth Cayzer Prize for the President of the SRC

ARIZONA RUBY HART Australian Defence Force Long Tan Preliminary Course Award

MICHAEL AU Australian Defence Force Long Tan School Certificate Award

KAJHAL EVANS MCINTYRE The Raymond and Frank Evatt Memorial Prize for Australian History

MEDHA SENGUPTA The University of New South Wales Science Achievement Award

SI PING WU The Clive Coogan Prize for his/her work in the National Titration Competition

JANEK OTTO DREVIKOVSKY The Gombert Prize for French and German

MICHAEL CHRISTENSEN The Bruce Leonard Memorial Prize for Outstanding Achievement in Music

FENN THOMAS CARMENT IDLE The David Anthony Prize for Contribution to Music

CHRISTINE MEIYENG WONG The June Anthony Prize for Contribution to Music

BRYCE DARE BONDFIELD The Instrumental Music Program Prize

CLINTON FEIHONG ZHANG The Liberty Jools Prize for Originality in the Arts

EDMUND RALPH BENSON The Fortian Prize for the Best Individual Performance in the Performing Arts (Music)

SUN-MIN LEE The Soroptimist International Club of Sydney Prize

ELIZABETH KATHLEEN HUNT The University of Western Sydney Most Outstanding Year 11 Student Scholarship

HARRIET MARY ANDREWS SCANDOL The 2002 Year 12 Prize for Leadership in the Junior School

GEORGIA ELIZABETH CARR The Gareth Ivory Memorial Prize for Outstanding Achievement in Languages/The Arts together with Significant Contribution to Student Leadership; Year 12 Leadership Award

PRUE ELISA BRADY Year 12 Paritus Omnium Artium Award

KA CHUN TIFFANY CHUNG Year 12 Paritus Omnium Artium Award

OLGA ELIZABETH AXELROD Year 12 Leadership Award

JAMES CHANG KEUN YOO Year 12 Leadership Award

RILEY JAMES BERLECKY The Inaugural Innovation Award

DANIEL PLAYFAIR CAL The Inaugural Innovation Award

Fort Street High School Formal Address

Speech Day 17 February 2012

The principal, Ms Moxham; distinguished guests; proud families; fellow Fortians, It's 30 years since I left Fort Street. 30 Years. I still can't believe that it's that long ago. We had our 30 year reunion last year. I was on the organising committee, and between us we managed to track down about 70 Fortians from our year. Some still looked the same – they were the same. You'd recognise them anywhere. Others were harder to pick. A little heavier, maybe a little less hair - and that was just the girls. But the amazing thing was, that reconnecting at our reunion. It felt as if no time had passed. We were the same. We went back in time - to the quadrangle, the canteen, the library. To our little groups. Even the kids you didn't speak much to at school – at the reunion it was an even playing field. We had this incredible bond. We were all Fortians. We sang the school song. We laughed and danced. We were 17 again.

Fort Street gave us a sense of belonging, a sense of place. A sense of who we were.

We were the first year of amalgamation. 1975 was the year the girls from Observatory Hill came to join the boys at Taverner's Hill. And as first formers, or Year 7s, we were the beginning of a new era at Fort Street – the very first year of co-education. To go from primary school to Fort Street was a big deal. My brother was a Fortian, so that gave me sibling rights. I just hoped I was worthy of the great school. I can remember sitting in the Assembly Hall on that first day, waiting for my name to be called out. Would they call my name? Had there been a mistake? Was I really meant to be there?

I quickly found that I was meant to be there. I was one of many curious and bright young things. The girls in my English class used to call me "Question mark". They would groan as my hand always shot up, asking questions of the teacher. There she goes again – "Question mark". I didn't mind. If that was the worst thing they could come up with, I was doing OK.

I remember going down to the canteen one recess. I had just been fitted with new glasses. And fresh from the orthodontist, my braces had been adjusted. I was sitting watching a group playing hand ball, when a football came flying across the playground and hit me square in the face. My new glasses flew off and smashed. My mouth full of metal was left cut and bleeding. Recess is only 15/20 minutes. It had taken at least five minutes to walk to the canteen after class, and within the space of the few remaining minutes I was wiping away the blood from my mouth, and searching for what was left of my new glasses. Can it get any better than this?

Yes it does. Your teeth are eventually straighter. You learn how to smile again without trying to cover your braces with your top lip. You settle into your own skin and pop out the other end a well rounded little person. Though I can tell you from experience that you can still get pimples well into your forties. Look at the person next to you. Now look at yourself. It may surprise or disturb you, but the person you are today, is pretty much who you are in 30 years time. Sure you'll have experiences from which you will learn. You'll have your ups and downs, your triumphs and your failures, but deep down the seeds are sown. You may change. But that blue print that is the essence of you is written during your years at Fort Street. This is where you achieve academically. But it's also where you grow socially, where you learn how to conduct yourselves and how to treat other people.

The top achievers may or may not be the top achievers in life – that's up to you and the path you take and the decisions you make. The ones who struggled a little at school and had to work that little bit harder – maybe they'll be the most successful human beings of all. We have no crystal ball. Your CV is not your life.

Besides this wonderful community of classmates are the wonderful teachers who have the ability to spark imagination, to encourage and to excite. I looked forward to my French classes with Miss Vale. She inspired me to continue my French studies – now I go to Paris for the Prêt à Porter fashion collections and converse with the suppliers in French.

Our English teacher, Mr Sequiera used to get us to stand in front of the class and create five minute unprepared speeches, on any topic. Five minutes of engaging banter. The longest five minutes of your life. It put you on the spot – but it was marvellous. All of my English teachers instilled in us a love of reading and knowledge and a thirst for information.

The debating team. There's nothing quite like being locked in a room with nothing but your debating team mates and a dictionary and being challenged to come up with a convincing argument so you could take home the debating cup.

My time working on the Fortian magazine not only got me out of going to sport, but gave me my first published articles and interview experience. I never lost that love of writing and researching. My first book is being published this year.

If you've ever watched Collectors on ABC TV, where I am the co-host, you'll know that I'm a mad collector. That fever started while I was here at Fort Street. The obsession started right here. That's what I mean about the blue print being already drawn up. Your passions start here.

I still have some of my assignments from school. It's not hoarding. It's collecting. I was proud of the work. I still have the books I won on Speech Day, and the autograph book signed by my friends and teachers on that last day of school. But I don't know what happened to my uniform.

This school has great tradition. We all know of the Prime Minister, the Governor General, the Premier, numerous judges and celebrity Fortians. They are part of the school's history. But Fort Street, while celebrating its past as the first model public school in Australia, also looks to the future and represents the very best in education, multiculturalism and tolerance.

The greatest things I took away from Fort Street were life-long friends. When I sat here at Speech Day in the Sydney Town Hall 30 years ago, the friends I was sitting with are still my friends today. Our days at Fort Street were special times. We shared the experience of a time that could never come again.

It's funny. We spend our senior years at school preparing to go out into the world; and then we spend our adult years being nostalgic about our school days. You clever, clever souls – cherish your days here. Be guided by the experience and knowledge of your teachers. They taught us to think, to be passionate about our interests.

The greatest thing you can take away from your time here, and your greatest success, will be how you treat other people. Find your passion and you will find your place in the world. Or as the Soothsayer from Kung Fu Panda 2 so wisely said "... it is the rest of your story.....who you choose to be...."

Thank you for allowing me to share today with you.

CLAUDIA CHAN SHAW, Fortian 1981

FACULTY REPORTS

English

“Literature preserves the ideals of a people; and ideals--love, faith, duty, friendship, freedom, reverence--are the part of human life most worthy of preservation. In a word, our whole civilization, our freedom, our progress, our homes, our religion, rest solidly upon ideals for their foundation. Nothing but an ideal ever endures upon earth. It is therefore impossible to overestimate the practical importance of literature, which preserves these ideals from fathers to sons, while men, cities, governments, civilizations, vanish from the face of the earth.” These words of William J Long (despite the now politically incorrect gendered language!) certainly underpin the way members of Fort Street English Faculty approach their imparting of literature to all our students, knowing that from the earliest texts such as *Beowulf* which delights Year 7, to the most recent post postmodern texts challenging and exciting our senior students, we have an awesome responsibility to ensure that we reflect the ideals of a people as well as exploring the vagaries of the English language to help mould our charges into wonderful citizens and excellent communicators.

To this end we are constantly reviewing and evaluating our programs, and very worthwhile time was spent towards the end of this year looking at the Australian Curriculum and determining how we may overlay those requirements to the elements of what we know to have value for our special children. The Faculty's exciting purchase of two document cameras and an ipad further enhances our ability to cater for broader language experiences and expression.

Once again the Faculty has responded with flexibility to the changing staffing arrangements. We formally farewelled Zora Neurath who has retired after an extraordinary teaching career, much of it at the Fort. She has already been much missed by staff and students alike. We wish her replacement, Mr Peter Scudds who joins us from Deniliquin High School, all the very best as he takes up his position in 2013. I would like to take this opportunity to thank Martin Cox for his outstanding work relieving for Zora – the wonderful results achieved by his students are a testament to his commitment. Fiona Schubert is on maternity leave following the birth of her second beautiful child, Dominic. Her replacement, Vanessa Chamas, will continue with us next year, as will Amelia Kerr who has been relieving for Amelia Lawson, who returned to us Term 4 from maternity leave. The two Amelias will continue to job-share in 2013. We are extremely fortunate in the quality of our relieving staff, all of whom have brought so much to the Faculty. The English Faculty Review took place in Term 2 – the focus areas being Gifted and Talented, Assessment and Reporting and the Faculty Team. We had an excellent response from parents and students to our questionnaires and the panel was very positive about the all the lessons observed. It was a valuable experience for the English staff to be able to reflect on their pedagogy, discuss concerns and ideas, and receive feedback from colleagues.

2012 was another full year with many activities arranged for students – following are just a few events. Year 7 experienced a hilarious performance of sections of *A Midsummer Night's Dream*, to complement their first serious study of Shakespeare. Year 8 attended the Writers' Festival at the Sydney Town Hall, Year 10 witnessed *The Tragedy of Macbeth*, while a number of Year 11 students participated in Andrew Denton's word game show, *Randling*. As Year 11 segued into Year 12, about ninety students attended a series of lectures on the HSC Area of Study and their various Modules. Year 12 Extension 1 and 2 students visited the State Library with Dr Strauss. Noah Melser accompanied Extension 2 students to a preliminary planning session for their projects. Twenty Year 9 students took up the challenge of English Enrichment and once again the breadth and quality of students' work was extraordinary with a variety of text types and subjects explored, all undertaken by the students individually. I am pleased to announce that from 2013, because of the excellent performance of the Year 9 of 2011 and 2012, that the Enrichment Program will be timetabled for both Year 9 and Year 10 students.

Many students participated in a variety of competitions, and special thanks go to the teachers who put in so much time ensuring our students have these opportunities. Once again under the excellent leadership of Noah Melser we had a successful year in debating – it is especially pleasing having returned students Daniel Playfair Cal and James Leeder coaching our teams. Kyrsty Macdonald's auditions uncovered some talented public speakers from our junior students, and two students were placed in the final of Plain Speakers Competition. Four students received Highly Commended awards from the SMH Younger Writers Competition. Thanks to Claire Kendall for her organisation of the English and Writing Competitions which brought excellent results. Particular congratulations must go to Arkady de Jong (Year 11) who was invited to attend a special presentation award and Janek Drevikovskiy (Year 10) who achieved First Place in NSW and ACT in the English Competition. Both students are the student editors of this year's Fortian.

Congratulations to our Year 12 students for excellent HSC English results. Particularly pleasing this year was Extension 1 – our best ever achievement in this course, and to Zachary Gough, 10th in the state for Extension 2, with his script, *The Cruciverbalists: A Tale of Four Solvers*.

No report is ever complete without thanking the Faculty members for their extraordinary work in teaching and facilitating the learning of our students. I would also like to thank them for their friendship, professionalism and the fun we have had developing and running with crazy and exciting new units of work in order to enthuse and challenge our students so they will understand something more of the value of literature, and so they too will come to love it as we do, as a rich and enduring part of our lives.

CATRIONA ARCAMONE, Head Teacher English



After his praetorship, Caesar was appointed to govern Hispania (Outer Iberia), but he was still in considerable debt and needed to raise

History

And then there's the matter of the confession. Agostini's story was that in 1934, he and Linda had been living together. He said that Linda had become neurotic and an alcoholic. He said one night she had a breakdown. There was a struggle, the gun went off and Linda died. Panic-stricken, he hid her body in a culvert and setting it alight with spare petrol he kept in his car. He used the rest of the petrol to fill the tank to get back to Melbourne. Yet Police Sergeant Keane

Question: What is the connection between the following?: Venice, Sirmione, Florence, Sorrento, Paris, Saint-Malo, Guernsey, Jersey, Bayeux, the Somme, Bruges, Berlin. Because this is Fort St I know you will immediately (and correctly) identify them as European destinations. Well done! If, however, you are a member of staff who has been trapped with me for any length of time you will immediately identify those places as the itinerary for my 10 week European trip. 2013 is a sabbatical year for me and Ms Bresnahan, who has her own travel plans ... but is more gracious about the way she shares them. As you would have realised by now we have been replaced by a couple of newer (and some – unkind – people may say 'improved') models and Mr de Bres is currently in my role as Head Teacher; in second semester Mr Hoekstra will fill this role. Don't get too excited, though, as Ms Bresnahan and I will return in 2014 full of vim, vigour and lots of stories of our travels during this time. It is always exciting, as a History teacher, to visit the places whose history you have been teaching for many years. 'Visits' have once again made a significant contribution to bringing history alive for our students. Year 7 visited the Australian Museum and Hyde Park Barracks which brings many facets of the early colony to life. Year 8 once again visited the Quarantine Station and Year 9 hit the Rocks. They have also enjoyed the 'V for Victory' party, which allowed them to showcase their culinary skills, their fashion flare and their moves on the dance floor. (Yes, William Shu, I know what you're up to.) Year 10 made the pilgrimage to our nation's capital, although this time we visited the War Memorial and the Sound and Film archive where we teachers, at least, got to relive some of our favourite pieces of footage from days gone by. Year 10 Elective again visited the Sydney Jewish Museum in Darlinghurst and was able to speak to a Holocaust survivor. This is a really precious experience because as we move further from the dark days of World War II those who can provide firsthand accounts become fewer

and fewer, and it is important for younger generations to become guardians of those memories. Year 11 Ancient History visited the Nicholson Museum at Sydney Uni where they not only got to appreciate the wonders of archaeology but also get in touch with Fortians past who always come to visit. You've got to love the Fort St community. The end of 2011 and 2012 has seen some academic highlights for the History Faculty. The HSC results were once again fantastic with Andrew Brodzeli coming 11th in the state in Modern and Umeya Chaudhuri being placed 7th in the state in Ancient. Also, we entered a couple of competitions for the first time and enjoyed some real successes. In May students in Years 8 and 10 participated in the Australian History Competition. In Year 10, 14 of the 25 participants were awarded a High Distinction. We were also very proud when we were informed that Janek Drevikovsky and Anthony Vassil had come 2nd and 3rd respectively. Year 8 also enjoyed a high success rate with 11 of the 16 participants being awarded a High Distinction. We also entered a Year 10 team in the Les Gordon History Debating Competition. The team comprises Hugh Cox, Janek Drevikovsky, Romaan Dulloo and Marcus McCullough and is coached by Mr Hoekstra, whose dedication to the task undoubtedly contributed to the success the team enjoyed. In the final against Kambala they debated the topic that 'the History Wars are over'. We were the negative. While the Kambala girls made a valiant attempt to beat our boys they were no match for the devastating intellect and wit that our team brought to the debate, and as a result the trophy came home with us. We'd really like to thank Dr Anna Clark who has generously given her time to support the team in preparing for this final debate. I really hope you enjoy 2013 and I look forward to seeing you again in 2014.

DEB MINIUTTI, Head Teacher History





For humans to live sustainably, the Earth's resources must be used at a rate at which they can be replenished. However, there is now clear scientific evidence that humanity's human use of natural resources to within sustainable limits associated with the integration of economic, social, political, environmental, and cultural systems. In 1987, the United Nations Brundtland Commission

Social Science

For the Social Science faculty, 2012 was another year of great success and enjoyment in our bustling curriculum area that includes the interconnected subject areas of Commerce, Business Studies, Economics, Legal Studies and Geography.

While Mr Chapman, Mr Pagani, Ms Regan and Mr Sherwin provided stability, there were a number of changes within the faculty. Ms Xu replaced Mr Carritt while he took leave to live in the US. Mr Honeysett left and was replaced by Mr Jones after Term 1 and Mr Short replaced Ms Jerrems for Term 4.

Speech Day 2012 provided us with the opportunity to congratulate Social Science students on the outstanding HSC results of our 2011 cohort. The results in Geography, Legal Studies and Economics were excellent and a reflection of the hard work undertaken by both the students and their teachers.

In various National and State Social Science Competitions Fortians excelled.

In the UNSW Economics Competition, our students were awarded 5 money prizes with Jack Willis-Craig being Senior Division National Winner and John Vassil the State winner, Senior Division. Other prize winners were Zach Gillies-Palmer, Chris Chapman and William Chen.

One hundred and fifty students entered the NSW Geography Competition. The best result was gained by Finn Bryson of Year 10. There were 95 High Distinctions and 44 Distinctions.

Ninety one students from Years 7-12 at Fort St High School participated in the Australian Securities Exchange (ASX) Competition. Jeremy Sun of Year 10 ended up with a profit of \$3,387, the 8th highest in NSW.

In the NSW Department of Fair Trading Money Stuff

Competition, one of our entries on buying mobile phones, produced by Emma Wei, Yilian Liu and Linda Xu, was shortlisted for a prize and their video was played during the awards ceremony at Darling Harbour.

There were also plenty of excursions and activities organised. Year 7 began their appreciation of Geography through an excursion to Gibberagong to study field work techniques. Our entrepreneurial Year 10 Commerce students raised over \$1000 for their chosen charity World Vision.

Preliminary Legal Studies students witnessed how the law works when they viewed cases at the Downing Centre Law Courts in the City. Dr Rob Brandis of UNSW returned to educate students about surf safety, rips and coastal geomorphology.

Year 12 Geography visited the Blue Mountains where Mr Roger Lembit explained to the students about his work monitoring Blue Mountains swamps in his role as an environmental scientist and botanist.

Social Science students experienced how classroom learning applied to real world experiences through excursions to Australian Wildlife World, the Royal Botanic Garden, the Chinese Gardens at Darling Harbour, Pyrmont, the beaches at Cronulla, Powerhouse Museum, the financial and retail districts of Sydney's CBD, the Australian Maritime Museum at Darling Harbour, Bantry Bay, the NSW State Library and the NSW Parliament. We have been very busy.

Finally, I would like to thank the staff of the Social Science faculty for all their hard work in 2012 in assisting students maximise their potential.

GARTH CHAPMAN, Head Teacher Social Science





しかし、雨、落ちる可能性がめりより生駒山、私、雲、非表示にいないのですが、生駒山、私の最愛の相る場所、海で波をリコール時には、嵐が吹くか

Languages

In 2012 we welcomed Mr Dong, our Mandarin teacher, to a permanent position at Fort Street High School and Ms Salisbury, as relieving Careers Adviser, taught some junior German.

Inside and outside the classroom throughout the year, exciting language learning took place. In March Years 7 and 8 French saw *Tales of the Night*, Years 9 and 10 saw *War of the Buttons* and Year 12 saw *The Well Digger's Daughter* as part of the French Film Festival. Years 7 and 8 German wrote and illustrated their own children's stories and Year 9 Japanese made their own picture books. Some truly beautiful work was created. Year 8 French Continuers created PowerPoints about the family, and some of them come from very interesting families indeed! Year 7 French enjoyed their French breakfast experience and Year 12 French and German students participated in study skills days to prepare them for their HSC examinations. The gingerbread houses made by Year 10 German in December were beautifully decorated.

On a rainy Sunday, students from the German and French classes braved the weather at the Fort Street Festival and ran fairy floss and cupcake stalls in a bid to raise some money for overseas trips. Twelve students spent the October school holidays in Germany with Ms Reynolds and Mr Dopierala. I would like to thank both teachers for giving up their holidays for our students to have such a fabulous experience. Ms Reynolds deserves a medal for all the hours of preparation that went into this trip. I would also like to thank Mr Tippett who organised the successful visit of our Japanese sister school in July. Our students are incredibly lucky to have such rich experiences.

In November we received Frances Adamson, Ambassador to China, who visited our Confucius classroom and addressed Year 11 Chinese Heritage about her life. We also received a group of French students from the *Institut Montalembert* in Nogent Sur Marne, on the outskirts of Paris. The 12 girls and their two teachers spent the morning at Fort Street and hopefully this will be the beginning of a successful relationship for future visits. 2012 was the year of Language Perfect. We decided this year to subscribe to the Language Perfect website in order to encourage our students to hone their language skills. *The Language Perfect World Championships* began on the 21st of May, and our students had their fingers ready to begin their conquest. Over 10 days and nights they practised their vocabulary and language structures on line, accumulating points. Each day their teachers watched their progress and egged them on. The Chinese students took the lead very early on and were never to be beaten. At 6.30pm on 31st of May the battle was over! It is with great pride that I say that Fort Street students excelled in this competition and it was gratifying for their teachers to see so many of them dedicating extra time to their language learning. Here are some of Fort Street's statistics:

Global ranking: 8th out of 802 schools, 3rd overall in Australia out of 504 schools, 2nd overall in Chinese out of 375 schools, 4 Elite Awards (10,000+ points): Samuel Wong (Yr 10 Chinese), Daniel Fan (Yr 9 Chinese), Wilson Yin (Yr 9 Japanese) and Jefferson Lee (Yr 7 Chinese), 26 Gold Awards (3,000+ points), 18 Silver Awards (2,000+ points), 32 Bronze Awards (1,000+ points) and 69 Credit Awards (500+ points). What a tremendous effort!

Assessment of Language Competence

In August, 175 students sat the ALC examinations and again we were well placed against other participating schools. Our best results were in Year 11 German Certificate 3 with 83% of our students in Listening, achieving High Distinctions and in Year 9 Chinese Certificate 2 where a majority of students achieved either 100% in Listening or Reading or both.

Those who received High Distinctions in Certificate 1 were:

Year 9 French: Sinead Border, Eliash Hemzal, Ligaya Quibuyen, Tanwee Shrestha, Enrica Tsui, and Lauren White.

Year 9 German: Rachel Emmanuel, Spencer Ferrier* and Maria Talarico.

Year 9 Japanese: Yuqi Fu, Nancy Hua, Victor Kuo, Li Qin Lu, Annie Shu and William Yin*.

These students achieved a High Distinction in both Listening and Reading in Certificate 2:

Year 9 Chinese: Lucas Chang*, Judy Chen*, Wilson Chen*, Daniel Fan*, Alex Grady*, Hugh Lam*, Kenny Liang*, Kelvin Lin*, Annie Lu*, Nami Shi*, Alice Tang*, Jim Tong*, Jonathon Wang*, Raymond Wang*, Raymond Xia, Diana Xue*, Flora Yu*, Zi Xin Zeng* and Audrey Zhang*.

Year 10 French: Finn Bryson, Sohini Chakrabarti, Marlowe Fitzpatrick, Alexander Leal-Smith, Mariela Powell Thomas, Arthur Thiele and Gabriel-Henry Younes.

Year 10 German: Janek Drevikovsky and Ayshe Sahinovic.

The following students achieved a High Distinction in Listening and Reading in Certificate 3:

Year 11 German: Marta Krzanowski.

Year 11 French: Hannah Harmelin and Sarah O'Malley.

*100% in either Listening or Reading of both.

2012 was again a fabulous year for HSC results. Marta Krzanowski came 1st in the State for Polish Continuers, Kimberly Yoon came 3rd in the State for Japanese Extension and Charlotte Ferrier came 3rd in the State for German Extension. Congratulations to all HSC students and I thank the Language teachers for all their dedication and hard work.

EVELYN MANSON, Head Teacher Languages



Athletics





Then she went back to school. Family and friends kept the 16-year-old firmly grounded after riding high of world record-holder Libby Trickett. The Malawi-born Brisbane schoolgirl also claimed bronze as part of

Sport

2672	1651	161.85	84.1	China	51	21	28	100
2434	1846	131.86	68.2	United States	36	38	36	110
2306	2112	118.67	62.3	Russia	23	21	28	72
2126	1923	110.57	52.4	Great Britain	19	13	15	47
2095	1838	109.75	50.5	Germany	16	10	15	41

The year 2012 has proven to be a very successful one for all facets of sport at Fort Street High School. Our students participated in a variety of sports on Tuesday afternoons and also enjoyed competing in the School Swimming, Cross Country and Athletics Carnivals throughout the year, with the top performers having the opportunity to represent the school at a Zone, Regional and Combined High Schools (CHS) level.

When asked about the sport program at Fort Street students say that the teamwork, making friends with students at other schools, keeping fit and healthy, opportunities for leadership skills, opportunities for students to compete in competitive sport who may not get to it outside of school, getting to try new and different sports, and the opportunity to have fun and work with your friends were their favourite things about sport.

Grade Sport Report

The Grade sport competition is an interschool sports competition giving students the opportunity to compete in a wide variety of sports against schools in the local area. At Fort Street students are lucky enough to compete in two zones. The students in Years 9 - 11 compete in the Northern Suburbs Zone which includes Concord High School, Sydney Secondary College, Burwood Girls High School, Ryde Secondary College, Marsden High School and Hunters Hill High School students. In Year 8 students can compete in the Northern Suburbs Zone or the Bligh Zone which includes students from Sydney Secondary College Leichhardt and Balmain Campus, Tempe High School, Marrickville High School and Dulwich Hill High School. The grade competition at Fort Street is considered a sporting privilege that students aspire to. In 2012 students had the opportunity to compete in the following sports:

Summer Sports	Boys	Girls
Under 14s Competition	Cricket Touch Football Volleyball Oz Tag	European Handball Softball Touch Football Basketball Oz Tag
Under 15s Competition	Cricket Touch Football Softball Volleyball	Touch Football Basketball Softball
Opens Competition	Cricket Touch Football Softball Volleyball	Touch Football Basketball Softball

Winter Sports	Boys	Girls
Under 14s Competition	European Handball Basketball Soccer AFL	Netball Soccer Basketball
Under 15s Competition	Basketball Soccer Rugby League	Netball Soccer Volleyball
Opens Competition	Basketball Soccer Rugby League	Netball Soccer Volleyball

It was fantastic to see the majority of teams from Fort Street 14s, 15s and Opens competition making it into the finals week of the competitions. This is reflective of passion, teamwork and skills displayed by both the students and the coaches of each team. The following teams succeeded as Zone Premiers:

14s Competition – Bligh Zone

Eastern Basketball

Coach: Ms Jamble

Jonathan Cai	Andrei Crevkencic
Samuel Hai	Min Keane
Joshua Lin	Jason Nguyen
Leonardo Shu	Steve Sun
Jason Sun	Kevin To
Gerry Wang	Esmond Ye
Daniel Zheng	

Eastern Soccer

Coach: Mr Fraser

Phaedra Carroll	Ruth Lin
Rachel Ma	Sri Lakshmi Praveenkumar
Renee Stainer	Claudia Stone Stacey
Karen Wang	Kate Cousins
Jade Jung	

Eastern Cricket

Coach: Mr Fraser

Steven Deng	Adrian Guo
Pragash Haran	Min Keane
Anthony Le	Andrew Lee
Rohit Nair	Michael Senthilnathan
Sai Sooriakumar	Kevin Zhu

Eastern Boys Oz Tag**Coach: Mr Hasenbein and Ms Robinson**

Vincent Din	Dean Hou
Willis Lau Kwok	Daniel Park
Leo Shu	Derek Sun
Steve Sun	Michael Sung
Ben Wang	Gerry Wang

14s Competition – Northern Zone**Northern Netball****Coach: Ms Robinson**

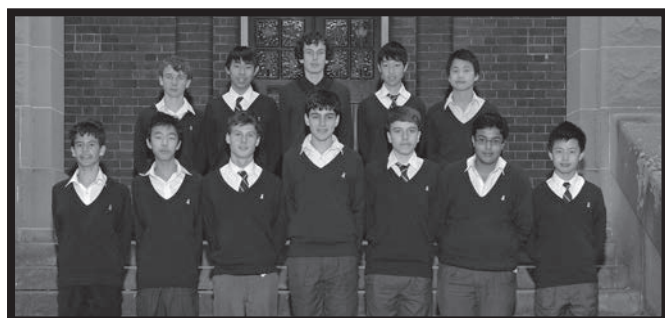
Lauren Ashley	Angela Bivell
Sarah Desney	Jessica Le
Vivien Le	Ava McConnell
Rosie Myrela	Ellen Warning
Angele Yan	Sabrina Zheng
Christina Nguyen	

Northern Cricket**Coach: Mr Gaal**

Dominic Bicego	Francis Dwyer
Thomas Eccles	Yash Kasbekar
John Lai	Chao Lin
Anthony Lin	William Thackway
Karthik Vetcha	

15s Competition**Soccer – Boys****Coach: Mr Debres**

Liam Edgeworth	Simon Gorta
Eliash Hemzal	Andrew Hou
Branden Lee	Leon Tan
Liam Varley	Jonathan Wang
Clinton Huynh	Lachlan Fung
Matthew Bass	Sy Dyson
Rahaul Kapadia	Tom Vastani
Joshua Vukovic	Travis Stuart



15s Boys Soccer
 Front Row: Rahim Vastani, Branden Lee, Eliash Hemzal, Simon Gorta, Joshua Vukovic, Rahul Kapadia, Leon Tan
 Back Row: Liam Varley, Andrew Hou, Travis Stuart, Clinton Huynh, Lachlan Fung

Opens Competition**Soccer - Girls****Coach: Mr Sherwin**

Josie Armiger	Grace Berg
Jacky Dawkins	Freya McGavock
Leya Reid	Gayathri Shankar
Chione Sofianidies	Jessica Truong
Pauline Voukidis	Lauren White
Crystal Wong	Jemima Khoo
Rose Cousins	Harriet Scandol
Alison Thompson	

A big congratulation goes to all the players and a giant thank you to all the teachers for their efforts in coaching, refereeing and assistance throughout the year. As a school we are proud of our achievements in grade sport and looking forward to continuing our success in the Northern Suburbs and the Bligh Zone in 2013.

Sport Carnivals

Students at Fort Street have the opportunity to compete in three school sports carnivals throughout the year - Swimming, Cross Country and Athletics. At the school level students compete under their house banners, each named after a famous Australian. The houses are Mawson, Preston, Barton and Kennedy. Each year a male and female student from Year 11 and a male and female student from Year 10 from each house are elected to stand as house captains. This year the houses were led by:

House	Captains	Vice Captains
Kennedy	Elliot Falzon and Charlotte Ferrier	Kien Le Board and Celeste Ly
Barton	Kelvin Ma and Jenna Smith	Le Quang Vo and Jessie Xiao
Preston	Harold Lander and Sara Kato	Kishor Napier Ramaan and Allison Thompson
Mawson	Patrick Mikha and Erin Knaap	Ruell Domaol and Macey Duong

Swimming Carnival – School, Zone, Regional and Combined High Schools

The Fort Street School Swimming Carnival was held this year on Monday the 6th of February and, as always, was a great start to the year. Students competed in a wide variety of individual and team events across the day. The following students were selected as the school age champions as they competed in the most events and won a place in most of their events:

Fort Street Swimming Age Champions

	Girls	Boys
12 years	Rachel Hwang	Owen Silver
13 years	Sylvia Hu	Jason Pang
14 years	Jennifer Zhao	Michael Tan
15 years	Linda Xu	Spencer Ferrier
16 years	Rose Xu	Hunter Icton
17 years	Harriet Scandol	Michael Minh Nguyen
18 years	Jenna Smith	Rodger Li

There was hot competition amongst the houses on the day with Mawson coming out on top in the final races, winning the day with 1084 points!

Students who placed first or second in their race had the opportunity to compete in the Northern Suburbs Zone Swimming Carnival held on Wednesday the 7th of March. Students from Fort Street compete with the other schools in the Zone which includes Concord High School, Sydney Secondary College, Burwood Girls High School, Ryde Secondary College, Marsden High School and Hunters Hill High School students. Fort Street was crowned the winner of the Zone Swimming Carnival! The following Fort Street students were awarded the Zone Age Champions for 2012:

Zone Swimming Age Champions

	Girls
16 years	Rose Xu

Students who placed in top two in their race or the relay team which placed first in the Zone had the opportunity to then compete in the Regional Carnival. The following students from Fort Street represented both the school and the Zone at the Regional Carnival:

Fort Street Regional Swimming Team

Spencer Ferrier	Jason Liu
Rose Xu	Celeste Ly
Rachel Hwang	Jenna Smith
Kevin Lou	Kiona Verrall
Jason Pang	Hunter Icton
Annie Cao	Davey Beare
Michael Tan	

Congratulations to all students for their participation and sportsmanship in all the 2012 Swimming Carnivals!

Cross Country Carnival – School, Zone, Regional and CHS

The Fort Street School Cross Country Carnival was held this year on Wednesday 4th April and as always was a great end to the term. This year the carnival was held at school with the students running in events from 3km to 6km depending on their age group. The following students were selected as the school age champions as they came in first place in the school carnival:

Fort Street Cross Country Age Champions

	Girls	Boys
12 years	Zoe Robertson	Jordan Woods
13 years	Kiona Verrall	Carlo Pane
14 years	Kaylene Wu	Liam Edgeworth
15 years	Veronica Lin	Alex Leal Smith
16 years	Anna Rushmer	Mak Hakzimejlic
17 + years	Harriet Scandol	Andrew Khoo

Students who placed in the top ten in their race had the opportunity to compete in the Northern Suburbs Zone Swimming Carnival held on Friday 27th of April. Fort Street unfortunately missed out on winning the carnival, narrowly losing to Ryde Secondary College by one point! The following Fort Street students were awarded the Zone Age Champions for 2012:

Zone Cross Country Age Champions

	Girls
12 years	Zoe Robertson
13 years	Kiona Verrall
15 years	Veronica Lin
18 years	Sara Kato

It really seems that the Cross Country Carnival is the event where our sports stars really shine. Students from Fort Street made up the largest percentage of students from all schools in the Regional team. The Regional Cross Country was held on Thursday 14th June at Gosford race course with some students and teachers needing to wake up and be at school by 5:20am to be on the bus! The following students represented the school and the Zone at the Regional Cross Country:



Athletics Age Champions
L to R: Kate Cousins, Xingao Le

Fort Street Regional Cross Country Team

Otto Khoo	Jordan Woods	Mitchell Clayton	Stephanie Chan	Elaine Li
Owen Silver	Jason Lus	Carlo Pane	Jennifer Liu	Alison Thompson
Zoe Robertson	Jessica Boyley	Gabriel Beswick	Amy Li	Elizabeth Hunt
Jason Pang	Kiona Verrall	Alana Tarrant	Harriet Scandol	Sara Kato
Liam Edgeworth	Angelo Morton	Jemima Khoo	Andrew Khoo	Caroline Chong
Alex Leal Smith	Illya Conn	Spencer Ferrier	Henry Gong	
Shivam Kalra	Veronica Lin	Josie Armiger	Joseph Gorta	

From the Regional Carnival Alex Leal Smith was selected to represent Fort Street, the Zone and the Region at the CHS Cross Country Carnival. Well Done Alex!! Congratulations to all students for their participation and sportsmanship in all the 2012 Cross Country Carnivals!

Athletics Carnival – School, Zone, Regional and CHS

The Fort Street School Athletics Carnival was held this year on Wednesday 30th May and this year a record number of Fortians competed in an individual or team event on the day. The following students were selected as the school age champions as they competed in the most events and won a place in most of their events:

Fort Street Athletics Age Champions

	Girls	Boys
12 years	Jessica Boyley	Otto Khoo
13 years	Kate Cousins	Kevin Le
14 years	Jessica Yang	Angelo Morton
15 years	Leya Reid	Felix To
16 years	Jessie Xiao	Benjamin Yap
17 years	Alison Thompson	Michael Anthony
18 years	Caroline Chong	



Open Girls Soccer
 Front Row: Alison Thompson, Freya McGavock, Jacqueline Dawkins, Chione Sofianidis, Rose Cousins, Josephine Armiger
 Back Row: Jemima Khoo, Gayathri Shankar, Pauline Voukidis, Jessica Truong, Grace Berg
 Coach: Mr David Sherwin

There was hot competition amongst the houses on the day with Mawson coming out on top in the final races winning the day with 2192 points!

The following Fort Street students were awarded the Zone Age Champions for 2012:

Zone Athletics Age Champions	Girls	Boys
13 years	Kate Cousins	Kevin Le
14 years	Naomi Murn	
15 years	Leya Reid	

The following students from Fort Street represented both the school and the Zone at the Regional Carnival:

Fort Street Regional Athletics Team

Naomi Murn	Leya Reid	Kate Cousins	Caroline Chong	Zoe Robertson
Kiona Verrall	Jemima Khoo	Alison Thompson	Kaylene Wu	Harriet Scandol
Chione Sofianidis	Angele Yan	Jessie Xiao	Bonnie Ou	Jennifer Zhao
Olivia Le	Kelly Yoon	Rachel Ma	Navini Fernando	Lucy Du
Josie Armiger	Kevin Lou	Jefferson Vo	Kevin Le	Shivam Kalra
Jordan Woods	Owen Silver	Carlo Pane	Liam Edgeworth	Alex Leal Smith
Rory Maley	Felix To	Hans Sun	Eddison Liang	Iosefa Lagaaia
Adam Longauer	Riley Lonerhan-Stewart	Spencer Ferrier	Michael Wang	Matthew Bass
Bill Lam	Terence Mui			

Congratulations to all students for their participation and sportsmanship in all the 2012 Athletics Carnivals! To conclude I would like to leave you with a quote chosen by the students as their favourite inspirational quote from the sports noticeboard in 2012:

“Even when you’ve played the game of your life, it’s the feeling of teamwork that you’ll remember. You’ll forget the plays, the shots, and the scores, but you’ll never forget your teammates.”

- Deborah Miller Palmore

Thank you all for a great sporting year,
CLARE ROBINSON & THEO LEONDIOS, Sports Organisers

The measured angle between the celestial object and the horizon is directly related to the distance between the subpoint and the observer, and this measurement is called the celestial line of position (LOP). The size and location of the LOP can be determined using mathematical or graphical methods (discussed in the next section). The LOP is significant because the celestial object would be observed to be at the same angle above the horizon from any point along its circumference at that instant.

PDHPE

The PDHPE Faculty has had another successful year in 2012. The dedicated staff, Mr Gaal, Ms Colombo, Ms Robinson and Mr Fischer continued to develop the physical and personal skills of our students this year. Mr Gaal continued to be the mainstay of Years 11 & 12 PDHPE and his class achieved excellent results in the 2011 HSC, with all students receiving a Band 5 or 6. Ms Colombo continues on a part time basis and has been supported by Ms Robinson, and Mr Fine throughout the year. Mr Fischer continued to lead the Sport Lifestyle and Recreation class in Year 11 where students explored areas such as first aid and fencing. During Term 3 Mr Fischer went on Military Leave and he was replaced by Ms Robinson during this time.

All Years 7 - 10 students participated in the Premier's Sporting Challenge and most received the Diamond award which is the highest level possible. Congratulations to all students for participating in this important program that supports physical fitness by developing an enjoyment of life-long physical activity.

Junior PDHPE classes covered a range of skills and theory during the year, using staff prepared booklets that focused on providing students with opportunity to explore individual interests. They were encouraged to set their own goals and achieve personal bests in their performance across all areas, and in particular to develop their ICT skills and ability to work in a team setting. Specifically, Year 7 concentrated on skill development, Year 8 classes held a nutritious picnic reflecting their own cultural background as well as complying with the Australian Daily Nutrition Guidelines, Year 9 focussed on invasion games such as basketball, netball, and American

football, and Year 10 participated in the very successful dance assessment task.

Members of the Faculty held a number of roles across the School this year. All carnivals were supported by the faculty with Mr Fischer coordinating the cross country carnival; Mr Gaal coordinating computer results; and Ms Robinson attending all zone and regional carnivals. Ms Colombo organised the Premier's Sporting Challenge and continues to use her years of experience as Sport Coordinator provide guidance for all school carnivals. Mr Fischer also coordinated the Year 11 Cross Roads Program and the PE Faculty delivered All My Own Work to Year 10 students. Year Advisors were supported with assistants: Mr Gaal in Year 8 and Mr Fischer and Ms Robinson in Year 9. Mr Leondios did an excellent job as Sport Coordinator during Terms 1- 3, working with staff to ensure the smooth running of our Grade, Recreation and House Sport programs. Ms Robinson took over this role while Mr Leondios was on long service leave in Term 4 and introduced a range of initiatives to School Sport including on line sport selection for 2013, which has resulted in greater student participation in a wider range of Grade Sport including Ultimate Frisbee and Water Polo. Many thanks to the grade sport teachers whose efforts assisted many teams to reach the finals.

We look forward to continuing our efforts to assist students in achieving their personal best in a safe and supportive learning environment and to contributing to the life and success of the school as a whole.

JANICE EASTMENT, Head Teacher Administration & PDHPE



15s Girls Basketball
 Front Row: Catherine Tsai, Judy Chen, Sinead Border, Flora Yu, Tanwee Shrestha
 Back Row: Stephanie Chan, Alice Tang, Annie Cai, Annie Lu



15s Boys Basketball
 Front Row: Kai Min Zeng, Xin Rui Huang, Nathan Zhang, Lucas Chang, Raymond Wang, Kevin Zhang
 Back Row: Illya Conn, Hugh Lam, William Shu, Chan Park, Justin Chun

VALE Denis Condon

Denis Francis Condon

1933 - 2012

Piano Roll Expert

Denis Condon is legendary worldwide as a reproducing piano collector with an erudite knowledge of the repertoire and the pianists who recorded their special rolls that reproduced all the nuances of the original performances. He was also a school music teacher extraordinaire, choral singer and conductor as well as an affable friend and host. Parkinson's disease led to his admission to Lulworth House, Elizabeth Bay, in 2008, where he passed away peacefully on 30 August 2012 just before his 79th birthday.

Born on 25 September 1933 in Newcastle to Patricia and Gerald Patrick Condon, of Sydney and Jersey, respectively, Denis Condon's childhood was unusual as he lived in 13 fire stations from Circular Quay to Broken Hill. In adulthood he lived for 40 years in one home in inner Sydney's Newtown.

When Denis was 15, his father purchased an Ampico reproducing piano. The perforated rolls that came with the piano were played by some of the greatest pianists of the first half of the 20th century. This triggered a lifelong obsession! After a meagre Marist education, the world opened up for Denis when, alongside the likes of Richard Bonyngne and Roger Woodward, he began studies at the NSW Conservatorium. Further study at Sydney Teachers College led to his appointment to Paddington Junior Tech. in 1955. 6

At Fort Street Boys' High, Petersham, from 1959, Denis's energetic teaching style, founded on singing, flourished along with excellent albeit quirky discipline. Accompanied by Denis, the school song "*Fort Street's name rings 'round the world, Famous names our flag unfurled ...*" was sung enthusiastically by 900 lads at weekly assemblies. Denis directed eisteddfod-winning vocal and instrumental ensembles at Fort Street and staged annual musicales that often featured Australian premieres.

Denis was appointed to Balmain Teachers College (later Ku-ring-gai CAE) in 1971, then Sydney Teachers College in 1974, from whence he retired in 1989 to an even busier life. He was a regular contributor to music magazines, lectured to music interest groups and was a popular adjudicator who could always find something positive in the weakest performance. For 40 years Denis was the ABC's official page turner, appearing with

Geoffrey Parsons, Elizabeth Schwarzkopf and Birgit Nilsson amongst other greats.

In 1978 Denis and electronics engineer Peter Phillips constructed a "Vorsetzer", an 80-fingered roll-playing robot that pushed up to any piano and recorded *Grieg's A minor Concerto* with the Sydney Symphony Orchestra under John Hopkins using Percy Grainger's 1921 Duo-Art roll. Performances followed in the Sydney Opera House and around Australia and New Zealand, with Denis on stage pressing the start button from Hopkins's cue for each musical section. In 1980 the Melbourne Symphony Orchestra recorded and performed *Tchaikovsky's B flat minor Concerto* using Grainger's rolls with Hopkins. The year 1993 saw the international release of 32 CDs of some of Denis's 7200 piano rolls under the title "*The Condon Collection*" to critical acclaim. These formed the basis of programs he presented on 2MBS FM and ABC Classic FM, for whom he was also the expert commentator for the 1992 and 1996 Sydney International Piano Competitions.

For 30 years Denis opened his home every second month for "*Roll Night*". Up to 70 guests would listen to performances on his Ampico, Duo-Art and Welte Mignon pianos.

These recitals of recordings made generations earlier came direct from the piano and not through a loudspeaker, making the experience uniquely intimate. Improvements in sound recording on disc and the onset of WWII saw the demise of the reproducing piano, but Denis developed the skills to restore and regulate them with clever hands and a musician's ear

Beyond his great success as teacher and mentor, Denis's legacy lies in his important piano and roll collection and its accompanying ephemera, major resources for research into historical performance practice. There is interest from international universities, but it is hoped that the collection will remain intact in Australia.

Denis is survived by his nephews Michael and Julian Condon, niece Lesley Fentiman and life partner of 47 years, Dr Robert Mitchell. Formerly the only musician in his family, Denis's musical heritage now passes to his great niece Jennifer Condon, currently a souffleuse at the Hamburg Staatsoper, who will launch her career as an opera conductor later this year.

GEORGE JAKSIC and DR ROBERT MITCHELL

Technology & Applied Studies

In 2012 the TAS Faculty team taught a diverse range of subjects. It was a very busy year with lots of projects being designed, produced and evaluated across the years. Ms Woodley relieved as Head Teacher while Mr Dopierala relieved as Deputy Principal for a good part of the year. **Years 7 & 8 students** gained experience in Plastics Technologies, Electronics, Promotional Design, Digital Media Design, and Food Technologies. Many outstanding design solutions were realised by the students.



Electronics Technologies students designed and built LED display products.

Food Technology and Hospitality students produced great food throughout 2012 with teachers Miss Woodley and Ms Ruth. Mrs Bartolo worked as the kitchen assistant throughout the year. During July and August, Rod Demicoli a practice teacher from Charles Sturt University worked with many TAS, Food Technology and Hospitality classes. He is a chef with 15 years experience in the industry and was able to offer a great deal of expert advice to students regarding food preparation skills. We thank Rod for all his efforts which included Lemon Myrtle Johnny Cakes, Ravioli as well as Open Day preparations.



Pictured above: Year 10 students preparing for Open night with Rod Demicoli

Year 7 students looked at food packaging, nutrition, advertising and snack foods. In **Year 8**, an appreciation of our indigenous culture and multiculturalism was encouraged through their food studies. Recipes used by Years 7 and 8 included Pizza Muffins, Banana Patty Cakes, Souvlaki and Bread and Butter Pudding. Students from year 7 to 10 continued to bring their own apron and T-towel to practical class as well as extra ingredients for their assignment practical classes. The students consistently worked hard to be fully prepared for all classes and are to be commended for their efforts.

Fill a large pot with lightly salted water, and bring to a rolling boil over high heat. Once water has reached a rolling boil, add the pasta and cook for the time stated on the box, stirring frequently. Drain the pasta, reserving a cup of the cooking liquid. Rinse the pasta with cool water, and drain well. Toss the pasta with a little oil to prevent sticking. Preheat an oven to 350 degrees F (175 degrees C). Grease a 9x13 inch baking dish.



Pictured above: Year 7 students preparing sausage rolls

Both **Years 9 and 10 Food Technology** enjoyed a variety of practical experiences within the classroom, each task gradually building on basic food preparation techniques. Some of these tasks included spring rolls, Low Fat Chicken & Chips, Iced Carrot Muffins, Lasagne, Fruit Roll, Free Choice Practicals, Marinated Seafood with Tabouli, Revamped Sausage Rolls, Chocolate Chip Biscuits, Chicken Parcels with Ratatouille, Cherry Cobbler & Pizza Sub Production Line.



Pictured above: Brandy Snaps prepared by year 12 and Mini-Pizzas for Open Night by year 10

Year 10 & 12 Food Technology & Hospitality students, were involved in preparations for Open Night on 16th August 2012, where students had the opportunity to showcase their learning. Students worked tirelessly in the days preceding and throughout the day to create finger food and snacks to be enjoyed by parents and students throughout the evening.



Pictured above: Year 9 students preparing their major assignment and Miss Woodley with Years 10 & 12 students preparing food for Open Night.

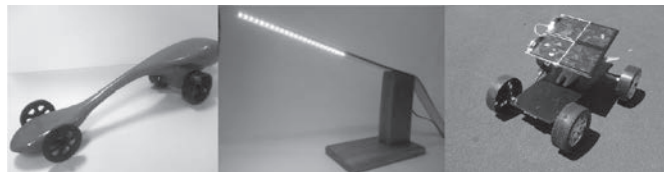
The kitchen in K26 has been upgraded throughout the year to ensure standards are suitable for Hospitality classes where students study chef skills. This year we received funds from the P&C as well as other funds in our budget and have acquired more steel benches and installed a commercial dishwasher. Two more industrial stoves have also recently been installed and extraction fans for these will be our next addition to the commercial facilities in K26. This year we didn't have sufficient students for a Hospitality class to run in Year 11, however 13 students have chosen the subject for 2013 and we look forward to this class successfully completing the



es.

course.

In July, **Riley Berlecky**, who completed studies at Fort Street in 2011, and is now working and studying to be a chef, won the Australian Vocational Student Prize. This award recognises the important role vocational education plays in preparing students for further training and employment. Throughout Australia up to 500 prizes are awarded each year and winners receive a certificate and \$2000. We congratulated Riley at a school assembly for his award. Riley's HSC Hospitality course and earlier food studies at Fort Street directly contributed to his success. We wish him luck in his career.

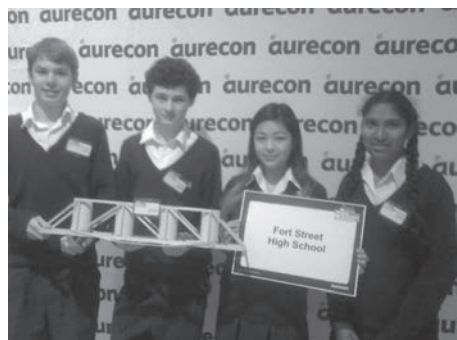


ecolamps, and solar powered cars. The Faculty purchased a 3D printer to give students access to a wider range of CAD/ CAM technologies in 2013.

Accelerated students in classes of **Information and Software Technology, Information Processes and Technology** and **Software Design and Development** continued producing a range of software solutions, impressing with a very high standard of work.

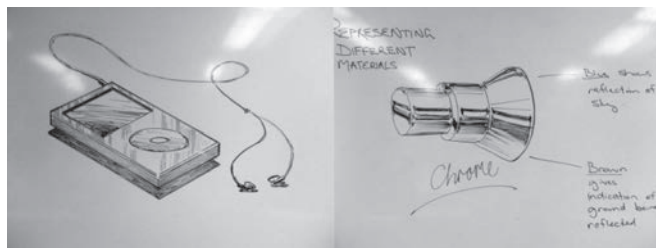


Engineering Studies students enjoyed many practical engineering challenges throughout their studies, including design and experimentation with truss bridges in their Civil Structures Application Module and water rockets as part of their Aeronautical Engineering focus module.



Year 9 Engineering students, Spencer Ferrier, Liam Edgeworth, Crystal Wong, and Gayathri Shankar, competed in the **Aurecon Bridge Building Challenge** at the

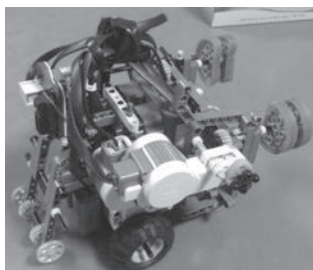
Art Gallery of NSW on 10th August. Students worked within the competition rules to span a 650mm gap with a simple kit of cardboard, balsa wood, string and glue. Bridges were loaded until failure to determine the strongest solution and team members were interviewed and judged by a panel of professional engineers regarding their design concept, innovation and their understanding.



Graphics Technology students developed a large variety of skills across many areas of graphics. Students were able to build significant skill in engineering drawing, presentation drawing and Computer Aided Drawing.

Industrial Technology- Electronics students constructed a variety of projects to take home, from simple circuits to useful devices that included the creative design of housings for the components.

Industrial Technology- Engineering students enjoyed exciting engineering challenges such as designing and building towers, rockets, dragsters and trebuchets. Year 10 students built Rube Goldberg machines,



Earlier in the 2012 year, 141 students from Fort Street High School participated in the International Competitions and Assessment for Schools (ICAS) **Computer Skills competition**. The school was awarded 8 High Distinctions, 16 Distinctions, 66 Credit, and 51 Participation Certificates. We congratulate all those students who chose to challenge themselves by entering and participating in the competition.

The Robotics teams, facilitated by David Grant, had a hugely successful year in 2012. In August, Fort Street's Robotics Teams participated in the RoboCup **State Open Competition** at The University of New South Wales. The teams excelled, winning **1st in Rescue, 2nd in Rescue, 1st in Dance**, and **Award for Logbook (Dance)**.

A month later, six students represented Fort Street at the **National Robocup Competition** at the Australian National University in Canberra. Darren Nyugen and Stephen Huang won **2nd Place in Rescue**.

Following the National Competition, Simon Ko participated in the international competition scoring 22nd place out of 74 contestants.

It has been a very eventful year for both staff and students working in the Technological and Applied Studies key learning area. Ms Woodley will relieve as Head Teacher for Terms 1-3 in 2013 while Mr Dopierala takes long service leave. We all look forward to a rich and rewarding year.

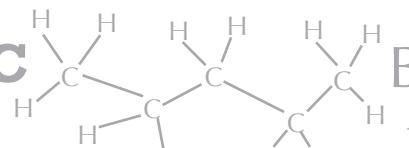


MATTHEW DOPIERALA, Head Teacher TAS

MAST CELL. Granular cell of vertebrate connective tissue, secreting histamine and heparin.



Science



2012 was a year of considerable staffing changes in the faculty.

In term 1 Mr Craig Cantor, was Relieving Head Teacher Science. We are grateful to Mr Cantor for his leadership of the faculty at the commencement of 2012.

In Term 2 Patricia Stockbridge commenced as the substantive Head Teacher Science. She came from the NSW Board of Studies to lead the faculty over the busy second and third terms before serving as Assistant Supervisor of Marking for the 2012 HSC Chemistry Examination in Term 4.

In term 4 Dr Sue Kidd and Dr Bryan Hall shared the Head Teacher Science position.

Students of science are provided with enrichment and challenge through a range of competitions. These included the UNSW Science Competition, the Australian Chemistry Quiz and the NSW Titration competition and its national equivalent and the nation youth science forum.

Ms Fluitsma has continued to provide inspiring science components for the Primary Links program with Summerhill and Wilkins Primary Schools.

Rebecca Dawkins participated in the National Youth Science Forum in the 2011-2012 summer school holidays.

In June of this year, students in Years 7 to 10 competed in the Science International Competitions and Assessment for Schools which is run through the University of NSW.

It is the world's largest science competition focussing on scientific literacy, scientific skills, reasoning and problem solving. In all year groups, our students scored results which were well above the NSW and ACT average marks, certainly an excellent accomplishment.

Our Year 7 students especially scored some excellent overall marks.

The following results reflect the very pleasing marks that Fort Street High School students scored:

- 40% of candidates from Years 7 to 10 scored a distinction of high distinction
- 90% of candidates from Years 7 to 10 scored a credit, distinction of high distinction
- 25 students were awarded a high distinction, placing them in the top 1% of candidates

The following students are to be congratulated on achieving High Distinctions:

Year 7

Rowan Lembit, Ivan Chu, Ruari Campbell, Michael Cam, Jason Ius, Seamus Kirk, Oliver Locke, Astha Malik, Shichen Mao.

Rowan Lembit of Year 7 scored the top result in NSW and the ACT and was awarded a special prize for his achievement.

Year 8

Rosemary Mylrea, Lauren Ashley, Ka Yeung Cheng, Adam Zagarella, Iosefa Laga "aia"

Year 9

Sam Johnson, Thomas Vlagic, Patrick Coleman, Albert Ong, Judy Chen

Year 10

Arthur Thiele, Eduard Luis, Darcy Altavilla, Jett Hanlee, Samuel Wong, Anthony Vassil

Forty nine students participated in the Australian National Chemistry Quiz run by the Royal Australian Chemical Institute. The Quiz attracts over 117 000 entries from approximately 1,500 schools spread across 15 countries. Fort Street students received 14 High Distinctions, 16 Distinctions and 4 Credit Awards. The following students are to be congratulated on achieving High Distinctions:

Year 10 – Joseph Bassil, Anthony Ou, Siobhan Ryan, Arthur Thiele, Anthony Vassil

Year 11 – 26 Michael Au, Amaajit Barua, Joseph Bassil, William Hales, Kevin Quach

Year 12 – Yi Rui Chong, Arin Harman, Aliasgher Karimjee, Ben Wang

The NSW Schools Titration Competition is an analytical competition open to NSW students currently enrolled in Senior Chemistry studying towards the Higher School Certificate. Students compete in teams of three and, in 90minutes, must complete a set of acid-base titrations to determine the unknown concentration of a weak acid. The following students participated as three teams in the competition: Michael Anthony, Charmaine Duong, James Kim, Patrick Lam, Brenda Lee, Gordon Liang, Jaemin Shin, Alinapreet Singh and Wendy Wang.

Our teams won gold and silver awards at both the state and national competitions.

Students have enjoyed many excursions and activities. Year 7 visited Taronga Zoo as part of their Energy and Ecology unit. Year 8 visited the Australian Museum to participate in the Science in the City program as well as the IMAX theatre.

As part of their study of the Epidemiological characteristics of various diseases Year 12 Biology visited the Museum of Human Disease at the University of NSW. Year 11 Biology students went on an excursion to Sydney Olympic Park to study the trophic, competitive and symbiotic interactions between organisms in a mangrove ecosystem, and the types of adaptations these organisms have to survive in this particular environment. This excursion supplemented and enriched the classroom learning outcomes involved in the Preliminary Biology Module "A local ecosystem".

DR BRYAN HALL and **DR SUE KIDD** Relieving Head Teacher Science

The Australian Mathematics Competition 2012

The Australian Mathematics Competition was held on Thursday, August 2. Fort Street High School entered 580 students in the Competition.

Fort Street High School had one prize-winner, Lucillia Lam of Year Seven.

Those students who gained a High Distinction were as follows:

Year Seven: Bill Lam, Luke Simmonds, Jeffrey Lu, Andrew He, Angela Zha, Edwin Hong
Lam, Boyuan Liang, Madeleine Hunyh, Rowan Lembit and Jeremy Lim .

Year Eight: Ava McConnell, Karl Cheng and Nadine Nguyen.

Year Nine: Andrew Huo, Lucy Li, Yilian Liu, Lachlan Fung, Lucas Chang, Yuqi Fu and Kelvin Lin.

Year Ten: Joshua Xu, Wasim Awal, Puneet Amanda, Andrew Wu and Shuang Xu.

Year Eleven: Kelvin Duong and Lorjan Naganthiran.

Karl Cheng of Year Seven was the school's Prudence Award winner. The Prudence Award is given to the student with the greatest number of consecutive correct answers starting from question one.

A summary of results is as follows:

Year	No. Entered	Prizes & High Distinction	Distinction	Credit	Proficiency
7	146	11 (includes 1 prize)	64	60	11
8	145	3	45	82	14
9	144	7	50	60	22
10	137	5	57	56	18
11	6	2	1	3	0
12	2	0	0	1	0

Congratulations to all our students who have achieved an award. It is very pleasing to see that most of our students gained a Distinction or Credit award or higher. All students received either award certificates or certificates of participation and an individual performance report.

We thank students, parents and teachers for your support and continued interest in the Australian Mathematics Competition. This is integral to our success, and we appreciate your efforts.

HILAIRE FRASER, AMC Coordinator



DAVID GRANT and ROBOTICS TEAM



Jazz has, from its early 20th century inception, spawned a variety of subgenres, from New Orleans Dixieland dating from the early 1910s, big band-style swing from the 1930s and 1940s, bebop from the mid-1940s, a variety of Latin jazz fusions such as Afro-Cuban and Brazilian in the 1950s and 1960s, jazz-rock fusion from the 1970s and late 1980s developments such as acid jazz, which drew on funk and soul influences into funk and hip-hop. As the music has spread around the world it has drawn on local, national and regional musical cultures, its aesthetics being adapted to

Music

The Music Faculty has had another successful year with many exciting events taking place, not least of all was the arrival of Peta Harper's first child. This major event saw Mrs. Harper take leave from the beginning of Term 4, with Mr. Hugh Cotton now relieving in this position. The range of music styles and genres covered by all classes was very impressive and broad this year. The major Year 10 composition project for the Senior Drama production this year was a dance-based activity, and the resulting small band compositions were highly effective and very danceable!

Members from this year's large Year 9 class featured heavily at the Junior Performing Arts Nights in Term 4. Stand out items included the Art songs of Carissimi performed by Alex Grady, the Bossa Nova rhythms of Antonio Carlos Jobim performed by Daniel Lee and Jeff Wu, and the popular sounds of Oasis performed by Josh O'Loughlin. One very encouraging aspect of this class was their collective desire and willingness to sing. This keen attitude meant that towards the end of the year the class became a choir and engaged in some carolling around the school.

The Year 8 Film Music project was once again a major undertaking, with the stand out work of some groups being performed alongside the big screen as part of

Junior Performing Arts Night. This very important unit has become a major focus for second semester.

Year 7 had a very positive beginning to their high school music careers through the study of the building blocks of music, and in writing their own short compositions; some of which were also featured in Junior Performing Arts Night.

The Year 11 and 12 classes once again attended the Sydney Symphony Orchestra's Meet The Music series at the Opera House on four occasions during the year. These very important concerts provide a rich seam of music to be mined for use in musicological study throughout the Preliminary and HSC courses. In addition, the Year 11 class attended the Australian Music Days at MLC School. This high profile event afforded members of the class the opportunity to work with composers and a full orchestra – many fantastic ideas were shared during these sessions! This year our Year 12 class received two nominations for Encore, and the creativity demonstrated within the class's core and elective compositions was further testament to the talent in this vibrant group.

Mr. Cotton has settled in fabulously and we look forward to another exciting year in 2013 resonating with more exciting music making!

JOHN OCKWELL and HUGH COTTON



Instrumental Music Program (IMP)

2012 was a huge year for the IMP. Each term has been busier than the previous one.

Two hundred and four students from Years 7 to 12 were members of ensembles.

Thirty seven students were selected to perform in the NSW Public Schools Music Ensembles: 4 students in year 7, 4 in year 8, 4 students in year 9, 8 students in year 10, 7 students in year 11 and 12 students in year 12. Students were involved in the following groups:

- State Wind Orchestra
- State Wind Ensemble
- String Sinfonia
- Symphony Orchestra
- Stage Band
- Jazz Orchestra
- Millennium Marching Band
- Junior Singers
- Singers

Eisteddfod Results

Jazz Ensemble- 3rd Place

Big Band- Highly Commended

Stage Band- 3rd Place

Chamber Choir- 2nd Place

Wind Ensemble- Highly Commended

Wind Orchestra- 3rd Place

Symphony Orchestra- 1st Place

Percussion Ensemble- 2nd place

Symphony Orchestra -1st place in the Robert and Elizabeth Albert Youth Orchestra award as part of the Sydney Eisteddfod

NSW School Band Festival

Concert Band- Silver Award

Wind Orchestra- Gold Award

Wind Ensemble- Gold Award

Big Band- Gold Award

The mid-year and end of year concerts were highly successful with large numbers of people in attendance. The Speech Day, IMP Camp Fort Street Festival and SRC Induction Ceremony performances were also highlights of the year.

I thank our wonderful parents and parent committee for their support without which we would not have been able to operate. Particular thanks for the organisation and support at our two concerts and IMP camp.

JAMES PENSINI, IMP Coordinator





I can hardly understand the importance given to the word research in connection with modern painting. In my opinion to search means nothing in the thing. Nobody is interested in following a man who spends his life looking for the pocketbook that fort path. The one who finds something no matter what it is to search for it, at least arouses our curiosity. Among the several sins that I have been accused of is one that I have, as the principal objective in my work. In art intentions are not sufficient and, as we say, must be proved by facts and not by reasons. What one does is what counts and not what one has the intention of doing.

Visual Arts

It seems as though using a quote is a tradition in the Fortian so in the words of Picasso, "Every child is an artist". Sydneysiders were spoilt earlier this year with over 100 works by Picasso in display at the AGNSW and as we started class in February it was evident some students had seen and been inspired by the exhibition.

2012 has seen some big changes in Visual Arts. Fort Street farewelled Head Teacher Brad Hart and welcomed his replacement Rebecca Cameron. Ms Dadour took leave and Ms Page stepped in to take her classes. Personally I have been faced with new and exciting challenges and will say, whilst the year has been exhausting, I have enjoyed every minute (well almost every minute). It was fitting that (by coincidence) my first day at the Fort was on Orientation for the 2012 Year 7 intake, a journey we have taken together as the "new kids".

It has been a busy year inside and outside the classroom. Year 7 have worked with a variety of forms, including drawing, printmaking, collage, painting and sculpture. After exploring their new school environment, students turned their attention indoors, making colourful Howard Arkley inspired interiors. For the first time, Year 7 headed to Bondi for the Sculpture by the Sea exhibition, impressing the workshop leaders with thoughtful and perceptive interpretations of the sculptures on display. Portraiture was the focus for Year 8 in Terms 1 and 2. Students explored a range of styles and were lucky to have the opportunity to see the Archibald Prize at the AGNSW. Semester 2 saw the introduction of a unit on Surrealism. Year 8 were introduced to a variety of games and artmaking techniques used by the Surrealists including exquisite corpse, frottage, Dada poems and collage, finishing off the year with hand built ceramic sculptures.

Ms Starr's Year 9 elective class installed environmental sculptures around the school and Ms Page's class worked on paintings inspired by the landscape. Both classes visited the brand new MCA to view the Sydney Biennale, and at the Museum of Sydney they looked at the city as a symbol of 'Utopia or decline'. Students used the city tour to gather photographic resources to be used as inspiration for mixed media and sculpture works.

Contemporary issues: Controversy and Conflict was the topic for Year 10 in Semester 1. Through printmaking and mixed media, students investigated issues including teenage health, war, immigration and political issues. Year 10 had the opportunity to view works from the 18th Sydney Biennale at the AGNSW and the MCA. We were lucky to have our student teacher Ms Celik, a trained tour leader for this year's Biennale, walk us through the works at the AGNSW. During the second part of the year, students explored the concept of identity and made mini body of works in their chosen media.

Year 12 kicked off the HSC year with an excursion to the Picasso exhibition held at the AGNSW and checked out the last year's exemplary works at the Art Express exhibition for some inspiration. I was blown away by the quality of Year 12. The dedication of the both the students and Ms Starr was evident in an outstanding HSC body of work. Paisley Williams' and Ella Sanderson's artworks were nominated and selected for Art Express, a fantastic achievement.

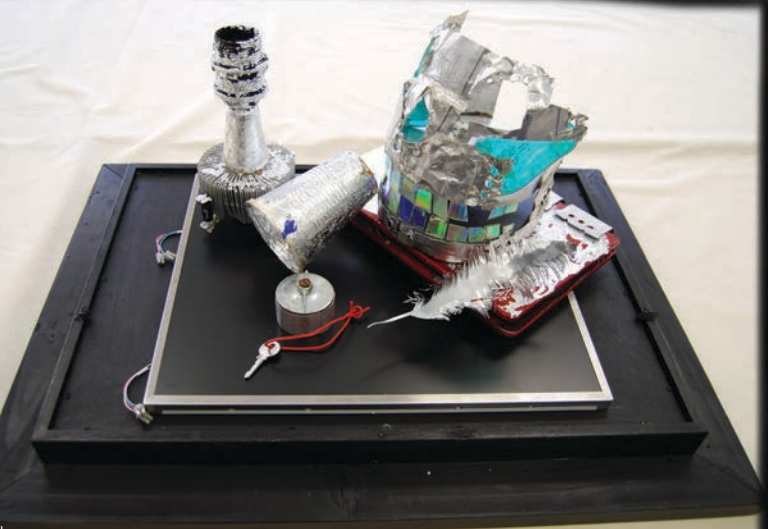
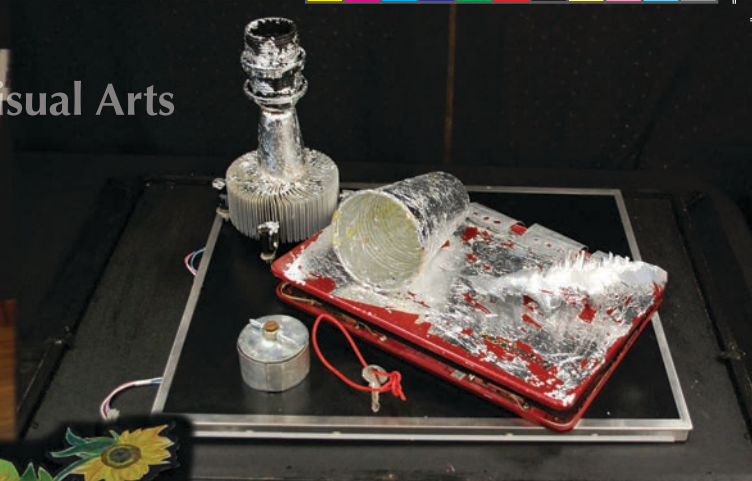
To end off a very busy year, Visual Arts combined with Drama and Music for JAPAN. The exhibition showcased the amazing creativity and talent our students. I would like to congratulate all the members of the CAPA faculty on their successes this year, and thank them for their tireless work in supporting the arts at Fort Street. I'll finish with the other half of that Picasso quote "... the problem is how to remain an artist once we grow up."

REBECCA CAMERON

Head Teacher CAPA



Creative and Visual Arts



Examples of Student Work

A Stroll in the Country

The world was silent.

There was no breeze to comb the knotted grass.
No engines to roar along the narrow road.

There was only me, and the clomp of my worn sneakers as I staggered towards home.

I struggled for breath, my chest heaving, my eyes bulging. The cows in the paddock next to the road watched my torture with bored expressions. Perhaps they saw this sort of thing every day. But what I would wager they didn't often see was what was going on inside my sunburnt body.

My mind raced with a drowning man's panic. My heart was a burning battle ground.

I'd always known what I had done would be risky. I just hadn't expected that success would be worse than failure. This country lane hadn't always been so silent. There used to be farmers in the surrounding paddocks, harvesting their crops of barley, or complaining that the world wasn't what it used to be. There'd once been cars driving down the very road I was walking on, loud music blaring from their speakers.

But not anymore.

Now there was nothing. Nobody.

All because of me.

I gripped my long, unwashed hair. I had to get home – had to make sure my family, my friends, my neighbours were all alive. That they, - unlike the rest of the world – hadn't been slaughtered, slaughtered by me. The battle in my heart redoubled as I walked onwards. The side that hated what I had done - and hated me for it - beat out a time of screaming torment. Yet, the other side of my heart, the side that knew, deep down, that what I had done was right, resisted with a calm as immovable as the road beneath my feet. It felt pain, too, and loss. But it stuck by my decision – as it had done my life long.

I trudged onwards, fighting down the pain and the fear and the grief.

But then I saw the bird. And something changed. My inner fires hissed, caught in a spray of clear water.

And the fireman was the bird.

It was just a cockatoo, nothing out of the ordinary. But the way it looked at me, sizing me up, knowingly, forgivingly, telling me I'd done the right thing and reminding me why I'd done it. It told me, as its glance met mine, to remember where I had lived – to recall the packed cesspit of greed, corruption and disease that I'd called home.

Half the world had been possessed with a self-destructive idolatry. It had kissed the ground before false gods who had taken so much more as sacrifice than they had ever offered in return. And the other half – the people not under the demons' spell - almost powerless to change things.

That had been my half. That had been the losing half.

I had helped us win.

Now, nothing was the same.

But maybe we could rebuild. Maybe I wasn't as alone as I felt. Perhaps the cockatoo would fly home with me. The thought made me stand a little taller, walk with my head just a little higher.

I had done the right thing.

Now I had to stay the course and build a better world.

The white flag of hope fluttered above the trenches in my heart. I continued down the road, towards my future – towards humanity's future.

My world was a tranquil country road.

I knew we could do it. I knew I could do it.

Then I got home.

EMILY HENDERSON, Year 7

The Birds

Review by *Dominic Dwyer*, Year 8I
Hitchcock's picture is one wrought with terror, suspense and unintended humour. In his new theatrical pantomime, birds plague and terrorise the planet whilst complex relationships brew.

Hitchcock has rewoven the traditional fabric of horror by plunging his audience into a new creative, yet distressing, scenario in which our most harmonious feathered companions betray us in a violent uproar.

Whether Hitchcock intended this dramatic avian scourge to



symbolise humanity's impact on the natural world and with inevitable consequences, or whether the purge of classical furies, is disputable. The powerful film is certainly open to interpretation, despite the fact that Hitchcock rarely incorporates allegory.

This story begins in a pet shop, with Melanie Daniel's (Tippi Hedren) arrogant attempt to perform a practical joke on Mitch (Rob Taylor). An intense relationship immediately spawns, composed of both positive and negative energy. Melanie then decides to pursue Mitch to his home town up the coast to allow their intimate relationship to blossom. Simultaneous to Melanie's interaction and intrusion on Mitch's family life is a series of absurd avian phenomena that eventually leave the town in a smouldering ruin.

Members of the cast each sufficiently contribute to the development of the film by competently assuming their character's personas. Hedren excellently achieves Melanie's cold, haughty side as well as her more compassionate intimate one. Taylor successfully assumes Mitch's smug, indulgent character.

Despite a heavy reliance on dated cinematic effects, and excessively theatrical screenplay, *The Birds* is an interesting, well-rounded film that accurately emulates Hitchcock's style; however, it has little influence on current society.

The Birds

Review by *Zachary Edwards*, Year 8I

Released in 1963, *The Birds* is one of the last offerings from acclaimed director Alfred Hitchcock. It is loosely based on Daphne du Maurier's novel of the same name, although the plot was noticeably changed to accommodate far more complicated characters. The film was well received upon its initial release, praised by viewers and critics alike, but I believe that it has nothing to offer in our current day and age.

The Birds opens in Sans Francisco, where Melanie Daniels (Tippi Hedren) has a strange encounter with a mysterious man, later revealed to be Mitch Brenner (Rod Taylor). After this meeting, she feels compelled by Mitch, locating his house in the small town of Bodega Bay, where she secretly crosses a bay to deliver a pair of lovebirds, but is caught. The first of a series of bird attacks occurs as she crosses the bay again, a seagull swooping down on her and leaving her with a minor cut. Melanie stays in the town, at the home of Mitch's prior lover Annie Hayworth (Suzanne Pleshette) and a strange relationship develops between them; while Melanie becomes closer to Mitch, Annie displays a benign, but obvious, sense of jealousy. The bird attacks continue to occur, more frequently and increasing in intensity, killing a number of the locals, until the film reaches its conclusion.

Unfortunately, the plot for *The Birds* just isn't very engaging, and this is one of its ultimate failings. The film's themes alternate between the trivial (for example the constant fretting of a clingy mother) and the downright ridiculous. Part of the problem lies in the premise of the story, birds attacking humans, a premise which is never truly explained and lacks potential. It seems to me as if Hitchcock spent time trying to build a story, define characters and create engaging relationships, only to have his efforts clumsily trodden on by this

weak idea. Further development is halted and the film quickly descends into a futile, featherbrained frenzy. *The Birds* lacks the maturity of Hitchcock's earlier work such as *Rear Window* with dialogue and suspense forsaken for straight-up horror. The film does not build slowly, playing with tension and letting the imagination wander. Instead it forces upon you numerous attack scenes, which individually are overly long, and together are almost unendurable. These scenes occur sporadically



throughout, poorly paced, so that any initial shock is rapidly replaced with boredom. What little

is shown of the characters reveal them to be wooden, archetypal cut-outs; although this is somewhat consistent with Hitchcock's style, I do not take to it. The cheesy relationship between Melanie and Mitch's anxious mother is so clichéd that I found it extremely irritating. More irritating still is the roles of Mitch's sister; for all her cross-eyed charm it does nothing to disguise her performance, which is more than cringe-worthy.

I acknowledge *The Birds* was produced almost 50 years ago, but the visual effects deserve a special mention. While cutting-edge at the time, they have dated extremely poorly; and while they do have a certain comic appeal, I doubt this is Hitchcock's intention. This would be forgivable in a well-rounded film that does not rely so heavily on a particular gimmick, but unfortunately this film has no significant redeeming features. All in all, I think it was a movie for the time and only for the time. I couldn't recommend this as a classic, it has aged dreadfully and in my opinion isn't Hitchcock's best work. However, if you are after a bit of a giddy adventure and a laugh, or if you're a bit simple, this may be the movie for you.



The Birds

Review by *Willem Proos*, Year 8I
 Even almost fifty years on, *The Birds*, directed by Alfred Hitchcock, still manages to frighten the hell out of its audience. Hitchcock truly is the master of suspense, with slightly dated special effects not remotely detracting from the nail-biting tension. The atmosphere of a scene easily changes from mild uneasiness to edge-of-your-seat anticipation. *The Birds* is not a film to be missed. The tone of the film for the opening half-hour is pleasant and vaguely bland, until the main character is randomly attacked by a gull. Soon, singular assaults escalate into seemingly endless waves of avian bombardment. Hitchcock plays with our emotions and state of mind with the practised ease of a master, deftly turning an innocent chirp into the warning of painful and terrifying death. But you never feel like the plot is too unbelievable when you are watching it even though it sounds far-fetched from someone else's perspective. You are effortlessly pulled along for the ride, eagerly anticipating the next surprising attack or personal revelation. Melanie Daniels, a wealthy practical

joker from San Francisco, is caught off-guard by a mysterious stranger, Mitch Brenner. She plans a surprise visit to his house in Bodega Bay, but she is blissfully unaware that the avian inhabitants of the area are plotting an attack. As Melanie's relationships with Mitch, his mother, sister and estranged ex-girlfriend grow so does the force and frequency of the bird attacks. What starts as a lone assault turns into kamikaze armies chasing after school children and hordes of birds swarming down a chimney. *The Birds* accurately depicts the absolute terror of our winged companions waging a war on humanity. The vibrant cast perfectly captures the personality of their characters. Daniel's, the smart and endearing prankster, comes to life by model Tippi Hedren. Rod Taylor is strong and unyielding as the rock of the Brenner family. Jessica Tandy is intriguing and fragile as the overbearing mother, Veronica Cartwright is surprisingly adept at becoming the innocent younger sister, and last but in no way least, the vaguely resentful but caring



school teacher with an ominous aura is played effortlessly by Suzanne Pleshette. I still believe Hitchcock's *The Birds* is a masterpiece of suspense and horror, even though it is dated. The dodgy special effects may not appeal to those used to stunningly realistic CGI, and some of the themes may not be as relevant to a modern audience as they were for a 1963 cinema audience, but the film is still enthralling. Viewers can still appreciate the amount of thought put into making the movie as tense and interesting as possible; and we can still build relationships with the central characters as they go through their terrifying ordeal. Overall, Hitchcock's *The Birds* is a prime example of just how immersive and entertaining a film can be.
 Rating: ★★★★★

Butterflies sting

She was ice cold. Her eyes were lakes of vermillion and her skin was ghostly white. The ocean was ready to claim her. This soulless body that lay next to me swayed as the waves' ragged maw pulled at her tattered summer dress. The ocean was a savage beast; it had no mercy, no compassion. I just stood there and watched as my baby sister was engulfed by the sea. I had no energy left to cry - no energy left to look away. I was standing in the middle of a dug up graveyard where bodies were left to rot and decay. The surf and the rocks had ripped chunks from their lifeless frames, until they were broken beyond recognition. There were naked limbs everywhere. These piles of corpses were once brothers, sisters, mothers, fathers, sons and daughters. Now, they were nothing more than grains of sand on a windy beach. Soon each grain would be blown away - forgotten in the wind.

I felt isolated and alone as the ocean's chill kissed my brow. I was in the middle of a fight with my sister when the ship was attacked. All I wanted was to be alone. God granted my wish. Was I the only survivor? I would have preferred to have drowned in the dark, ruthless depths like everyone else, rather than being marooned alone on a mysterious island. I doubted anyone would hear the whistle around my neck, but it was worth a try. Mum had given me this whistle for my twelfth birthday and I never left the house without it. If there was no response - no cries, no ships or signs of life - then I would be certain I was alone. In that case, then I would willingly be torn apart by the wild creatures of the jungle, or die of thirst or starvation. I took a deep breath and blew.

Christina Nguyen, 8F

THE CRUCIVERBALISTS: A TALE OF FOUR SOLVERS

Written by

Zac Gough

INT. FERGUS BEDROOM - DAY

FERGUS sits on the edge of his bed. The wall behind him sports a black and white chequered pattern that is mirrored on his bedspread, giving the sense of a space devoid of colour. To the left of him is a bookcase on which one shelf is filled entirely with scrapbooks that are frayed around the edges.

Fergus himself is an overweight and balding middle aged man. He wears large glasses and a plain white t-shirt on which "My title broke up lovers (6)" is printed in black script.

A subtitle at the bottom of the frame reads "Fergus, 43. Currently unemployed".

Fergus glances down at a piece of paper he is holding and reads from it.

FERGUS
"A glaring error in her hooter!"

Fergus pauses for a few seconds as he considers the words he has just uttered.

FERGUS (CONT'D)
Well, that's an easy one. The answer is howler. He's tried to be tricky by using the ambiguity of the word hooter, but once you've solved for as long as me you tend to see straight through those kind of ruses.

The shot lingers for a second or two.

CUT TO:

INT. HIGH SCHOOL CLASSROOM - DAY

HARRY stands in front of a blackboard with his arms folded. The blackboard is covered in incomprehensible scrawls of fragments of words.

Harry is a handsome man in his 20s. He is well groomed and wears a neatly buttoned collared shirt with plain black trousers. His hair is neatly brushed to one side.

A subtitle at the bottom of the screen reads "Harry, 26. High school English teacher".

HARRY
This is my third year teaching English to high school students.
(MORE)

HARRY (CONT'D)
I believe that in order to teach effectively it's imperative the students are motivated and excited to learn. I try and adopt a very hands-on teaching style, where I encourage interaction and questioning. Recently I've been trying to get the kids immersed in the English language by teaching them how to solve crosswords.

Harry smiles.

CUT TO:

INT. DOUGLAS AND MARTHA LIVING ROOM - DAY

A very ordinary suburban living room. DOUGLAS and MARTHA sit on two identical armchairs in the middle of the frame. To the left of the chairs is a small wooden table on top of which sits an ornate lamp. Behind them are several bookcases and a few paintings. The walls are papered with a floral pattern.

Douglas and Martha are a middle aged couple. Douglas appears as though he is a man who was once full of life but has been somewhat sapped as time has worn on. However, he attempts to maintain a front of liveliness and joviality. He sits in a slight hunch and is worn around the eyes.

In contrast, Martha radiates power. She is clearly in total control of the relationship between the two.

A subtitle at the bottom of the frame reads "Douglas and Martha, married 23 years".

DOUGLAS
We started solving, what, twelve years ago?

Douglas pauses, waiting for confirmation from his wife. When she doesn't respond, he turns to prompt her.

DOUGLAS (CONT'D)
Twelve? Honey?

MARTHA
Thirteen.

DOUGLAS
(Laughing awkwardly)
Right, thirteen. I think what we love about it the most is that it's something we both enjoy and can share together.

Douglas turns to look at Martha and squeezes her hand. She turns to him, gives him a saccharine smile and looks away.

CUT TO:

EXT. OFFICE BUILDING - DAY

Long shot of an office building. A car zooms past in the foreground.

CUT TO:

INT. OFFICE BUILDING - DAY

The office of RAY. Ray sits at his desk. His office is small and incredibly well organised. A framed completed crossword hangs on the wall behind his desk. The only items on his desk are a box of pens and a portrait of his family. A potted fern sits on one side of the room and a filing cabinet on the other. Ray is in his 50s, but looks young for his age.

A subtitle on the bottom of the frame reads "Ray, crossword event coordinator"

RAY
So we're getting to the busiest time of the year at the moment, the lead up to the annual national cryptic crossword tournament. A lot of work goes into the preparation of an event like this, which I'm sure is something that most people don't realise.

MONTAGE

- 1) A woman in a suit talking on the phone.
- 2) Two co-workers conversing and exchanging pieces of paper.
- 3) Workers typing on computers.

V/O - RAY

At the moment I have thirteen full-time staff handling all the nitty-gritty details that are often taken for granted by the competitors. These are the people who take care of the catering. The people who ensure that there is an adequate supply of pencils and erasers. They provide everyone with scrap paper at the beginning of each round.

Cut back to shot of Ray.

RAY
Last year's tournament was rife with controversy - one of our finalists was found to have been cheating, and was subsequently disqualified. We've got a number of safeguards in place this year to ensure that this kind of debacle doesn't happen again. Unfortunately, I'm not actually allowed to disclose them, but the competitors can sleep easily knowing that there'll be no shady business this year.

The shot lingers for a moment.

CUT TO:

INT. FERGUS KITCHEN - DAY

Fergus sits at the head of the dining table. The table is in the middle of a kitschily decorated suburban kitchen/dining area. Behind him is a window covered with frilly mustard yellow drapes.

Fergus is wearing the same attire as in the opening scene.

FERGUS
I started solving crosswords at an incredibly young age. I finished my first cryptic at the age of nine, and my first Times cryptic when I was thirteen.

Year 11 Extension Imaginative Writing

It was the sensation of a million screeching birds, all out of tune yet compounded into one wall of sound, beating their insistent, digitised rhythm into her skull. Why did it not stop? It was probably just her, but the beeping became more urgent, more demanding, the longer she left it, as if every cog in her clock craved her attention and was growing impatient for her to wake up and realise. Soon, she promised, it would stop. A few seconds later it sunk in. She would have to stop it herself.

Reaching out to whichever side she thought the table was on, as she really lost all sense of place or direction in her sleep-induced haze, her hand brushed over a few indistinguishable objects, scattered before bed. Ahh, but there it was. The relief when silence again reigned supreme was immediate, and it would have been all too easy to fall victim to the waves of sleep now desperately clinging to her. She knew she should succumb, and waste a few hours more in its stranglehold. She almost wished some force could knock her unconscious for a moment, saving her the trouble of making a decision. But, and in doing so discovering some previously untapped source of motivation and will, she resisted the pull, and instead lifted her eyelids just a fraction. Her hand was raised, ready to greet the rays of sunlight, but somewhat to her disappointment, the radiant yellow brilliance had not emerged. A pallid early-dawn glow slipped almost unnoticed through the curtains; otherwise everything was barely discernible. She had woken far too early again, and it would require more than her strength just to contemplate leaving the comfort of her bed.

Her laptop still lay dormant on the pillow beside her head, a metallic reminder of everything sleep had helped her forget. It was funny how for the shortest inkling of time, just a few moments every morning, her brain, in its confused half-conscious state, managed to hold back the flood of problems that had so plagued her the night before, and offer some calm. But then, as it always must, it needed one simple trigger and she was inundated, drowning in the goodness of life. She felt it now; the waves of nausea, the pressure. It would be so much easier to roll over, leave this all behind and return to the blissful existence of a few minutes before.

The side of the laptop was gently flashing, a reminder of the battery life ebbing away. All the time she had lost in the three or four hours rest she had offered herself! She must stay connected; sleep was no longer top priority, what must everyone think of her after that vital gap when she had been away? It seemed foolish now even to have rested for that long; she needed to feed the desire for knowledge and company, albeit with people she barely knew. In spite of herself she felt the tiredness begin to fade at the thought of the comfort it would provide. But deeper inside, beyond her layers of skin and irrational heart, there was a suppressed urge to escape. And so as she pushed the laptop away from her, she tried to empty her head shaking out all the negative thoughts and contradictory feelings. Her eyes better accustomed to the darkness, and her ears now picking up the few reminders of civilisation her neighbours made, she hurried to the bathroom in the hope of ridding any last trace of the night.

The fluorescent light danced off her reflected eyes, and not that she would ever say it, but she could get lost in them. The whirling green vortexes entranced her as they stared back in the mirror, inquisitive and uncertain. After minutes idly turning the tap she managed a lukewarm stream of water, each drop stinging slightly as she splashed her face, forcing any residue out of the corners of her eyes and tears streaming down. It was painful, but at least she was no longer a zombie. Leaning in to closer examine her eyes, they seemed to subtly shift to a pale brown, hazel some might call it. It seemed a shame she couldn't properly appreciate their beauty at this hour. She had always been told that she had nice or pretty eyes, but for some reason never bothered to pay any attention to them. Obviously they were nothing special, but it had seemed nice that people thought to compliment her, so she assumed a grateful air and pretended they were telling the truth. How ashamed everyone would be to see them now, almost featureless holes. Webbed, bloody lines spun out in horrific fashion, giving the impression she had been crying her eyes out; and underneath massive purple smears, almost scaly in texture and a clear sign sleeping was not a priority in her life. Probably anybody who knew anything could find some other forms of proof in her pupils, or the thickening of the glossy sheen that never left.

Stripping down, she climbed into the shower, hoping the steaming hot water would have a therapeutic effect and wash away her troubles. At the very least, it may soften the effect of the dark circles or somehow rejuvenate her. She had seen more than enough movies where important decisions were made in the shower, or it had provided the setting for a major breakdown. If possible she should try to avoid something quite so melodramatic, but there was something relaxing about the patter of the rain and the smooth finish it left on her skin. If only there was a conditioner that also offered the benefits of "a good night's sleep" in their miracle formula! Maybe she should have one of those handrails installed, that stop old people from having an accident; she was obviously too young to suffer their ailments, but she did find her legs increasingly weak and unable to support her. And oh, how tragic it would be for her to slip and crack her head open now, especially at such a time.

She walked out as the well-rested, confident young woman she knew everyone expected her to be. All trace of her earlier insecurity was removed; the tiredness and doubt had been crushed into the furthest reaches of her heart, away from prying eyes. Instead she was the perfect picture of calm and composure, her cheeks slightly rosy, her hair now pulled back tightly to assume a professional air, and around her blotchy eyes she had thickened layers of cheap-brand facial cream. Her appearance was not at all important, but she had to maintain some standards, and you could hardly say that her jeans and jumper combination was anything too fancy or extravagant. They had been the first things she saw on the floor in the room, so they may even have given a hint of her favourite effortless-selection-of-outfit-that-was-just-lying-there-but-doesn't-

look-too-disgusting style. The rain, which would no doubt decide to hammer down on her the moment she finally got around to leaving the apartment, may have something to say about her choices, but she had no personal control over nature's destructive obsession with her so could only hope.

There was her cake, resplendent in all its disastrous glory, exposed and vulnerable on the kitchen bench top. How she could bear to look at it without some sort of nervous breakdown was beyond her. When it had come out of the oven; a blackened mess, still somehow soggy in the middle, debris-filled and ready to collapse; it had seemed a purely superficial issue, nothing a generous portion of icing couldn't fix. But now, in the harsh light of day, it was grotesque. There was to be no salvation, the damage could not be undone. It was just one big mess. The temptation to kill it, scream at it, grind it into little pieces, throw it away and somehow remove it from her life was great, but it was still hers. She had poured love and her soul into making it, and to forget it completely was too hard. Maybe the pain would become bearable, but right now that cake was her life, right in front of her, and she needed it destroyed.

She slumped down against the side of the bench, the cake balancing precariously on the edge above. It would have been easier for it to fall and crush her. No more disasters lingering in her kitchen, no more perfect face. She could embrace her tiredness, her failures. The recipe was just a few steps away, lovely smears of chocolate obscuring the instructions from whenever she got truly carried away in the cooking. It was so out of place, such disorder in her otherwise untouched home. Had she been in a different mood, it would've irritated her. It seemed so futile to even attempt making cakes any more. She just had to accept that her glory days were over. The carefree years of baking of an evening, the windows of the kitchen open and alive, lovely summery smells wafting in to mingle with delicious, melted chocolate or buttery bases freshly-baked and covering every inch of bench space had been the best of her life. Hours flew by, her presence was felt by all who sensed the crazed girl at work, perfecting little pastries, juggling half a dozen pots bubbling with mysterious substances, churning out tray after tray of delicate, velvety goodness. Anyone could swing by the house, lured by the promise of her home-cooked, liquefied love. It was quite a remarkable atmosphere, not unlike the chaos of a professional kitchen she dreamed to work in, but her own controlled pandemonium, idyllic and exhilarating. Each day at school, she would cater en masse to the hordes awaiting her, eying her off at the hope of scoring just a few crumbs. She never understood the sensation she caused, there really was nothing extraordinary about what she did, and it certainly took attention away from herself. She would come under attack, bribe everyone off and then return to some sort of peace, albeit it all alone. It did at least give the sense of popularity, but she often wondered how much of their appreciation was genuine. On several occasions, it really seemed like she was just the means to an end. Her loss would never truly be realised.

And now, sadly, she hoped to bring back memories. Of what exactly? Her thoughts shifted to the present, as she groped around for some form of footwear to leave with. She had hardly gained anything, and half of her apparent friends were diabetic. What could be lonelier than thinking back to that? So this was what it felt like; the inevitable downfall. It was naïve to think otherwise of her actions; she did it for the fame. She had just clambered out the door when the inevitable rain did hit; too bad about the cake, her face would soon look the same. It was only a few minutes tramping through the dark, not completely soaked, before she reached the brightly lit entrance. Even in blindness she could find her way here.

The supermarket was still her sanctuary, sterile and lifeless as it may seem. Especially at this hour, she struggled to find any other customers, and as for the guy at the service desk, flicking through one of the glossy magazines and seemingly the only employee here, he may as well have been faceless. She walked past the magazine stack, almost grimacing at whichever starlet happened to grace this week's cover. She knew she was too young to be having these kind of thoughts, but she wanted them off her TV, no more chefs, no more nothing. Just them to live. She could understand the lure of it, perhaps had even allowed herself to slip into that dream once or twice, but she knew it was wrong.

Soon every aisle would be full of people, enticed by the "half-price specials" and "Sunday Savings" signs. Beckoned past the identical products, fulfilling their need for convenient junk food, cleaning fluids and unlimited choice. She used to find it terrifying, but now the floor-to-ceiling products were a sense of comfort. She absently-mindedly walked through, her hand flicking any boxes that dared protrude off their shelves. The people would come in, dashing for their favourites, bulk-buying, conforming; and there she would be, forgotten, alone yet not insignificant, in the heaven of food supplies. She could have collapsed into them, but then something different, even exuberant sounded over the speakers. It was unexpected, but not quite enough to stop her slow descent into happiness. It was all so beautiful. Everything, despite its artificial beginnings, felt perfect.

The things that no one else sees. And the end comes too soon. Like dreaming of angels. And leaving without them.

– The xx – Angels (2012)

It was nice just to think about how everything in the shop just kept on going, the endless rows of food would always be there, waiting. And so would she.

ARKADY DE JONG, YEAR 11

Year 9 English Enrichment

This year, students were selected to participate in the English Enrichment Program. The twenty students undertook an independent project through which they were expected to choose an appropriate writing medium which they found interesting and which also adhered to the Year 9 curriculum. As part of the Major Work, we were given a strict schedule which applied throughout terms 3 and 4, which included the specific dates for drafting, editing and the final processes. Many of us had decided to write a piece of short story, others worked on web sites, critical responses and even an opera libretto. Due to the time limit, some of us found that the initial careful planning still became a last minute rush to complete our work. Although some things didn't go as planned, there were very satisfactory and interesting results and it was a rewarding experience. We are grateful to be given such an opportunity and many thanks go toward Ms Arcamone for conducting the program.

ADA ZENG

Excerpts from Enrichment tasks

What is the True Meaning of Right and Wrong?

Most accept that there is a line separating right and wrong to make life easier, but by closely examining one of history's great tragedies, the story of Hamlet, it becomes clear that a person's perspective is responsible for the blur between what is seemingly right and wrong. What if right and wrong do not actually exist? In the contemporary world, there is evidence that supports the idea that our morality is based on our perspective. Organisations such as Wikileaks, the online website responsible for exposing cover-ups from the highest branches of society, has stepped into unknown territory where its actions become controversial, from being morally justified to being universally opposed. Using Wikileaks as a case study after exploring the concepts suggested by Hamlet, it is possible to see a different way to analyse right and wrong.

JUWIN LEE, Year 9

Anthony Hackett was a man of impeccable neatness. He prided himself on his utter determination to reflect each morning, to the minutest of details, his appearance of the day before. This habit had been upheld for ten years, and had served to keep the politician from the nasty end of the gossip columns and fashion magazines those of his station so abhorred. Anthony, he insisted, was not a vain man, but rather acutely aware of his cosmetic duties to his party's professional image.

It was for this reason that Mr Hackett found himself in a rather pressing quandary on one particular Friday morning, the day the federal budget was to be announced. It was to be his hour of glory, his political tour de force, and now it was under threat by a particularly vindictive tuft of hair. Hackett surveyed the offending lock with a mixture of contempt and fear. It was of the twisting, knotted kind, that most troublesome of standouts whose existence appears almost to be independent of its host's. Hackett was not amused.

As our faithful legislator was fretting over the trials of politics and bed-hair, a disaster of even greater magnitude was unfolding in the house of Mr and Mrs Griffith. Their monthly bills had arrived, and they were bracing themselves for that most dreaded of desperate realisations. The couple had always abhorred bill day, even before their financial troubles had begun. The days of guilty and obsessive procrastination had been excruciating, and the subsequent twenty minutes of frenzied signature had always been a relief. Three children, a redundancy and one heck of a mortgage later, the invoices had become something much more sinister: a chilling wake-up call to the Griffiths that confounded all their efforts at denial and escapism.

For the Griffiths were among that rapidly growing family of families whose weekly earnings simply no longer added up to the expenses generated by a family of five eating, nappy-consuming human beings. They didn't add up to the cost of a modern home with the basic utilities of electricity and water, and certainly not to a house, which, in the inexplicably fashionable style of the modern middle class was funded almost entirely by the bank. So the bills remained on the bench throughout the household's morning preparation-hubbub, the hole it burnt in the hearts of its subjects only amplified by its unspoken nature.

Meanwhile, in a decidedly dingier part of town, James rose from sleep with an interrupted sigh. The source of this interruption was, as usual, the inconvenient window pane that always seemed to creep open during the night to lie in perfect ambush above his unsuspecting temple. Having uttered that now obligatory curse, James stood to survey the space he had somewhat optimistically termed his 'bedroom'. Dirty mattress blended into upturned furniture in the anarchic array of clothes and discarded soda cans, all of which James was absolutely going to tidy up when he got the chance. Emerging from his nesting-pit of denial and pong, James considered the plan for that day.

MARCUS MCCULLOCH, YEAR 10

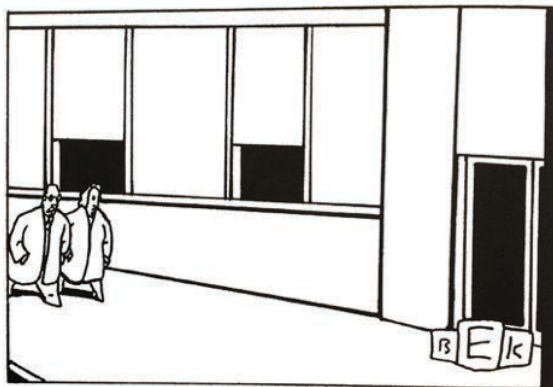
THE TIMELESSNESS OF SHAKESPEARE: THEMES IN MODERN MURDER MYSTERIES

BY Spencer Ferrier

Introduction

In the preface to Shakespeare's First Folio (1623), Ben Jonson said "He was not of an age, but for all time!" Although Jonson was praising Shakespeare's timeless appeal, his words also reflect the process by which Shakespearean themes have been taken, adapted and applied as our culture has evolved over time. Shakespearean themes have such universal and timeless appeal that they are to be found in a wide range of popular entertainment – so much so that these themes are enjoyed by many people who have no appreciation of Shakespeare himself.

Mabillard's statement that "Shakespeare's stories transcend time and culture" very accurately describes Shakespeare's literature. Shakespeare's plays have an amazing and unique ability to remain



"I don't mind if something's Shakespearean, just as long as it's not Shakespeare."

popular after even all this time as they are not concerned with issues specific to any particular time or place - they are more concerned with the issues of being human and with relationships between people. In the videorecording Shakespeare is Alive and Well in the Modern World, Shakespeare's popularity is attributed to the fact that "he touches the centre of what we are as human beings". Shakespeare understood what made people the same in 1600, 1400 or 3000 BC and understood it better than anyone else understood it. Shakespeare's plays cut through differences of time, space and culture to enable us to recognise his characters in an immediate way. The feelings that Shakespeare's characters express are as relevant and fresh today as they were 400 years ago, and the themes that Shakespeare developed are "powerful and universal, and performed throughout the world"

It is this universal appeal of Shakespearean characters and themes which is the focus of this essay. My purpose is not to study any particular play by Shakespeare, but to examine the way in which the classic themes and characters from Shakespeare are reflected in modern popular culture.

One surprising and unique characteristic of Shakespeare's plays is that they are capable of a wide range of interpretations and possible adaptations. In 1943, Thurber wrote *The Macbeth Murder Mystery*, which portrays Macbeth as a murder mystery to be solved. This short story begins with one character complaining that she had picked up Macbeth by mistake, instead of an Agatha Christie novel. She then explains that she read it anyway as it was the only thing around to read, and she finds the play just as engaging as the Agatha Christie murder mysteries that she normally reads. In the manner of all murder mystery enthusiasts, she was dissatisfied with Shakespeare's ending and believed that Macduff, and not Macbeth, killed the King. The two protagonists in the story then discuss Macbeth as a murder

mystery to be solved, searching for the answer based on other murder mysteries they had read and studied, concluding that the King was in fact killed by Lady Macbeth's father. Although satirical, *The Macbeth Murder Mystery* illustrates the universality and relevance of Shakespeare's work, and provides an interesting framework for examining Shakespearean themes – that of the modern murder mystery.

Collection of Monologues, by Ailsa Liu

I know I'm not the only one guilty of this. While not all of you may react like we do I'm sure that there are at least a few of you whose automatic response to any change is to simply ignore it. I haven't noticed this impulse before simply because my life has been fairly consistent. Now, quite soon, I shall be moving houses. Of course this could be a metaphor for anything, but for me it's literally moving houses.

While I feel none of the friability or emotional turmoil of being uprooted, this specific instance I have gained a rare appreciation for the unique features. I really didn't want to use that word 'unique' it's just another way to say weird, or special. But what I mean to say was that I had never noticed the light. We have massive windows, floor-length, over an entire wall with a white lace curtain over it. Unknowingly I grew up fostered by sunlight, bathed in it, drowning in light. It was great...and now we're knocking it down. Maybe I should rephrase: We're moving because the house is being rebuilt and then we'll go back and the house won't be there. A shame really but it's all for the best. The house is pretty battered, with peeling paint, a smidge of mould, screwy sewers and non-existent gutters. But knocking it down is a little extreme.

His Appeal

I don't really have anything to complain about really. It's so perfect here, although without anything comparable this perfection is wasted on me. I feel my existence is wasted.

But in an idyllic haze mirage like way, time blur into itself until I doubt my purpose What is my existence who am I, Why do I exist . I'm losing sense of myself in this soup of pleasant inoffensive niceness. There should be a counterpart

Adam and Eve

(open scene)

In centre stage lies a newly awoken woman on a brightly lit floor.

Once she orients herself, out of the shadows steps her counterpart.

She is confused but scrambles to her feet. To cover her confusion she blurts out the first thing she could think of.

Woman: Is this it? This... (spins around, looks at scenery then at each other.) (they circle each other)

Man: Were you expecting something different? Is it not good enough for you?

W: Don't assume.

(silence, pause)

Man: Why don't we try to get along? (timid yet bluntly)

W:(Pauses) We shouldn't have to try. That stuff should just happen. Everything is geared towards bringing us together. (indignant, miffed but pouty)

Man: Well all the others haven't had such a great track record, that's why we're here (droll look).

W:(continues) I feel we're missing something, something undeniable connection. The utter sense of rightness.

Ma: You'll have to ease into this life. It must be the setting. You were created specifically for this place (lower) for me. (slings arm around shoulder)

W: (startles, backs away) It really is as pretty as they say. I think I'll take some time to look around. (threateningly) That is, if you don't mind. (runs away without answer).

M: Thank you for her. But I'm not sure how she feels about me. She's so fascinatingly different, well I am the original.

God(resounding faceless voice): No worries. It will be.



Reflections on Enrichment

I am pleased to have completed my English Enrichment major work, a critical response to *Emma* by Jane Austen, which explores the issue of how the core values portrayed in *Emma* are creatively reshaped, especially through dialogue. My critical answer explains the relevance and significance of spoken text and dialogue in the development and carving of themes and conventions throughout the novel. Developing a rich understanding of the Regency Period, through means such as the Internet and literature, was crucially beneficial to add a better sense of context when explaining and deducing certain ideas. Although I am happy with the breadth of the core values explored in my essay, I do believe more themes and conventions related to the novel could have been

investigated to form a more elaborate and diverse analytical study. The Year Nine English Enrichment program has helped me understand the correct process of constructing an extended and sustained composition. It has given me an excellent opportunity to work on an independent extended piece and to enrich my knowledge of English literature. Many parts of the program I reflect back on as immensely insightful and inspiring, especially the time spent reviewing with admiration the previous year 9's Enrichment major works which really motivated me. I believe the task has been greatly challenging as well as rewarding, and I am proud and confident with the final product.

ALEX GRADY, Year 9



Whitlam's Dismissal as a Shakespearean Tragedy

Dramatis Personae

Janek – Whitlam
Rose - Fraser
Isla – Governor General's secretary
Lucy - Kerr
Geirthana- Speaker of the House

Scene 1

Fraser:
Now is the splinter of our ripe dissent
Laboriously buried by our cunning balks.
And all the vows that dour Labour espoused
Are by the System's upper motions harried.
Now are the Houses broiled in bruised arms -
Wielded both liberally, and with labour;
Now, circling round, we likewise strike and stab,
Akin the serpent, or the duelling cock,
Whilst all the while, we pace the steps,
Both to, gainless, strut and fret our hour
In deadly hate, the one against the other.
Our weapons speak in smoking harmony:
Inductions dangerous, libels foul,
Enfeebling lies and subtle treachery –
And though outnumbered is my toilsome foe,
His seat of power sore reduced by sportive
Tricks and deceptive sport, yet still ungained
Are we of battle's reaped rewards. Alack!
For I, that am predestined governance,
And want prime ministry; I, that am formed
To court a clamorous voting-class, and civ'ly
Stamp assent for official policy:
I am deprived by cruel, dissembling nature
Of station due to me, and thus, I sit
Upon that shaded bench. And therefore, since
I cannot prove a leader at the polls,
I am determined to by force acquire
Governance. Plots have I laid to such an end:
To win the general assent and blessing;
To force at last from out his gilded seat
That bitter foe of mine, that witless Whitlam,
Whose timely exit shall prove vehicle to
Mine own assumption of that highest office.
Therefore, prime minister shall Fraser
Be, and all before the end of day's 'ere.
[Enter Commons, Speaker of the House, and Whitlam]
Speaker: I call ye gentles in.
Fraser: Moon, dark your beam,
Let not fire light upon my guileful scheme.
Speaker:
You know your own degrees. At first and last,
Our parliament is now in session.
Whitlam: Marry,
Sir, it is not a 'parliament' in session,
For parliament is that which speaks - conducts
With parlous comity its charge's business,
Or rather, with some stately oratory
And due deliberation, seeks to govern.
Aye, there are seeming words about this chamber,
And aye, one hears a semblance o'human speech.
But harken close! Does speech that drips with
hollow
Subtext, more close to venom than to words,
Full in upbraidings and in bitter scoffs,
Does this evoke the governmental duty?
Can any claim this just and temperate rule?
By treachery is parliament divested
Of its function, and by that villain's dripping
Tongue is it tangled in a tight-drawn net.
Alack these bitter times, these parliamentary
Customs! For governance is fall'n aside,
Replaced with feverous ambition!
Labour MPs: Here, here!
[General disorder]
Speaker:
Order, I say! I call for order!
Fraser: Sir,
Full of deceit is this scuttling scorpion!
[Jeering and general disorder]
So clouded must good Whitlam's heat-oppressed
Brain be, by sweet November's summery lease,
That all his mind may spew is maddened foolery!
He plays the motley bear enchained to
The post, accusing me of cunning treachery,

And claiming governance legitimate.
He does me wrong, and I shall not endure it!
'Tis he that goes without the public faith!
'Tis he harangued by halved majority!
'Tis he that wants in governmental bearing!
'Tis he that with enforced constitution
Perforce must from his lofty office vacate!
Coalition MPs:
Hear, hear!
Speaker: I will have order hence!
[Disorder subsides]
Fraser: What's more,
I to this noble aim forthwith enact
A motion 'gainst good faith in Whitlam's
Government.
Whitlam:
Ay, and so once again, such one a tired
Motion you lamely pace, alike the lame
And withered colt in pacing to the block!
Fraser:
The muzzled bear affects th'audacity
To call his dogging hound a toothsome mutt!
And yet forgetting of his dire state,
Oblivious of his bated crisis, neglects
He thus the severance from his honeyed horde!
As bear the den, or bird the nest, so too
True government supply! And this,
By lib'ral sensibility, is Whitlam
Devested of, his rule hence rendered void!
Whitlam:
Your head may swell with upper numbers, yet
I hold my firm position 'pon the common
Ground. I beg, speak thou freely of thy lack
Of parliament'ry confidence, yet tremble
To count the chamber's votes, and keep no hopes
Thy squinting eyes will have the ayes to have it.
Thou art a bitter blackguard: stunted, unctuous,
Knavish and foul! Think not, dog, that your party,
Deformed and pustulated, will pull this vote!
[Clamour and jeering]
Speaker:
Order, I will have order! Cease at once
This petty game, this volley o'piercing words,
As though this House were but the rudest stage,
And all the parl'mentarians merely players.
The Member for Werriwa, do recant
Thine hate, and hence be now conducted th'vote.
The motion stands t'importune 'gainst the
Gov'nment
And from its ruling heights, at once expel.
Whitlam: (aside)
It is our lows, within the people's House
And hearts, by which we persevere.
Speaker: In favour
Those all inclined, declaim with hearty 'ayes!
[Fraser alone gives aye]
Speaker:
The motion those opposing state with 'nay'.
[The rest give nay]
Speaker:
The motion is defeated; the nays have't.
Fraser:
Thou hast me here, O regal Gough, but with wit
Akin to that of Tarquin Proud. So th'nays
May have't, but such a neighing horse has run
His final lap. And like that most superb
Of Roman Kings, your pride foretells your fall,
Which, in th'appropriate lack of liquid fortune,
Subject o'your earnest supplication, soon
Transpire, to th'glorious, summery, general joy.
[Exeunt Fraser, Speaker and rest of commons]
Whitlam:
I gin to be awarey of this treach'rous
Runt. For so many months he's dragged his chain
Of lies, deceit – misspoken black intent;
Naught I say to'im; naught to his filthy form,
His squirming, wormlike ways, and squeaking
charm.
Nor words nor love nor reason 'gainst a snake
Can win a broil. Nay. I shall scorch this snake.
With wrath and flames shall Whitlam serve this
bitter
Creature, shall bring against it all his powers.
In me, that unctuous Fraser seeks to dislodge

Confidence – foolery! It's he in whom
He should be disavowing trust and love,
It's he who should be quaking at the knees,
It's he who's forfeit in this pretty game!
Renounce your opposition, Fraser, Sir!
Renounce your parliamentary position!
The ire and the might of charmed Whitlam
Bear down upon your squirming frame.
I laugh to scorn thy feeble conspiracy!
Thou hopest to vanquish me? To vanquish
Whitlam?
The man of endless wit and charm and politic?
The man of learning, yet of the common people?
The man who bows not e'en to time itself,
But f'r'whom it's time that stands and waits
upon'im.
He? He by witless Fraser vanquished?
That shall never be. I weep your folly.
But yet I'll make assurance double sure,
And so at once dissolve the half o'th'Senate
Thus with my boundless popularity
Ensuring labour's long-enduring office.
Ah, but in the doing stays there one formality:
To this electoral end I by the lofty
Constitution to the Gov'nor Gen'ral
Am hence impelled. That swiney Kerr is naught
But such an old, proced'ral orn'mentation.
I wish he could be done at once without.
But yet, the constitution does demand
I of my soluble intentions him
Convey. Ah! To see or not to see Kerr,
Such is my mind's dilemma! Better 'tis
To follow of th'establishèd, legal
Path, as a pilgrim thus to have a hand
Effecting greater, augmented success.
Hence, I with haste away to Gov'nor Kerr,
My bloomed elect'ral scheme to him refer.

Scene 2

Kerr: Is this an end which I see upon us,
The action t' me it gains? Come, let me go forth:
I've done thee not, yet I see thee still.
Art thou but an errant, fatal vision,,
Proceeding from mine heat-oppressed colleagues?
My thoughts are made the fools o'th'other MPs,
By whom in sooth I have been so persuaded.
If it were done, when 'tis done, then 'twere well
It were done quickly: If the dismissal
Could curb away the consequence, and bring,
With th'action, success; that yet this fall
Might be the be-all and the end-all...

[Enter Fraser]
Fraser: My Lord!
I come, in these sour and bitter times, to seek
The stance thou take, to this maddened foolery,
By which our country is now governed. And thus,
That our government is led by bumptious fools,
Who, both deceitful and repentless, run us down,
Until we shall all fall.
Kerr: If we should fall?
Fraser: We fall. But turn your ears to the right
place
And we'll not fall. Act in Whitlam's ignorance
And hence, I say, we'll put an end to him.
Kerr: When the time?
Fraser: Upon the hour.
Then to end that coward.
Kerr: A knock, knock,
Whitlam's a'th'lock.

[Enter Whitlam]
Whence cam'st thou, ?
Whitlam: From parliament,
Where the false and treacherous fill the room,
And stand against our party's dwindling morale.
Where private gains act out against our right,
Where too the deadly serpent lies in wait,
Th'embodiement of pure disloyalty.
Fraser: A disloyal traitor is rather one,
That hath lied to kinsmen, and spread false hope.
Thou canst not win, yet will not heel, to end
Forever the suff'ring of our people.
Go, take the path from whence thou ne'er can
turn,
And in the doing shall be e'ermore cursed.



Whitlam: You veil with a gossamer your words,
Cut through with poison 'neath. How is't, a man
Filled so full with toxic waste, can appear
To all, as one with heart of pure love?
Packed with deceit, is thine office, that
It makes the angels shed their tears from heaven.
If still thou wiltst accuse and torture me,
Then do so, but I at none such cost desist.
Your deeds are such that make the heavens weep,
Yet shall I weep no more, Labor shall weep no more!

Fraser: Would I to stay and hear your luscious voice,
Belonging to such one so lustrous,
He hath led his country into turmoil.
Yet hence must I go, for my business is done -
Tomorrow shall I wake a happy man.
[Exit Fraser]

Kerr: Wherefore hast thou come?

Whitlam:

To meet with your grace.

Kerr: *[Aside]*

'Tis this the hour I long have lonesome feared.
Whose bearing I see I must now resolve -
I have no will to act 'gainst his position,
But only such compelling influence,
Which o'erruns goodwill, engenders th' action.
'Tis an unpleasant deed, which informs
Thus to my mind, to turn round the tables,
On which his government shall sit no more.

Whitlam:

I come to seek your grace's leave to hence
The half of chamber upper to dissolve,
And in the act, righteous election bring
Unto the peoples all of this our state.

Kerr: *[aside]*

Stick thy bravery to the fastening spot,
And deign to do thy duty with decorum.
[To Whitlam]

T' election shall we come, but first a word:
Good Whitlam, I love thee well, know thou this.
And yet betimes this crisis, bitter thoughts
And toilsome dealings have induced my course.

Whitlam:

To what end speaks thou?

Kerr: An end of greater peace,
Of larger majesty, increasèd hope.

Whitlam:

Come knave, with me do share thy glorious end,
Lest tedium find me with the ends to end you.

Kerr:

At such a vulgar treaty must I yield:
In short, I find you unbecom'g o' your rule,
And in my duty as your Gov'nor Gen'ral,
Betake upon me powers to end it hence.
By way of pure elucidation, thou
Art here by holy writ dismissed.

Whitlam: Blackguard!
By what authority dost act thou thus?

Kerr:

My fixèd constitution in this act
Is but afforded grace by way of like
Fixed constitution in our Nation's law.
Such one a leader lacking of supply
Perforce divested of his title is,
And with the antithetic member, thus
To be replaced, until election's held.

Whitlam:

Thou liest! Thou'rt but a puppet of that bitter
Fraser, who honeys with deceit your mind!
Think not this dismissal righteous is,
That I am here by knavery baited down!
Nay, I am leader of this nation. 'Tis
I that am given rule by all me people!

Kerr:

Nay, Gough, thou'rt illegitimate of rule,
And hence by me dismissed. 'Tis naught to say.

Whitlam:

Hear thou well. Though Fraser PM is made,
By thou with writ, being of Gov'ning ilk,
Yet I will try the last. Before th' people
I cast my warlike vow. Lay on, Kerr,
And damn'd be him to first th' other deter!
[Exeunt Whitlam and Kerr, fighting]

Scene 3

Governor General Secretary:

[Aside]

Rebellious ministers, enemies to peace,
Profaners of this sacred paper
Will not they hear? - What, ho! You men, you beasts.

That quench the fire of your pernicious rage
With purple fountains issuing from your veins.
They fear it not, and yet they greet withal
The glooming peace of th' afternoon content.
The sun for sorrow will not show his head:
Go hence, to have more talk of these sad things;
Some shall be pardon'd and some punish'd:
For never was there a story of more woe

[To audience]

To all Australians, whose temper has boiled,
Throw your mistemper'd weapons to the ground
And hear the sentence of the Governor General.
Whitlam hath disturb'd the quiet of our streets,
And so, by persev'rance of the Queen,
The dismissal of Whitlam has arisen.
Your MP's shall pay the forfeit of the peace.
For this time, all depart away.
You, Fraser, come hence forth with me.
And Whitlam, bid thee thine farewell,
For Parliament is under scrutiny.

Whitlam:

To cry persev'rance of the queen, you knave,
You show your artless wit, and foolish ways.
Be't so the Queen shall reign a thousand years,
Yet still the Gov'nor Gen'ral's rule is forfeit.
What you, good gentles, in agony list'ning,
Have heard announcèd thus, is by that blackguard
John Malcolm Fraser, t' thine ears conveyèd,
Who, with his cowardice and spite, shall hence
From this day forth upon the catalogue of dogs
As John Kerr's cur inscribèd be. And though,
By might of his we muted are, divested
Of our truest majesty, desist ye not
From righteous ire - displayed against that knave!
We shall prevail, Gough Whitlam shall prevail!

Fraser:

[Aside monologue with Kerr]

Amen to these sweet Constitutional powers!
I find my person filled with great contentment,
Which stops me here; for it's of too much joy:
And this, the greatest discords be

[Shakes Kerr's hand enthusiastically]

That e'er out minds shall make... *[Cut off]*

People from outside heard singing:

... Whitlam was a worthy peer
Who had the thoughts

Of the public at near.

Should he be sacked?

For he was not backed,
By the Senate or you
For you were the backstabbing fool

Fraser:

Come,

Let us to the Senate, to declare the news
And, in fresh hope, to light th' electoral fuse.

[Exeunt]

**JANEK DREVIKOVSKY, ISLA
MILLER and GEIRTHANA
NANDAKUMARAN, YEAR 10**



Creative and Visual Arts



Drama

Scene 1 - The first act is set in a room in the M... including the Mayor, the Judge, the Warden o... Physician. The Mayor tells the others some un...

wn officials have gathered for a meeting, of Schools, the Chief of Police, and the District is to be visited by a government....

In 2012, Drama classes were taught by Ms. Schlam, Ms. Chamas, Ms. Cameron, Mr. Melser and myself. From Year 7 to Year 12, students engaged in challenging activities that asked them to manipulate, experiment with and evaluate the elements of drama within theatrical works. Year 7 students were introduced to the elements of drama and worked on developing their expressive skills and exploring characterisation. They engaged in playbuilding tasks which challenged them to work collaboratively to produce original pieces of theatre. The year culminated in the students being given the opportunity to have a real-world theatre experience when they were taken to Darling Harbour to see MonkeyBaa's Helpman award production of *Hitler's Daughter*.

Year 8 built on the skills from the previous year, working on improvisation and theatresports in the first half of the year. In the second semester we introduced a unit in which Year 8 students learnt about Elizabethan Theatre. In a cross-faculty project, students used a Shakespearean text they had studied in English, to experiment with the Elizabethan Theatre performance style and to interpret these challenging texts, aiming to make them accessible to an audience. The work produced was outstanding and revealed the sophisticated understanding of Shakespearean texts that our students have developed. In their first year of elective Drama, Year 9 students explored the origins of performance and theatre in their study of ritual and Greek Theatre. They researched and learnt about these styles and historical contexts and then used playbuilding techniques to create works that used the conventions of these forms. The students also developed an understanding of the elements of design

and experimented with how costume could be used to enhance Drama. Finally, in the second semester, students worked with the form of Melodrama and learnt how this popular style was eventually superseded by Realism. The Year 10s continued the Stage 5 elective with the challenging task of using the acting techniques of Konstantin Stanislavski to create a monologue. The students were to develop a unique and believable character, and produced some outstanding work. Next, students explored Expressionist theatre and used the form to create theatrical works that make a political statement about their worlds. The pieces were sophisticated and addressed issues that were pertinent to the lives of the students. They continued their studies of Drama with an exploration of the impact of design on theatre and finished the year by looking at Commedia Dell'arte and created original works using the stock characters of this form.

Year 11 had a challenging year as they faced the mammoth task of presenting the Senior Production. The students elected to look at Epic theatre and developed a production of *A Suitable Wedding* by Bertolt Brecht. The production revealed the students' sophisticated understanding of the process of developing Theatre, and they managed to create an engaging performance from a challenging script. Congratulations must go to Hannah Harmelin for her masterful direction of the play and the whole cast is also to be congratulated for their great achievement. As usual, the Year 10 music students supported the production with their exceptional compositions and live performance to enhance the piece. Finally the Year 12 students spent their final year with a

study of the Australian plays *The Removalists and Norm and Ahmed*, a exploration of Black Comedy, the development of their group projects as well as the huge task of developing their individual projects. The Year 12s created some outstanding work and should be proud of the great accomplishments they achieved. Overall it has been another great year in Drama. We aim to continually encourage our students to experiment and test boundaries in their creative endeavours and yet again we have seen examples of the excellence our students are capable of. We thank all the parents, students and teachers who have supported the number of performance events we have held throughout the year and we'd like to encourage all school community members to become involved in these events in 2013. A very special thank you needs to go to the P&C for their continued support of Drama within the school and a particular thanks to Rod Lander and Ian Reid who have worked tirelessly for us to make these events successful.



Senior Drama
Front Row: Celeste Ly, Anna Rushmer, Samuel Ashelford, Christine Wong, Hannah Harmelin
Back Row: Rory Nolan, Matthew Tudman, Kien Le Board, Miles Reynolds Walsh
Teacher: Ms Carolyn Mattick

CAROLYN MATTICK, Drama Teacher

Panorama



Panorama





Cricket at the Fort

It is that time of year again - the sound of (rubber) thudding off willow, the smell of uncut grass, the sight of teachers in brightly coloured zinc. Yes it's time for the semi-annual Staff vs. Students cricket match, otherwise known as the Fraser Cup.

The match has been scheduled for Tuesday the 18th December during sport, and we are expecting a big crowd at the Fort Street Oval.

The Oval has of course been a silent witness to many extraordinary events in past years as the students carry on the fading legacy left by early (and as far as I know only) Fortian cricketers heroes Fred "The Demon" Spofforth, Billy Murdoch, and Vic Trumper's inspirational partner in crime Charlie Macartney who, according to Wikipedia, once said that school cricket was "insignificant in his development" and that he learnt more hitting balls with his brother to the family dog in his local park. Then of course there was Edmund "Tosspot Toby" Barton, the famous cricket umpire who officiated during international cricket's first riot at the SCG.

Admittedly, it has been some time since Fort Street produced cricketers of this calibre. Indeed, Nathan Kancherla's implosion under pressure last year was only topped by Edmund Bale running himself out. Their eagerness to atone for their recent run of form can only be matched by the desire of the staff to retain the trophy (which went missing in mysterious circumstances several years ago. Mr Leondias could not be reached at this time for comment).

The staff, as always, will field a strong team. Mr Sherwin's "stand and deliver" style, the mainstay of the lineup, will no doubt be as entertaining as the individual prowess of Mr Scovell with bat and ball. However there are still some spots up for grabs and interested parties should apply herewith.

Will the students finally triumph? Matthew Bass certainly thinks so, and that is probably reason enough for the crowds to turn out and witness what promises to be another extraordinary chapter in the story of Fort Street Cricket.

TOM HOEKSTRA



FRASER CUP

18th December 2012

Students won the toss and elected to bowl

Conditions: 30+

Pitch: Green

Teachers

Hoekstra	c Vo b Bale	0
Barton	n.o	11
Uppal	c Bass b Senthilnathan	29
Melser	b Johnson	2
Sherwin	n.o	13
Sundries		9
Total		64

Bowling after 8 overs

Bale 1/1, Senthilnathan 1/4, Johnson 1/5

Students

Vastani	ret.	21
O'Loughlin	ret.	13
Gorta	c Popovic b Miranda	7
Bale	n.o	20
Bass	c Pearce b Melser	0
Tranter	c Bayas (sub) b Melser	0
Cox	n.o.	0
Sundries		8
Total		69

Bowling after 7 overs

Melser 2/7, Miranda 1/5

Students won by 7 wickets



Student Anti Racism Network Report

This year, SARN has completely reformed itself. With a completely new team to bring completely new ideas to this long-running student body, we began the year with eager minds, bright ideas and shortage of people. But with the guidance of Mr Hoekstra, we were confident to stay afloat in the ocean of Fort Street's community. Dealing with over 900 students seemed like an overwhelming task. Our very first task came early in February, with Fort Street being the host for the first of four SARN forums throughout the year. With the help of the Sydney Region SARN Co-ordinator, Tana, we planned this forum meticulously. On the day, we brainstormed ideas with SARN members from other schools and executed it surprisingly well, even supplying all the hungry teens with pizza. It was also an enriching experience that provided us with links to other schools, as well as the people skills needed to host such a forum. Following this enlightening experience, SARN hosted its first school event: Harmony Day. We ran a multi day and encouraged students to wear an orange piece of clothing or accessory. We collected funds amounting to over \$600 in donations, all of which went to our sister school in Nepal. The purpose of this day was to promote harmony in and around the school by promoting a sense of community spirit and unity. We haven't yet heard a word from our Nepalese friends, but assume that they're getting along quite well. Our next project came with the onset of the Fort Street Festival. Through much brainstorming, we settled on an idea that would leave a lasting mark on the school - a

mural. We bought three sheets of canvas and set up a stall with many different trays of colored paint. We then encouraged our patrons to dip their hands in paint and leave a handmark on the canvas. It was so successful that by the end of the day we didn't have enough canvas space to place anymore handprints. The mural now overlooks the stairs climbing up the Cohen building. We settled on the name of the mural to be "A Hand in Unity", as it reflects the diversity, multiculturalism and unity of the Fort Street school community. Our final project of the year was Multicultural Day, held towards the end of Term 4. It consisted of three main components: a dress up, a food stall and acquiring flags. The dress up was a success, with many Fortians dressing in the cultural clothing of their heritage. The food stall was also a moderate success: many Fortians contributed to the food stall by donating cultural foods such as sushi, chana, alfajores and many more. The funds raised on that day totalled \$700, which went to our silent sister school in Nepal. The acquisition of flags involved us writing to embassies and consulates in Sydney requesting flags to represent the multicultural diversity of the school. As of early December, the only flag received was from the Pakistani embassy. What a year! Although SARN still remains a relatively small student body, we hope to continue to achieve as much as we did this year. Thank you to all SARN members and Mr Hoekstra for putting such tenacious effort into organising the events, and to the rest of the student body and teachers for making all this possible.

BOLWEN FU, Year 10

THE 'FORTIAN'. June, 1917.



RUGBY FOOTBALL.

The School is now the proud possessor of the McManamy Shield in its first year of competition, and it is to be seen hanging in the west wing of the building. Our chief aim, this season, is to retain this shield, as we have every prospect of doing. But as our opponents are equally intent on wresting it from us, and feel sure that they can do so, we are bound to encounter most determined opposition.

Mr. Roberts used his negotiation and bulk at the delegates' meeting, which both passed off in the usual stormy fashion. He effected a rise from 50s. to 60s. in the First Grade average, while that of the Second, Third and Fourth were raised 75s. each. We have succeeded in forming a team for each grade, and yet there are a few who are left without a game. This is a pity, but arrangements will be made, if possible, to cater for these enthusiasts.

First Round.

1st Grade—Fort Street defeated Technical H.S., 14-10.
2nd Grade—Hurlstone beat Fort Street, 12-6.
3rd Grade—Fort Street defeated Hurlstone, 9-6.
4th Grade—Fort Street defeated Peterham, 6-0.

The latter match was stopped owing to an accident to one of our representatives, Robertson, who had the misfortune to break his leg.

First Grade.

Our First Fifteen promises to develop into a fine combination, and though there are a few pliable weak points, this cannot be avoided if we are to keep our team underweight. It includes the veterans from last year's team, "Dogs" Golding, "Hook" McIntyre, Head, Vandenberg, "Dud" Little, and Elliott, while "Snow" Seddon is a valuable acquisition to the back division, and "Sinner" has joined us from the ranks of the Porters, as all loyal Fortians should.

THE 'FORTIAN'. June, 1917.

Grade, played well, but made a few mistakes through ineptitude. He will make a good player later. Among the backs, Seddon, Head and Vandenberg played well.

The game, practically throughout, was in the hands of the forwards, who outclassed "Tech." forwards.

—W.R.

Fort Street v. Sydney High School.

Spectators at Peterham Oval on Wednesday, May 23, witnessed the most interesting match in this season. Sydney High School had a good team, particularly in the back division, and Fort Street were hard put to it throughout the game. Their final success can only be attributed to better staying powers and the doggedness of a team with its back against the wall.

The play was very fast and open. Our opponents' three-quarter line was well organised, and played with fine combination.

As in the former match, our forwards outclassed the opposing side, and by hard, driving play, balanced matters. Elliott and Little shone out time after time, and ably backed up the work of Golding & McIntyre.

The game in both halves was much the same; plenty of fast, open work, marred by too much kicking for the line. The final scores were 12 to 6.

Of these points, 4 obtained by a field goal by Waddington, may be put down to sheer good luck.

Fort Street team has much to learn in the way of organisation and combination. This can only be learned by practice, i.e., sectional practice—not by scattered matches, which applies to other teams of the School.

Footballers must realise that the oval is available for practice on Tuesday and Friday in each week. Every player should attend. The forwards must practise their particular part of football tactics, the backs theirs, and all players go through regular "drill" in passing, tackling, etc.

To date Fort Street 1st Grade has played two matches, and won both.

We have an invitation from Hawkesbury College to play their 2nd team on June 9. This should be an interesting and enjoyable trip.

2nd Grade.

Fort Street v. Hurlstone Park.

This match, the first of the season, was played at Peterham Oval (25/5/17), and was won by Hurlstone 12-6—an unsatisfactory start for us.

The game throughout was highly interesting, but both sides were unfortunate in not scoring more points. Hurlstone backs worked in fine harmony, and the defensive line kicking of their centres should in future be emu-

THE 'FORTIAN'. June, 1917.

and Ryan one each. Maguire kicked two goals. Final scores: 37-0.

Football Record.

Match against Hurlstone, May and 1917.—The game opened with a faulty kick on the part of Fort Street. Armstrong made a ridiculous attempt to find the line. There is no advantage to be gained by this unless the kicker is a really good "kick", generally speaking, a kick down the field pays best.

Our quarters started well, but they were unable to maintain their effort. Dwyer did good work all through, in spite of a couple of blunders—like twice Armstrong.

Generally speaking, our passing was weak; again and again chances were missed by fumbling, chiefly on the part of Mair and Langford, though Porter offended in this respect also.

The quarter line was too extended. The day of the long pass is over. Absolute certainty with the short, swift pass is the modern method, and our quarters will have to practise it. The weak spot in our armour, however, was our forward line; half of them did not seem to know what was required of them. Pelham, in spite of his captain's admonishments, was repeatedly out of his place, and was more often to be found in the quarter line than in the "ruck", where he belonged.

Three of the forward line, Perkins, James and Barry, are evidently unaware of the fact that the ball cannot be kicked up out of the scrum. Perkins no less than three times attempted in this manner, and the score that our opponents made were obtained off Perkins' breach of this law. However, Perkins did good work. He has the energy all he needs to make him a good front-line man in practice and a wider knowledge of the game. Grims, as usual, did well; he piloted his team as well as they would let him, and would have done better had they headed him more. Our forwards were too slow in both getting down and getting out of the scrum. Practice is the means for this ill. Grims' kick for goal was the event of the afternoon. In fact, the only decent kick done by our side.

Three don'ts for next time—Don't kick the ball out of the scrum. Don't pass in your own 25. Don't run back with the ball.

4th Grade.

25/5/16.—The first game of the season was played at Alexandria Oval, our opponents being Peterham. An enjoyable game was brought to an unfortunate

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Fort Street Girls' High School

My Primary School days were rather a mixed bag. I had progressed from North Strathfield Infants' School into the Primary School next door, but at the end of Grade Four a decision needed to be made. Mum had her heart set on my going to a Ladies' College, and in the mail, on the same day as my acceptance into that very fancy school arrived, there was an invitation to attend Summer Hill Opportunity School, the same one my brother Warwick had attended four years earlier. There was a special programme for Years 5 and 6 at Summer Hill designed for the highest achievers at other primary schools in the district and it was an automatic entry to Fort Street High School. For various reasons I finally attended Homebush Primary, where I achieved my goal of being accepted into Fort Street High.

This year, 2012, marks sixty years since my class first walked up the hill to Fort Street, and a celebratory lunch was organised for many of that original class to get together and remember the experiences of those days so long ago. I don't believe I had realised, at the time, just what an amazing privilege it was for me to go to such a prestigious school. My classmates, and good friends, there had been gathered from all the primary schools in the Western Suburbs of Sydney. They were the most intelligent, meticulous and dedicated students, and it truly was an honour to be among them. At the 60th Anniversary reunion I met some of the wonderful women I had shared my high school days with -- doctors, nurses, lawyers, brilliant business women and so many others who have truly made a difference to their world.

After that gathering I was moved to check out the history of the school, and here's what I found:

In 1849 the Government of New South Wales established a Model School in the old Military Hospital, which had been built by Governor Macquarie in 1815. This building stood on Observatory Hill, the highest ground in the city near the site of Fort Phillip and the military barracks. It still stands there today, the headquarters of the National Trust. The school takes its name from a street which was partly incorporated in the playground during the reconstruction of the hospital and which disappeared when the approaches to the Sydney Harbour Bridge were built. The street name is perpetuated in the small street in Petersham, leading to the present school.

Fort Street was to be not only an institution where boys and girls of the colony could be taught, but it was also to serve as a model for all other schools. Its scholars were to play a most important role in the growth of the colony and in the federation of the nation. Students and staff were selected to attend the Model School. Their contribution is basic to the fabric of Australian society today.

The school became two high schools at the beginning of secondary education in NSW. At this time a headmaster and headmistress were appointed to lead Fort Street Boys' and Fort Street Girls' High Schools.



In 1916, Fort Street Boys' High was relocated to its present site on Taverners Hill, Petersham; the Girls' High School remaining on Observatory Hill. In 1975 the two schools were re-united as Fort Street High School on the new Petersham site.

Fort Street is proud to continue its co-educational traditions. We value the mix of young men and women learning together. Our young women thrive in this special co-educational, selective setting as leaders in all aspects of school life.

The school celebrated its sesquicentenary in 1999. The current school population comes from over 100 suburbs in Sydney. Of the 930 students, over 600 come from language other than English and students speak up to 40 different languages. Fort Street truly reflects multicultural Australia.

Fort Street remains a selective high school providing a wide choice of subjects for study by talented young men and women. It is a school which has assimilated modern educational methodology whilst preserving the best in a long and honoured tradition.

The Latin school motto was certainly proved right by those amazing women I had spent a wonderful afternoon with. 'Faber est suae quisque fortunae' -- Everyone is the maker of their own future, and the future they had made was spectacular.

Some notable Alumni: Fort Street alumni are traditionally called "Fortians". Prominent former students include a Prime Minister of Australia, a Governor-General of Australia, and four Justices of the High Court of Australia, the highest number amongst government schools in Australia. Fortians have also served as the President of the United Nations General Assembly, Justices of the Supreme Court of New South Wales, Federal Court of Australia and other state and federal courts, Premiers of New South Wales, and Chancellors of the University of Sydney, the University of New South Wales and other universities. My brother, Warwick Rourke, also an Old Fortian, belongs in this group as a retired Judge of the Family Court of Australia.

JULIE KELLY (NEE ROURKE), Fortian 1952-1954



P&C Report

The P&C was highly active in 2012 with teams of parents responsible for a variety of events and ongoing activities including the Fort Street Festival, Uniform Shop, Canteen and Instrumental Music Program.

The canteen committee manages the operation of the canteen which operates daily to provide healthy food for Fortians. The May P&C meeting approved the trial and future implementation of 'Lunch Monitor' online pre-ordering and prepaid lunch system. The canteen operated a limited trial of the Lunch Cashless Ordering System in Term 4.

Uniform Shop

The new manager, Gladys Ko, a former parent commenced in term 2 and has been keen to strengthen the business. The uniform committee has set up more of the business operations online with the intension of extending this to a system for student orders. Uniform prices have been reviewed and there will be many increases took place from 1st December 2012. Gladys is also trying to use indent orders to take advantage of discounts offered and thereby minimise necessary increases. There has been an accumulation of old stock which seems to be mainly due to changes in uniform or fashion preferences. We have sold off some very old items through the second hand store at the Fort Street Festival but still have many more to clear.

The old sports uniform was sold at discounted prices We welcomed an increase in the demand for blazers and in future are intending to hold stock in all sizes and are working towards speeding up delivery time; at present it can take up to 12 weeks. School caps are also now in stock.

The committee worked with the SRC to source a better quality fabric for the girls skirt.

All profit from the Uniform Shop is donated to FSHS and used to support your child's education. Thank you for your continued support of the Uniform Shop.

Website

The P&C has information pages on the school website: <http://www.fortstreet.nsw.edu.au/> under the Community link. Here you will find information about the P&C, upcoming meetings, the canteen and the uniform shop.

Contact Us

If you would like to receive emails notifying you of upcoming meetings and other events, please send an email to the following address fortst.pc@gmail.com and we will have your details placed on the mailing and distribution list.

Fort Street Festival

The Fort Street Festival held on June 3rd was a wonderful celebration of our diverse community. The festival commenced in 2002, the innovation of the then SRC president, Alexandra Parker, and it has grown each two years. The 2012 event was a real testament to the commitment of the community. The day was bleak and wet, at time drizzle followed by periods of heavy showers. Not to be deterred, the P&C team, the SRC team and staff worked together with one goal in mind -to make the festival a success despite the weather.

Thanks and congratulations to and :

- **Finola Carey-Border** the event organiser and her team,
- **Harriet Scandol**, SRC president and the SRC team and to
- **Mr Liotas**, our general assistant, **Ms Kemp**, **Mr Osland**, **Ms Manson**, **Ms Reynolds**, **Mr Cox** all of whom worked tirelessly to support parents and students to make the festival work
- **Mrs Humphrys** and the office staff for their work behind the scenes supporting the event in preparation

It was fabulous to see so many people out in the rain enjoying our festival.

Thank you all for your support of our big day

AZIZ RAHMAN, P&C President



Shave For a Cure





The Premier's Reading Challenge has been running for 11 years now, with over 300,000 students completing the Challenge in 2012 across NSW. In the early days of the Challenge, before the widespread use of internet services, students would choose from approximately 700 different books and write the titles of books they had read on a paper reading log. Students submitted the list to their school co-ordinator, who then sent a list of names to the Department. Now, there are over 7,000 books available on the official online reading list with hundreds of new releases being added every year. Students can choose books from 19 different categories and when they have finished reading, simply click the "Add" button in the reading lists to automatically fill in their reading log. At the end of August each year, the co-ordinator simply clicks the "Validate" button and the job is done.

Fort Street students have had an outstandingly successful year in the Premier's Reading Challenge. In 2007, only 28 students completed the Challenge; this year, that number has risen to 156. This figure includes 22 students who were awarded a Gold Certificate for completing the Challenge 4 times, as well as 7 students in Year 9 who were awarded medals for completing the Challenge every year since they were in Year 3. Stephanie Chan, Dharshu Sreeram and Diana Xue deserve special recognition for completing 8 Challenges in a row – that's every year since they were in Year 2 in 2005.

Now that a whole generation of students has grown up with the Premier's Reading Challenge as an integral part of their primary school education, and the number of successful students rises every year, the team responsible

for running the Challenge decided to introduce a new award. The Platinum Certificate honours those students who have completed 7 Challenges. The top 10 schools for Platinum Certificates across NSW are all primary schools. Sitting in 13th place is the top high school – Fort Street High, with 19 Platinum Certificates.

Alana Tarrant and Owen Silver of 7F are both Platinum Certificate recipients who were selected to represent Fort Street at a special reception held at Parliament House on November 23rd, to celebrate the contribution of the many government and corporate sponsors of the Challenge. The Premier, Mr. Barry O'Farrell, was represented by Ms. Gabrielle Upton who is the Member for Vaucluse and Parliamentary Secretary to the Minister for Education, Mr. Adrian Piccoli.

After the reception, Alana and Owen, along with students representing several other schools, were given an extensive tour of the two chambers of Parliament. They were able to sit on the front benches of the lower chamber where the Parliamentarians had sat only the day before on their last sitting day of the year. Owen was also invited to play the role of the Sergeant-at-Arms who carries the ceremonial mace at the opening of each session of Parliament. The mace was a simple timber replica as the official mace is valued at \$800,000 and is stored very securely elsewhere during non-sitting days. The morning finished with a tour of the State Library of New South Wales and a picnic lunch in Hyde Park.

ROWENA PENNIMENT, Teacher Librarian





History Debating

History Debating kicked off at Fort Street High School with a modest announcement made by Mr Hoekstra, asking for anyone interested in joining the team. As there were only four places on the team, and since only four people were interested, the selection process was quite easy. Without further ado, Fort Street High School's first ever team of history debaters – consisting of Marcus McCulloch, Romaan Dulloo, Janek Drevikovsky and Hugh Pearce – were flung headlong into the maw of the Les Gordon History Debating Competition.

Our first hurdle was a debate against Homebush Boys' High School. The topic for this debate was "That the Japanese intended to invade Australia", with Fort Street arguing the affirmative. Whilst our case was rather flimsy, with only one real piece of supporting historical evidence, Fort Street, in the end, prevailed. Valiantly, we continued - preparing ourselves to procrastinate for preparing for the next debate. Several weeks later, we frantically began & finished our entire case in one morning; later that same day we faced off against St George Girls High School. The topic, "That the Australian Identity is dead" took a negative, yet positively victorious, Fort Street ahead and into round three of this so far tumultuous tournament.

Now in the Semi-Finals, Fort Street was pushed for all we were worth by the topic: "That Australia's involvement in UN interventions has strengthened our International standing". The negative opposition, Caringbah High School, also did a little bit of pushing. As affirmative, we conclusively proved that Australia's involvement in the UN had in fact strengthened our International Standing. Sadly, we forgot to mention to the opposition & adjudicator that we had just finished an assessment task

on the same topic that very morning. Fort Street History Debating now faced their greatest – and ultimate – challenge: the Grand Finals, against defending champions, Kambala "economically selective" High School. Here, the two teams pitted their historical cocks to debate over the History Wars, which are one of Australia's largest & longest standing historical controversies.

The task for us, as

negative: to prove that the History Wars were not over. The debate was held on enemy territory, which we could tell was in the Eastern Suburbs from the intimidating harbour views & Hogwarts-like crenulations. Yet our head of History, Ms Minuitti, decided to level the playing field by importing a made-in-Fort Street audience of forty Year 10 elective history students. Once we were seated in Kambala's university-standard lecture hall, the debate got under way. We started strong at first speaker; tensions rose; confidence bubbled. Everyone had their eyes on the prize. Then - what looked like disaster: second speaker, Romaan Dulloo, went in for the full furlong, spending 6 and a half minutes of his maximum 8 on rebuttal. With half his material left entirely unsaid, we feared the worst. With nails bitten, we nevertheless continued to the bitter end: the third negative speaker, Janek Drevikovsky, brought Fort Street home with customary aplomb. After finishing the debate Fort Street, Kambala and the audience waited in nervous silence for the adjudicator to begin his speech. Once he began, it became apparent that the debate was close and the adjudication was to last for almost twenty minutes. The result: Fort Street victorious.

Having ascended to heights beyond human reach (and to real estate beyond Inner Wesies' reach), the Fort Street History Debating team claimed their glorious prize: a large monolith of a trophy donated by a Builders' Society to the Les Gordon History Debating Competition. Described by some as "the most interesting trophy to ever exist", this outstanding piece of modern architecture now resides in the Cohen Front Foyer for all to admire.

THE DEBATING TEAM



L to R: Marcus McCulloch, Janek Drevikovsky, Romaan Dulloo, Hugh Pearce



Panorama



Panorama



Fort Street – Where we've come from

The Australian National Anthem Advance Australia Fair was composed by a former teacher from Fort Street Model School, Peter Dodds McCormick in 1878, allegedly writing the words whilst he was travelling on a Bondi tram.

The school song Come Let the Strains Resound comes from a rollicking French drinking song from the 1830's.

The Fort Street War Cry dates back to 1919 and was used for the next 50 years - Rick, rick, rickety dick, Hoosta, hoosta hey! Riz-raz, riz-raz, riz-raz, rah! Fort Street, Fort Street, Yah, Yah, Yah! F-O-R-T- S-T-R-E-E-T Fort Street!

At the Senior Public Examination of 1877 Fort Street was the only public school that had a candidate who passed the exam!

The Military Hospital was built by Governor Macquarie in 1815 and designed by Lieut. John Watts of the 48th regiment, who had been trained as an architect in England before joining the army at the time of the Napoleonic wars. With the removal of the Military Barracks to Paddington, the building was no longer required as a hospital. In 1849 the colonial government created the Board of Education, the board took over the hospital and 1,000 pounds was provided to renovate the building including the addition of a new facade. The Model school opened on the 1st April 1850. It was the first government school to be opened in Australia.

Faber est suae quisque fortunae. At most gatherings of Fortians, the school motto, dating from 1894, is reverently quoted with much approval. This aphorism, cherished by all true alumni, was first uttered by Appius Claudius Caecus, Roman senator, censor in 312 B.C., consul twice (in 307 and again in 296) and proclaimed Dictator in 285. Every man is the maker/architect of his own fortune. And indeed, if you are ruthless and energetic enough and cunningly manipulate the people to your own views, as Appius did, the saying can well be true. It was Appius who built the famous road south from Rome to Capua, which eventually ended in Brundisium (Brindisi) and which he modestly named VIA APPIA. It was Appius who built the first aqueduct in Rome, which he could not resist naming AQUA APPIA. Some Romans declared that he had become blind (caecus) because he was accused; others said that he feigned blindness so that his fraudulent acts could not be brought to justice by the courts. Written by Roderick West FSBHS Latin teacher from February 1957 to 1962.

In the 'Fortian' magazine of July 12, 1910, the late Mr. Edward Downey is reported to have said that he joined the school in 1849, a fortnight after it was opened. The pupils at that time consisted of a mere handful of boys and girls – three dozen at most - who occupied four rooms, the girls upstairs and the boys downstairs. When the Model School first opened in 1849 it had 21 pupils which grew to 300 pupils (both boys and girls) in the first year, but only four teachers! The boys occupied the ground floor and the girls and infants above on the second floor. The school student population grew and in 1871 there were 1952 pupils. From: Free Weekly Thursday, October 5, 1972

The first Principal was 24 year old Englishman, William Wilkins who arrived in 1851. He stayed at Fort Street for 4 years and was a much admired leading figure in the Australian education system for the next 30 years.

William Wilkins also introduced a system of pupil-teacher training which, with improved teaching methods, was to make the Model school the leading school in the State of NSW and was known as a Superior Public School.

By 1854 the advanced classes at Fort Street Model School were receiving an education which brought them close to University Matriculation. For many years until the establishment of high schools in NSW, it was the only State School sending appreciable numbers of students to Sydney University.

In 1854 William Wilkins was appointed the first Inspector and Superintendent of National Schools and introduced additional subjects Geometry, Algebra, Latin and Elocution to the advanced classes with great success. In 1856 he introduced the first kindergarten into Fort Street Model School. It was the first in Australia and a pioneering kindergarten by world standards which followed the methods laid down by Froebel in Germany in 1837.

Wilkins' pupil-teacher training classes grew and evolved into the Teachers' Training school. In 1905, it moved to Blackfriars near the University, and became the Sydney Teachers' College.

Other great headmasters of the early period were: Frederick Bridges 1867-1876, who was also a pupil at the Model school in 1849? Bridges became chief inspector of schools; John W. Turner 1889-1905 who started the first school magazine, The 'Fortian' on the 7th August 1898; and Alexander J. Kilgour 1905-1926, an Edinburgh Scot who came to Australia when he was young, and attended Fort Street Model school as a pupil in 1870 under the leadership of Frederick Bridges. He went on to become the man who produced Percy Spender, The Evatt brothers and Garfield Barwick etc.

In the Model School of 1899 there were 2,100 pupils – 1,050 boys, 700 girls and 300 infants. In 1899 the Model School celebrated its Golden Jubilee with a concert at Sydney's Town Hall where a children's choir of 3,000 sang a special Ode written by Frank Hutchinson and set to music by Herr Hugo Alpen. There was a picnic held at the Sydney Cricket Ground attended by 5,000 people and a Citizen's Banquet attended by the Governor, Earl Beauchamp and the future Prime Minister Edmund Barton.

In 1911 the Boys' and Girls' High schools were established at Fort Street as separate entities, each with its own principal. The first reference to a headmistress of the

Girls' department is a Mrs Johnstone who was in charge in the early 1860's. Mrs Allingham 1870-1895 was the next headmistress and stayed for twenty five years. She introduced a Home Science course for the girls.

Miss Ada Partridge was a pupil at the Model school, then an assistant teacher before becoming headmistress. She was the headmistress of the Girls' department from 1895-1911. When the Girls School became a separate entity she continued on as Principal until 1920. Miss Alma Hamilton was a pupil of FSGHS and became principal of the Girls' HS from 1961 to 1964.

The famous Fort Street name came from a nearby fort built in 1804 on Windmill Hill by Governor King. The Model school took its name from a street which was partly incorporated into the playground and eventually disappeared when the approaches to the Harbour Bridge were built in the late 1920's. This street name was perpetuated in the small street leading to the side entrance to the school from Palace Street at the Petersham site. The street had originally been called Norwood Street but was renamed Fort Street by Petersham Municipal Council in 1916.

Fort Street was the first school to recognise physical culture as a matter of education. Each day at the Boys' school, 15 minutes was set aside for drill. It was also the first school to introduce Music and Drama.

FSBH sports were cricket, football and tennis.

FSGH sports were tennis, hockey and netball.

Fort Street was the first school to include swimming as a sport with the foundation of the Boys Swimming Club in 1899. It continued to take the lead by introducing water polo as a sport.

In 1911 the Upper Division of the school was proclaimed a High School and thus became 2 high schools on the same site – the girls with principal Miss Ada Partridge and the boys with Mr Alexander Kilgour B.A., LL.B.. The primary schools continued in buildings nearby.

The land for the new school on Taverner's Hill at Petersham consisted of four acres and was resumed in 1913 for eight thousand eight hundred and twenty pounds.

In July and August 1916, the boys moved to their new site on Parramatta Road at Petersham. It was estimated that the cost of the building would be 20,000 pounds. The school was built on the site of Petersham Cottage. It was the only house on the site which had formerly been an old abattoir and saleyard which had supplied Sydney with meat.

Fortian R.N. McCulloch won a Rhodes Scholarship in 1926.

Fort Street High was the winner of the inaugural Hume Barber Debating Competition in 1930, the prize was a statue of Demosthenes the 4th Century Athenian orator.

Fort Street High girls were given the honour of being the first school to cross the Sydney Harbour Bridge when it was opened in 1932. A special message from the school children of NSW was sent in the form of a relay from 73 different schools over a distance of 300 miles. In the final stages the Captain of FSGHS and the Vice Captain of FSBHS ran from the gates of the Girls' school to the official dais with the message, which was then read out by a student from FSBHS.

Meleager was the son of King Oenus of Calydon. Whilst he was travelling with Jason in the pursuit of the Golden Fleece, his father displeased the goddess Artemis who sent a boar to cause havoc in Calydon. Upon his return Meleager killed the boar and presented the head to his beloved Atalanta as a trophy. The school's statue of Meleager was part of a collection of 12 statues brought to Australia for the International Exhibition in the Garden Palace in the Botanic Gardens in 1879-80. Later these statues were placed in the Gardens and then in the Mitchell Library during World War Two. We have no real idea how the Boys' School ended up with the statue, we just know that it arrived in 1945.

The school Centenary Celebrations in 1949 included a Garden Party at Observatory Hill for 3,000 people; a Ball at the Trocadero attended by 1,567 people where 21 debutantes in white frocks were presented to the wife of the Minister for Education; a dinner at the Wentworth Hotel; a Pageant by the Girls school held at the conservatorium of Sydney; and a Memorial and Thanksgiving Service at the Boys school.

The Assembly Hall at the Petersham site was built in 1926 as a memorial to those who had died during World War I. It doubled in size by 1936. The Wrought Iron Gates which had been at the old entrance to the Model school on Observatory Hill were taken down when Princes Street made way for the Bradfield Highway and were re-erected at the entrance to the boys' school at Petersham in 1937. The Kilgour Building extension at the Petersham site was officially opened in 1967.

The amalgamation of the Girls from Observatory Hill to the Boys school at Petersham in 1975 was due to the development of the Cahill Expressway which cut through the centre of the playground and came to within 60 feet of the school. The decision to re-unite the two schools was ardently opposed by many, but, ultimately happened, and the Observatory Hill site became the headquarters for the National Trust of NSW. The senior students came over to Petersham in 1974 and the rest of the school population followed in 1975. The first principal of the amalgamated school was Mrs Evelyn Rowe who had been principal of the Girls' school before the union. The new Library – Gymnasium wing of the Petersham site was opened by the then Governor-General of Australia, Sir John Kerr, a Fortian in 1975.

CHRISTINE EAGN, Archivist



Volunteering at Taverners Hill Infants School

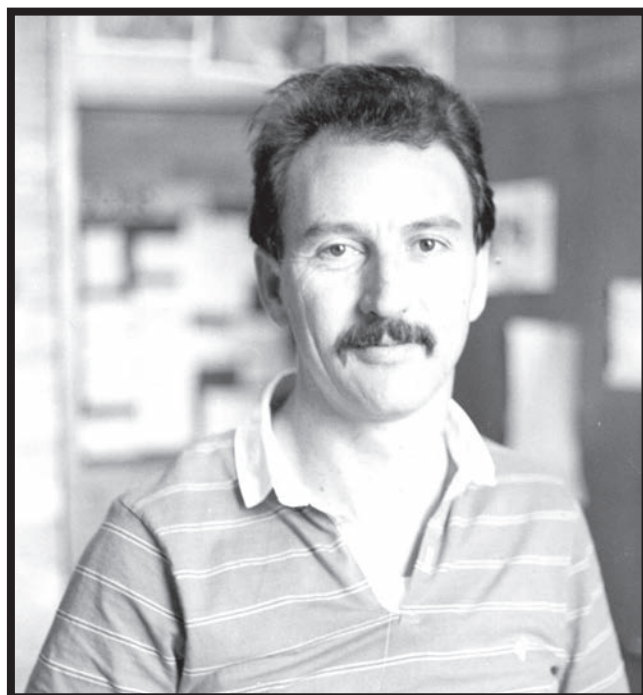
Tuesdays will always be my favourite school day. Not only because the periods are shortened to 46 minutes instead of the usual 52 minutes, but because I get to spend the double Sport period at Taverners Hill Infants School, which is only a short five minute walk from the Fort.

I'm not the only one who feels this way. Each week, a group of us spend our Tuesday afternoons helping Kindergarten to Year 2 students with art, mathematics or writing exercises, but the highlight of the afternoon would have to be afternoon tea where we each encounter more than ten little ones chasing the 'big kids' around the playground equipment playing Tag.

With a maximum of 20 children per class and four classes in the school, we soon were able to develop a strong friendship with the students, allowing us to create an enjoyable and fun-filled atmosphere in the classroom for all. The Fort Street volunteering program at Taverners' Hill has been going on for three years now, and is part of the Premier's Student Volunteering award scheme. It is similar to the Premier's Sporting Challenge and the Premier's Reading Challenge, and there are certificates awarded for 20, 40, 60 and 80 hours of volunteering undertaken in Years 9 and 10. This is such a lovely way to spend a few hours each week that some students (like myself) continue to be involved past Year 10.

Overall, it has been an amazing experience and we'd like to thank Ms Salisbury for giving us this great opportunity and also the teachers at Taverners Hill Infants School for being so friendly and welcoming.

MACEY DUONG, Year 11



(A younger) Phil Canty, retired after 27 years at the Fort





Concert Band

- Front Row: Marcello Neilson, Jordan Woods, Doreen Zheng, James Moran O'Donnell, Ruari Campbell, Jordan Yap, James Merlo, Samuel Falzon, Navini Fernando, Ligaya Quibuyen, Oscar Cowdery Lack
- Second Row: Jennifer Kim, Jessica Boyley, William Thackway, Mitchell Clayton, Ruth Lin, Samuel Alexander-Prideaux, Gordon Xie, James Wiggins, Igor Djurdjevic, Sylvia Hu
- Third Row: Sebastian Van Gerwen, Annie Shu, Jason Pang, Ava McConnell, Thomas Eccles, Albert Ong, Daniel Park, Miranda Lu, Dominic Bicego
- Fourth Row: Ying Min Wu, Angeleh Morris, Rahim Vastani, Huw Morgan, Lyndon Wale, Rosemary Mylrea, Lucy Lin, Sabrina Zeng
- Fifth Row: Harcharan Dhillon Pack, Nicholas Newton, Stephen Huang, Hamish Tranter, Travis Stuart, Yiwei Mao, Emma Wei, Seamus Kirk
- Director: Mr James Pensini





Fort Street Foundation

In the 2012 financial year the Foundation received donations amounting to \$37002 to the building fund, \$19757 to the library fund and \$8293 to the education fund. The majority of these donations were from parents, with additional donations being made by Fortians and reunion groups. Donations to the library and building funds are tax deductible.

As a result and on the direction of the School Council, funds were approved to be released from the building fund to refurbish a second science laboratory at a cost of approximately \$200 000.

In addition to this the Fort Street Foundation was able to use funds to support the school and students in other areas. The Education fund was used to award three IMP bursaries to students in financial need and fund additional textbooks for the Chinese Heritage course program. The library fund was accessed to purchase a specialised laptop for the visually impaired. The building fund also funded a \$13000 upgrade to sound equipment in the Hall and \$12000 towards a commercial dishwasher.

The Foundation receives an annual donation of \$5000 to fund the Michael Kirby Prize for performing Arts and continues to hold the funds allocated for prizes awarded at Speech Day. These funds can only be accessed by the Principal.

JULES DAVIES, Executive Officer, Fort Street Foundation



Fort Street School Council

The School Council welcomed Dr Kathy Esson as the new Chair in 2012 and met regularly throughout the year to discuss school policy, the allocation of school funds and the overall planning and direction of the school.

The focus for all building funds raised in 2012 was the refurbishment a science laboratory at a cost of around \$200 000. The School Council was able to approve the final plans at the end of 2012 and to approve the release of funds held in the Building Fund by the Fort Street Foundation. Building commenced at the end of term 4. The Aircraft Noise Amelioration Program also completed in 2012. Campaigning for this program began 10 years ago. Thanks go to all School Council representatives and school community members in that time who worked towards it becoming a reality.

The School Council is broadly responsible for the school budget and has been kept informed of all plans by the Finance Committee through the Principal. The School Council endorsed the Strategic Plan discussed in 2011

and ratified the acceleration policy and amendments to the school aim and exit profiles.

At the start of the year the Council endorsed and supported the school's application and subsequent acceptance onto the Local School Local Decisions pilot scheme. The Council has been kept up to date at every stage of the process and endorsed the final proposal brought by the teaching and administrative staff in November.

A major focus for the School Council is the end of the DER funding of the laptop program in 2013, and how the school moves forward with technology. Discussions regarding the use of tablets or laptops and their cost will be ongoing.

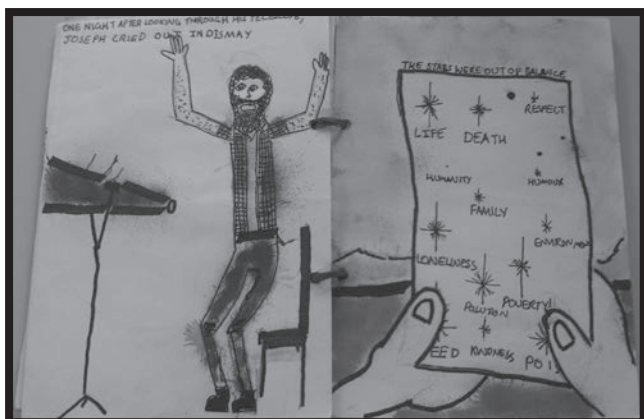
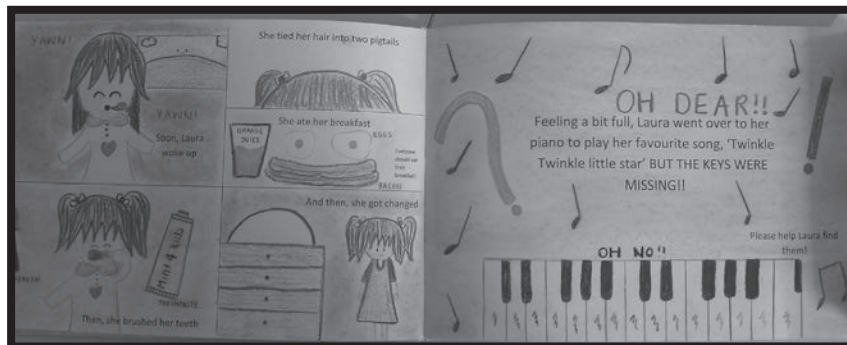
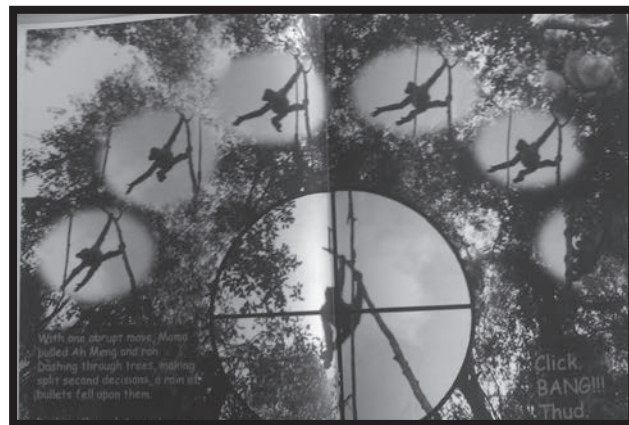
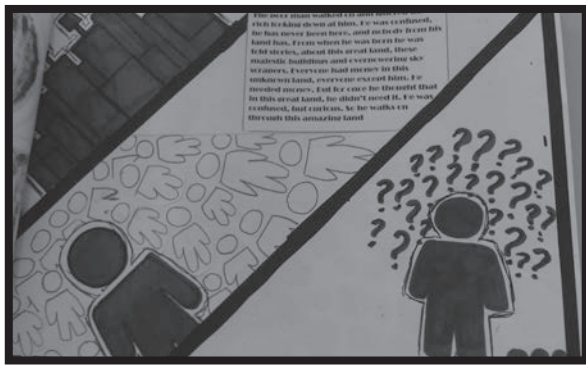
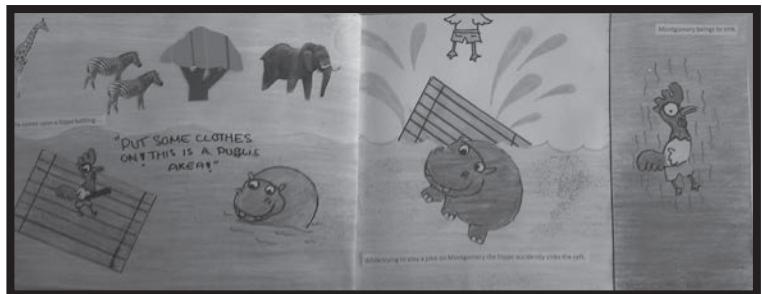
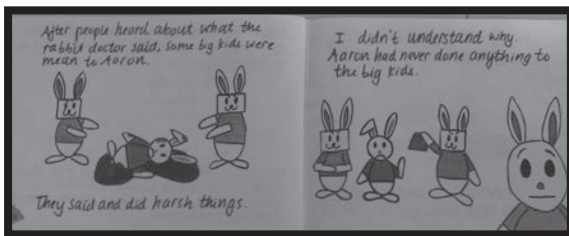
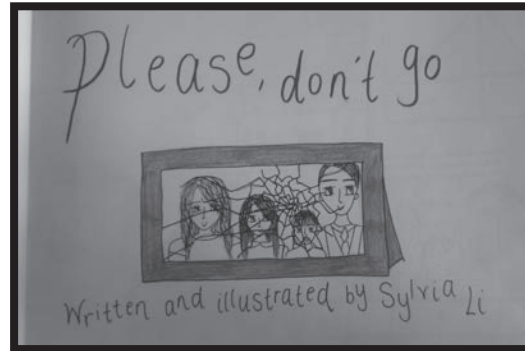
The School Council assessed nominations for the service medal given to non Fortians in recognition of their outstanding service to the school. Medals were awarded at a special assembly, and this year the recipients were Terry Glebe, Marie Johansson, Greg Osland and John Melville.





Year 7 Picture Books

As part of the visual literacy aspect of Year 7 English, students analysed wonderful examples of these rich and often profound texts. To assess how well the students appreciated and understood these often challenging texts, they undertook a project of their own, either individually or in small groups. The results are in many cases outstanding and many students received award certificates. The students' choice award went to Jim Tang, the Faculty awarded Linus Urbanik, for 'Fallen', Henry Lee, Ruari Campbell and Aiden Williams for 'Lest We Remember' and Jefferson Vo and Jin Lee for 'Underground'.



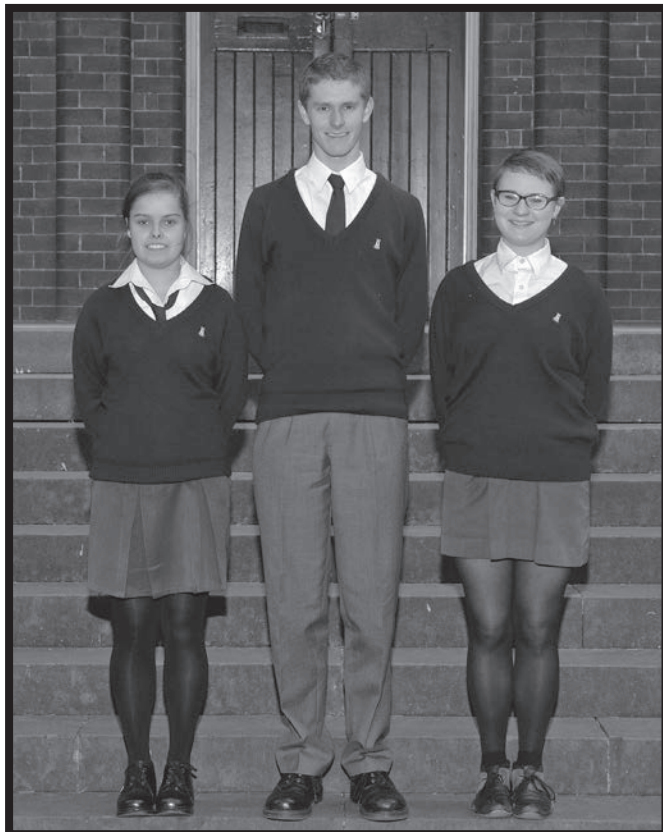
Debating

Year 12 Debating

The year 12 debating team were a dynamic combination of intelligence, general knowledge and charm. George Bishop, Arizona Hart, Imogene Lourey Gregory, Elizabeth Hunt and Katherine Voukidis blazed their way through opposing teams to win the zone championship and make it all the way to the Regional Final. Unfortunately, the daunting stage of New South Wales parliament, a menacing foe from Sydney Boys' High School and the difficult task of defending the legitimacy of questionable dictatorships around the world led to their demise. Throughout their high school career, the Year 12 debating team enjoyed great successes and were exuberant in their participation. I hope to see team members become adjudicators for the New South Wales debating competition.

Year 11 debating

Such was the interest and enthusiasm for debating in the Year 11 cohort that, for the first time in many years, Fort Street entered two teams from year 11 into the DEC debating competition. It was, however, the experienced team of Arin Harman, Kishor Napier-Raman, Alison Thompson and Aliasgher Karimjee who defeated the new (but exceptionally gifted) team of Harriet Scandol, Tess Killelea, William Hales, Dmitri Katsanias and Zac Gillies-Palmer. Congratulations to both teams for proudly representing Fort Street. The school is bristling with excitement at the prospect of a rematch between these two intellectually imposing teams.



Year 12 Deabting
L to R: Elizabeth Hunt, George Bishop, Arizona Hart

Year 9 and 10 Debating

The question asked regularly of the Year 10 team is, 'How can so much intellectual might fit into the one debating team?'. Though it remains staggering to contemplate, this great feat has somehow been achieved with the team of Janek Drevikovsky, Marcus McCulloch, Romaan Dulloo and Siobhan Ryan. This magnificent debating team used a plethora of witticisms, cutting critiques and thoughtful observations, alongside hard judgement of the opposition team's case to win their way to the Regional semi-final, where they suffered an unfortunate loss to Sydney Girls' High School.

Amid the news of the disappointing loss, though, came the very positive news that Marcus McCulloch had won the Lily Gunther Trophy for best debater in the Junior State Debating Championship, a prize not won by a Fortian for many years.

The valiant year 9 team of Jennifer Zhao, Lachlan White, Yash Bhatt and Daniel Schmoll performed well in defeating the other teams within the zone rounds of the DEC debating competition. However, despite a hard fought debate they were ultimately unsuccessful in their debate against the year 10 team.

Year 7 and 8 Debating

Despite the irrepressible enthusiasm shown by both teams for debating, neither group managed to make it out of the New South Wales debating zone stage of the DEC competition. Nonetheless, it was pleasing to see both groups demonstrate marked improvement throughout the year in their construction of arguments and structure of their speaking. Thus, expectations remain high for both teams in the years to come.

NOAH MELSER, Debating Coordinator



Report on Suginami Visits

When I first volunteered to host a Japanese student from Suginami Sogo High School in Year 9, all I thought was, "Yay, what a great experience this will be for practising Japanese and learning about other cultures!" However, as the date of their arrival came closer and closer, it dawned on me that this would be a person, from another country, who wouldn't be able to speak perfect English and was probably pretty nervous, coming to live in my house. A million thoughts were running through my head the night before: *What if she didn't like me? What if she thought my family was weird? Most importantly, what if something happened to her?*

On the day they arrived, after introductions were made, conversation was lacking, to say the least. One of the things that my student, Nana, wanted to do in Sydney was to go to the aquarium, so on the first day we went there and it presented the perfect opportunity for us to bond over our mutual love for sea creatures. In the two weeks following that, our friendship only grew stronger. I suppose when you're living with someone, it kind of forces you to get to know them. Nana brought Japanese picture books teaching us about festivals and Japanese food, and we helped her with her English and educating her about Australian life. We watched anime together and discussed boys; no matter what the language barrier is, there is always a way of talking about your *sukina hito*. During the time she was here, I found myself constantly wondering how she was feeling, and if she was alright, and hoping she was having a good time. When the time came for them to leave, I cried my eyes out. If there is one thing I've learnt from the sister school experience, it's that it's incredibly difficult to not get emotionally attached to Japanese people, and I think anyone who has had the experience of hosting a student from another country or has stayed with a family in another country would agree with this.

I was looking forward to the school trip to Japan since I was in Year 7 in 2008, so I have to admit, I found waiting until the start of Year 11 to go almost unbearable. You can imagine my excitement on the 15th of January (which was only somewhat diminished by the plane being delayed by 12 hours), however, I found myself getting similar thoughts to what I'd had before Nana had come to stay with us: *What if my host family didn't like me? What if I did something incredibly offensive? What if I try and speak Japanese and they have no idea what I'm saying?!* Luckily, although I wasn't staying with Nana, I was staying with another girl who'd come to Sydney on the same trip, so at least she wasn't a total stranger. Honestly, I have no idea what I was worried about. My host family were lovely and incredibly hospitable; they made sure all my food was meat-free and I definitely got lucky because my host mother was a cook at a catering company, so all the meals were amazing. It's one thing to learn about the Japanese way of life and their schools in language textbooks, but it's another thing entirely to actually experience it first-hand. The schools look exactly like

they do in animes and manga, and it's definitely as much fun as it seems (except for what appeared to be Japanese history class). I was surprised by the amount of time students spend sleeping in class though!

Going to places like Harajuku and Shibuya and the Studio Ghibli Museum were great for shopping and seeing things that are so uniquely Japanese, but then I think you could go anywhere and find something fascinating. Every day was such a learning experience and honestly so much fun, and I don't mean to sound clichéd but it's true. I got to practise my Japanese, and the majority of the time, people seemed to understand what I was trying to say so that in itself was great! And of course, I made another great friend in my host sister Ayuna, with whom I shared a mutual interest in K-pop. There are still songs I associate with listening to with her on Japanese trains. Needless to say, leaving my hosts at the station to go to Kyoto was incredibly sad and involved a lot of tears again. This year when Mr Tippett was looking for people to host a group of students from Suginami Sogo, I was apprehensive at first – refer to earlier worries about hosting students. But then I thought, why would I deny myself the opportunity to make another great friend in Japan? Especially as this would be my last chance to be involved with them. So I put my name down, and this time, I hardly even worried about it. It's much easier when you know you've managed to do it before. Momoko was a tad shier than Nana and Ayuna had been, but I could understand that. Thankfully the Olympics were on when they came here, and as we both enjoy watching sport it proved to be a useful way to pass the time, that is, when we weren't out with the other students and their hosts. Momoko also loves animals and she seemed constantly entertained by our bunnies. Every day was fun and we introduced them to laser tag, which apparently they don't have in Japan, and they had a great time so that was good. It was, again, an emotional farewell at the airport, but to quote the sign that Jess made, "Don't cry because it's over; smile because it happened." Hosting students from and visiting Suginami Sogo High School was one of the best, if not the best, experiences I've had at Fort Street. I have three Japanese sisters now who hopefully I'll be friends with for a long time, and the memories of all the fun times we had together and as a group will stay with me forever. There is not a day that goes by without me thinking about something that happened on our trip to Japan or something that happened when they came here. Hosting also gives you a greater appreciation of your own city. Seeing how impressed tourists are by Sydney makes you take it for granted less, in my opinion. Also, seeing people so amazed by the flat escalators never fails to amuse me (it happened both times I hosted). It helps you understand Japanese culture in a way that can't be taught in textbooks, and it really helps you gain a better grasp of the language. I'm so happy that we have a sister school in Japan.

TARA BERG, Year 11

Visit from our Japanese Sister School, Sugunami Sogo High School

In July 19 students and two teachers, Ms Hirano and Mr. Kanno, from our sister school visited for two weeks. The Japanese students were kindly hosted by students from Fort Street and engaged in a number of activities at school as well as an excursion to the Blue Mountains. One of the teachers, Mr. Kanno, proved to be a big hit with his kendo demonstrations. Our students are very much looking forward to the return visit to Japan next year. The relationship between our two schools has deepened over the years, with many friendships continuing beyond the visits. One of this year's visiting students, Satoi Kawada, has sent the following letter.

*Dear Fort Street High School students!!
Hi! How are you guys?? It is winter in Japan and it's getting colder and colder...
Is it summer in Australia? I miss summer so much!!
Our summer vacation was four months ago. However, we want to go back to Australia.
Because our experience was so much fun and awesome in Australia!
I thought Fort Street High School students were very friendly and I thought teachers were very funny!
I was very surprised by many things at Fort Street High School. For example many students are eating lunch outside and everyone was playing sports at lunch time.
Also, students were selling food!! In Japan we eat lunch in our classroom and our lunch (snacks) are sold by special staff.
Secondly, I was very surprised to join the P.E class! They were doing social dancing. I had never seen social dancing. So, I was happy to be able to experience social dance! But I was a little embarrassed ... We play baseball and basketball, and boys play kendo and judo in P.E classes.
Thirdly, Fort Street students have own pcs and it was very surprising because we use them only in information class. (In second grade and third grade only those who want have the computer class.) There are many other differences between Japan and Australia...clubs, classes, teachers.
Furthermore, I like nature in Australia! Beaches are so beautiful and I was surprised to see people surfing in winter. But I think Australia's winter was hotter than Tokyo.
I also learned that there weren't many high buildings. Finally, I hope that everyone will be interested in Japan and will enjoy reading this letter!*

SATOI KAWADA, Sugunami Sogo High School

Fort Street High School(フォート ストリート高校)の生徒の皆さんへ

こんにちは
皆さん元気ですか?
今、日本は冬になりました。
ますます寒くなっています。
オーストラリアは夏ですか?
夏が恋しいです。
夏のクリスマスはすごく楽しそうですね!

ところで、私達の夏休みが終わって4カ月経ちます。しかしみんなオーストラリアに戻りたがっています。なぜなら、オーストラリアでの思い出はとても楽しくて素晴らしいからです。

私がフォートストリートの生徒を見て驚いた事は沢山あります。例えば、生徒たちが外でお昼ご飯を食べてお昼休みに皆スポーツをしている事です! それに生徒がお昼ご飯を売っている事です!! 私達は教室でお昼ご飯を食べるし、学校の専用スタッフがお昼ご飯を販売します。2つめは体育の授業です。私は社交ダンスを見たことがありませんでした。だから私は体育の授業で体験できてうれしかったです。でもちょっと恥ずかしかったです。私達の体育の授業では女子は野球をしたりバスケットボールをします。男子は剣道や柔道をします。3つめの驚いた事はフォートストリート高校の皆が自分のパソコンを持ち、学校に持ってきている事です。なぜなら私達は情報の授業でしかパソコンを使わないからです。(2年生と3年生はパソコンを学びたい人だけ学びます。)他にも部活や先生や生徒について沢山の違いがありました。

また、私はオーストラリアの自然が好きです。ビーチはすごく綺麗だし、冬なのにサーフィンしてる人をみてすごく驚きました。でもオーストラリアの冬のほうが日本の冬より暖かいと思いました。

最後に、この手紙を読んで、少しでも日本に興味を持ってくれると嬉しいです。

川田 慧(かわだ さとい)



Japanese Tour Group 2012



Wrap With Love is an Australian charity which sends knitted blankets overseas to people in need. Each blanket is made of 28 squares. In the past 10 years the charity has distributed over 300,000 blankets. That's over 8,400,000 squares knitted by hundreds of thousands of volunteers across the country.

Twenty five students from Fort Street attended the ABC 702 10th annual Knit In at the ABC studios in Ultimo on August 3rd, 2012. Our group took a number of squares to the Knit In and finished several more squares before the end of the broadcast. Mrs Salisbury's mother, who also happened to be one of the many volunteer knitters at the Knit In, kindly offered to take the squares home and stitch them together to make a completed blanket.



Hundreds of volunteer knitters arrived from as early as 6 a.m. They were treated to a busy morning of entertainment and interviews while they knitted. Angela Catterns was a roving reporter who interviewed a number of knitters, including our very own Matthew Ooi. Angela began the ABC 702 Knit In 10 years ago when her daughter asked her to knit a Harry Potter scarf. Angela had caught the knitting bug which continues to spread.



Thank you to all the students and staff and their families who continue to knit all year round to support the Wrap With Love program. Fort Street High has now donated 5 completed blankets; many more squares are waiting to be stitched together to make more blankets next year. Knitting is a very soothing and relaxing pastime, as Lucy Du said, after the ABC 702 Knit In, "Thank you for giving a girl a new hobby and a new passion!"

ROWENA PENNIMENT, Librarian
KYLIE SALISBURY, Careers Adviser



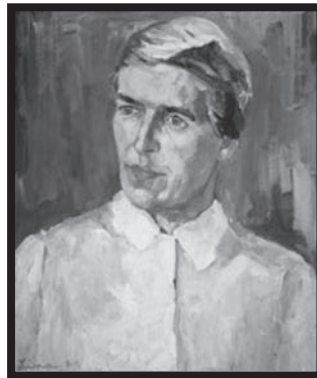
Helen Gwynneth Palmer (1917-1979)

Helen Palmer (B.A, B. Ed. Melb.) was appointed as a teacher to Fort Street Girls High School in 1955. She taught French and General Studies. A remarkable woman, Helen was an education officer in the Women's Auxiliary Air Force during World War II before becoming a teacher. She was the daughter of two Australian writers and made her own contribution to Australian literature with her books on history, literature and social problems. She developed cancer and died in May 1979 while acting Head Teacher Languages.

Earlier this year, the Girls of 1962 had a reunion at which they fondly remembered her influence on their school days. This led them to raise funds for the inaugural Helen Gwynneth Palmer Prize for Continuers French in honour of her memory.

Here is an excerpt from an article on Helen Palmer written by one of her former pupils and a 1962 Fortian, Professor Lesley V. Campbell AM, Medical Researcher.

*Sur le pont d'Avignon,
On y danse , On y danse,
Sur le pont d'Avignon,
On y danse
Tous en rond.*



Even singing these words softly under my breath is enough to take me back almost 50 years to a hot, lazy summer afternoon in the French class of Fort St Girls' High School, next to the Harbour Bridge, where untrained young voices are giving a vigorous rendition of this famous song, while the most patient teacher I ever had, Miss Helen Palmer, doesn't flinch once. Her ears must have been severely assaulted by both the singing and the Australianised pronunciations but she always spoke softly and directly to us as if we were her colleagues, rather than a philistine bunch of disrespectful adolescents. In fact, it took years for me to appreciate how good a

teacher she really was, one amongst several in an unusual group of mostly single women teachers at a top girls' selective high school.

Miss Palmer dressed sensibly and neatly and wore only a touch of lipstick. She was quite pretty but appeared unadorned to teenage girls who then mostly favoured kohl eyes and beehive hairdos. She never raised her voice or expressed irritation no matter what we did. I remember that while other teachers might express anger or use sarcasm, she could bring us to silence with a quizzical raising of an eyebrow.

We were taken gently through the culture and history of France landmarked by songs forever instilled into our memory. The ultimate moment for me lay in the stirring words of the best national anthem in the world: the Marseillaise!

*Allons enfants de la patrie,
Le jour de gloire est arrive!!*

Almost half a century later, I know every word of that call to arms and I still thrill to hear it sung every time. It takes me back to the classroom, but it stirs something which I didn't understand at the time. Helen Palmer was an editor of an important critical journal, Outlook, wrote several books and was a political activist, having once joined the Communist party, which, while probably causing much discrimination against her in those times, never appeared evident in her teaching.

Her parents, Vance and Nettie Palmer, also activists, were two leading Australian writers of the first half of the 1900s. In the fog of youth, we neither knew nor cared about Miss Palmer's distinguished life. Despite my first class honours in French, I now know there was much more I could have learned from this modest woman.

PROFESSOR LESLEY V. CAMPBELL AM, Medical Researcher





Year 7

Year 7 is always a year of monumental change and this year has been no different. Where once, I stood before the year group and faced quiet, timid children, who would often sit isolated, wide-eyed and too terrified to say a word, I now face a group of young people who have made connections, have grown in height as well as wisdom and who are finding their Fort Street voice – which often means it is sometimes difficult to hear yourself think. While at times the boisterousness and number of different opinions being voiced can be a little overwhelming for a year advisor, I wouldn't have it any other way. As a school, we produce students who are connected to each other and to the world, who have a critical voice, who are opinionated and are also respectful of the opinions of others. Year 7 of 2012 are certainly learning the qualities that are going to make them into successful Fortians.

We started off the year with the Year 7 camp. Students had the opportunity to meet and make friends with their fellow year 7's and also had the opportunity to learn from their year 11 Peer Support Leaders. They participated in challenging activities that often tested their boundaries and it was satisfying to see them support and encourage each other through these experiences.

Throughout the first semester it was great to see the interaction between the year 7 students and their senior leaders grow. Whether it was in peer support or during the digital citizenship program, these leaders encouraged students as they faced the challenges that high school brings. The students and the teachers involved in these

programs were extremely grateful for the time and effort these senior students put in to supporting the year 7's. The students of Year 7 have been extremely lucky to have been given so many learning experiences not only in the classroom environment this year. They have participated in a plethora of excursions that have opened their eyes to real-world application of their knowledge. I was lucky enough to accompany students on a few of these excursions and the curiosity and inquisitiveness they have was evident as they asked questions and faced new experiences.

As Year 7 students come to end of their first year of high school, I would encourage them to reflect on the year that has past. Firstly, they should always remind themselves of what they have achieved, no matter how big or small those achievements have been. I would also encourage them to think about the mark they think they are having on their school community and ask themselves; "have I created the impression I have wanted in my new school community?". Year 8 is a time where the students are expected to be even more independent. They are no longer the youngest in the school and teacher's expectations will alter because of this. I would encourage all students of the class of 2017 to aim to come back next new with renewed focus, discipline and passion. Take charge of your education and start to make choices about the person you want to become.

CAROLYN MATTICK, Year Adviser.



Year 8

Year Advisor's Comments

Fortians of 2016 have developed into a creative and energetic cohort who excel at finding sophisticated interpretations of class work, assessments and uniform. Students of Year 8 developed active whole school roles in debating, drama, music, Robotics and SRC. I was particularly pleased to see the mature and energetic approach taken to Year 8's fundraising efforts as well as their work within the High Resolves program. I extend congratulations to those students who received recognition in both the recognition assemblies and speech day prizes. However, I'd also like to congratulate the many students who have worked with great diligence in contributing to the Fort Street community who will not be appearing on the Town Hall stage. I hope you continue to search for innovative ways to contribute to our flourishing school community.

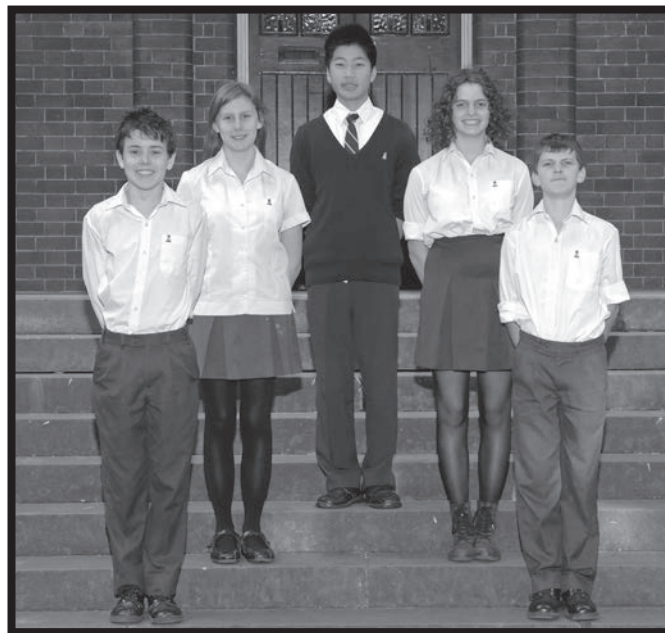
MR MELSER, Year 8 Advisor

Year 8 Students Review

Whole Year excursions

Oh, excursions. They ranged from little class excursions to our whole year excursions (which almost inevitably end up with, for our year, a lecture from one of the variety of heads of departments). Our excursion to IMAX, we enjoyed a short bus trip featuring grand conversations, a short hike, students dripping with ice-cream and eventually a documentary was shown. Our trip to the Manly Quarantine Station featured car sickness, mingled with information and the smell of carbolic soap. While our whole year trip to the Archibald Prize led to us disrupting the quiet art critics and connoisseur—all in the name of education. The Galleries were very interesting and we were dismissed loaded with information to dispatch into our various assignments.

Finally, our trip to Jamberoo started early in the morning and was a fun day full of injuries, sunburn and waterslides. Students from all over the year enjoyed all rides with different groups of friends coming together to jump off "The Rock". After the day was done and everybody had changed back into normal clothes, we piled back onto the buses. The trip home was much quieter than the trip there—half the students asleep dreaming of waterslides, others sat wishing they could've stayed just that little longer.



L to R: Sebastian Van Gerwen, Ava McConnell, Esmond Ye, Sarah Desney, William Thackway

Charity Committee

The Charity committee of 2012 for year 8 chose to raise funds for Parkinson's Australia. Parkinson is a disease in which the nervous system stops functioning correctly. The whole committee spent lunch times making as many posters as possible and in their own time to promote their event, while the day before the event they made many delicious cupcakes and cakes of all kinds. With the cooperation of Ms Moxham and Mr Melser the committee set the food stalls up for the day. The day turned out to be very successful as all the cupcakes and cakes sold out raising \$600 for Parkinson's Australia—all due to the hard work from the charity committee.

What a year it has been...

From our several excursions, our torturous exams and all those never-ending piles of homework and assignments, we've reached the end of another year: a year that has taken a minute to finish. It may feel as if we simply jumped over another hurdle, but we must remember the times when we enjoyed ourselves, the times that we hated and the times that we will come to cherish and look back on. Lets face it Year 8 2012, we're Year 9 now, another year ahead of us, another year of great times and learning. Before we reach the end of our years at Fort Street, we must come to terms with how fast time has passed while we are here. So let us cherish every second of every minute, every hour of every day, every week of every term before we graduate. Year 8 2012 was, is and will always be the best.

HAGAR GAL, WESLIE LAI, LILLIAN HE, MILO WATKINSON, IOSEFA LEGAIA, ANGELO MORTON, SARAH DESNEY, ELLEN WARRING, CHRISTINE CHEN, JESSICA YANG AND VIVIEN LE



Year 9

Having returned from maternity leave in Term 2, resuming my role as year advisor was something that I was really looking forward to. It was nice to see that this year's yr 9 is as diligent as they were in year 8. I thank Ms Mosse Robinson for her work as year advisor while I was on maternity leave and Ms Robinson for so ably stepping into the assistant year advisor role while Mr Fischer was on military leave. It was also pleasing to see that most of the boys have grown much taller, even Liam V has now achieved his goal of becoming taller than me.

In Term 3, year 9 was involved in Legacy Badge Day which was held in the city. Their tremendous effort raised \$22,130.60 for Legacy which raise awareness and funds for the families of our deceased Veterans.

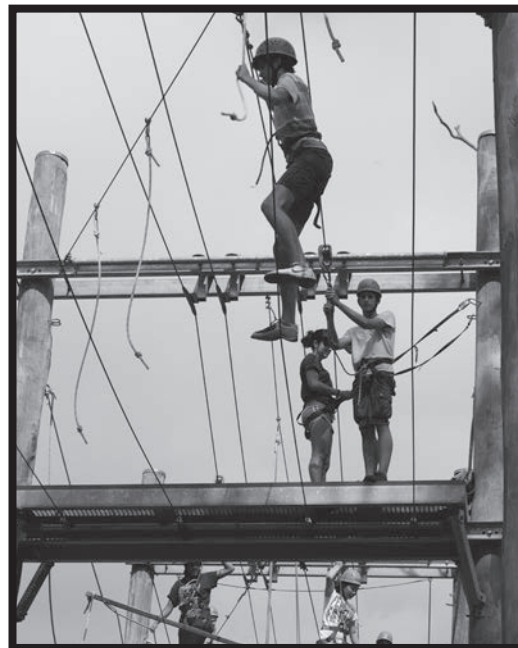
In Term 4, year 9 went on camp to the Great Aussie Bush Camp and judging from the photos they had a lot of fun and got very muddy as well.

I am looking forward to next year and what it will bring to year 10 2013.

MELISSA TIDON, Year Advisor



L to R: Tanwee Shrestha, Juwin Lee, Daniel Juergen Schmoll, Jack Okeby, Lachlan White, Yashas Bhatt, Jennifer Zhao



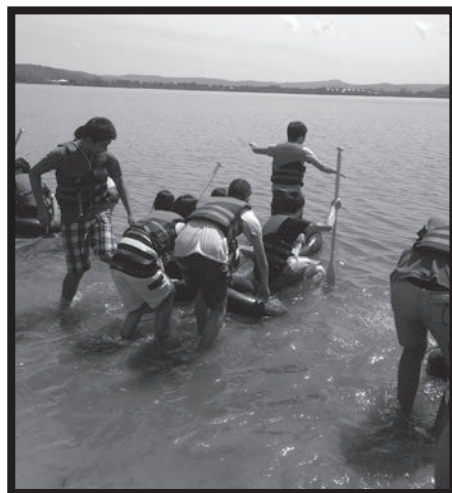
Year 10

Albert Einstein once said: "Life is like riding a bicycle. To keep your balance, you must keep moving." It's safe to say that in 2012 Year 10 well and truly ditched the training wheels and started to speed away. Academically, the overwhelming majority of you took responsibility for your learning and were motivated to achieve your best. Although you were spared the School Certificate, you took your first exam period in your stride. However, it was your involvement in activities outside the classroom that made me stop and realise that "our little babies" had actually transformed into accomplished young adults. Or dare I say Mighty Men and Celebrated Sisters? You excelled in such a wide range of endeavours that it is impossible to name them all. Here are just a few: Our Robocup team attended the National Championship at ANU, Yiwei Mao and Jason Wooi winning 9th place and Darren Nguyen and Stephen Huang winning 2nd place in their respective divisions. At "Crisis of a Female Kind", Siobhan Ryan, Madeleine White, Lucy Du, Rose Cousins and Hannah Steele performed a satire on social networking. Mariela Powell Thomas was the MC for the event. Janek Drevikovsky, Romaan Dulloo, Marcus McCulloch and Hugh Pearce championed public education by beating Kabala College in the final to win the Les Gordon History Debating Competition. The Year 10 Music class wrote and played the score for the senior drama production, led by their music director, Rose Cousins. And the Commerce classes organised a fun-filled market day, raising \$1,059 for World Vision. Many of you broadened your horizons, participating in the school's German Study Tour or travelling to France and Germany for an extended stay as exchange students.

You also took on many leadership roles and really started to make your mark on the school. A large number of you were leaders in the High Resolves program and at the Year 7 Gala Day. The Student Anti-Racism Network was led by Lena Wang, Bolwen Fu and Alisha Tang with valuable contributions made by Chloe Choy and Lewis Tran, amongst others. Together they organised inter-school forums, Harmony Day and Multicultural Day. At the Fort Street Festival, they created an artwork which now takes pride of place in the Cohen Building. Over the year they raised more than \$1300 for our sister school in Nepal. Our Student Representative Council members – Edmund Bale, Kris Choy, Kayla Lin Veronica Lin Hugh Pearce, Ayshe Sahinovic, Joel Smith and Pamela Vassil – were busily involved in a variety of whole school events. The 2013 SRC executive was announced recently and Veronica and her new team are sure to make a positive impact next year.

The year was capped off by the Year 10 camp at the Great Aussie Bush Camp in Kincumber. The wet weather didn't dampen our spirits as we rose to the challenges of raft making, the high ropes course and the terrifying "Power Fan". Sessions of study skills and peer support training ensured that Year 11 2013 is well placed to succeed and lead. So Year 10, keep pedalling away. Set yourself goals and move steadily to achieve them. Best of luck to you all as you enter the senior school.

KRISTINA REYNOLDS, Year Adviser and **TED BAYAS**, Assistant Year Adviser



L to R: Marcus McCulloch, Janek Drevikovsky, Romaan Dulloo, Siobhan Ryan

Year 11

Firstly, I must acknowledge the fantastic work that Ms Regan has done over a period of two years as Year Adviser. She decided to step down from the position to spend more time with her family. Ms Regan has worked tirelessly on behalf of the current Year 11 to ensure that they made it through the trials and tribulations of the middle school.

Year 11 is the year that just keeps on giving. The year kicked off well with peer supporters attending the Year 7 camp and putting in a great performance with the Year 7 students. They worked very hard to help these new Fortians ease into their new life at high school. The rapport they developed with these students was truly commendable. As a group, Year 11 has a well developed social conscience. Michael Au continued his dedication to social issues by not only continuing to run the school Amnesty Group but also by being invited to attend the New South Wales Youth Parliament. Darren Cai, Timothy Linggoputro, Kieran Lam and Jordan Giang attended a day at The Salvation Army to learn about the Oasis program for homeless young people. This was prior to the Red Shield Appeal in which many students from Year 11 very generously gave their time to collect for this worthy cause. Year 11 students rose to the occasion for the Year 12 graduation. I was impressed with the number of students who so freely gave of their time to make sure that Year 12 had a most enjoyable and memorable evening of celebration.

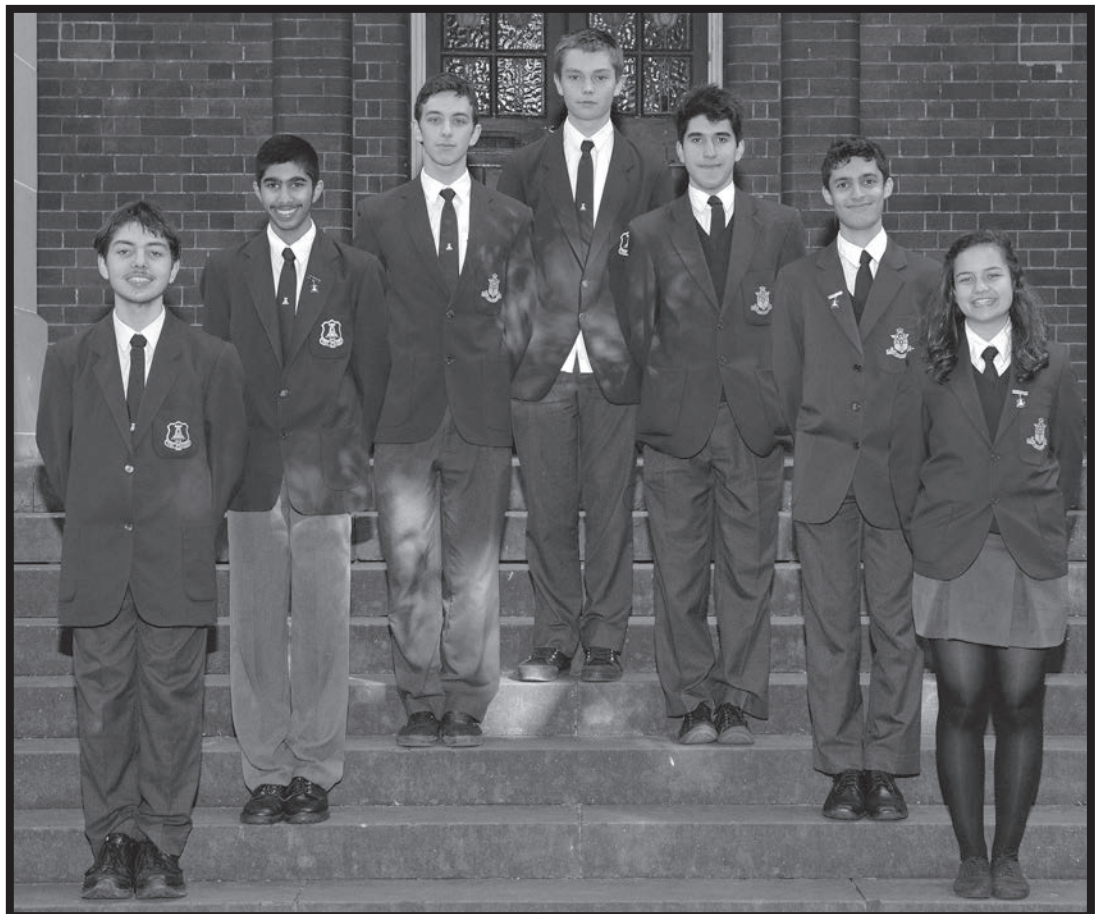
Excursions: Year 11 has had a few. The Biology one and the Ancient History one to the Rowe Quad were highlights. Speaking of Ancient History, I am reminded of a Year 11 group a number of years ago who decided to forgo the expedition to the Rowe Quad and decided to mummify a mouse instead. A real highlight of the year was the Senior Drama production directed by Hannah Harmelin. Don't laugh, but I have actually been to a wedding that was similar. All actors and people behind

the scenes are deserving of the highest praise for a truly entertaining and professional production. Michael Nguyen and Harriett Scandol capped off a most illustrious career with the SRC. Both these students have worked tirelessly for the benefit of the school and the well-being of the student body. They have been ably assisted by the other Year 11 representatives.

The prestigious scholarships have already started to fall to Year 11. Lucia Mai has been awarded a scholarship from the University of Western Sydney to help her complete Year 12, and this guarantees her a place at the university the year after next. I am sure this is the first of many such awards that will come the way of the students in Year 11. Many more students of Year 11 deserve to be mentioned by name, but room does not permit. Each of you has contributed a stitch to the great, varied and wonderful tapestry that has been Year 11 2012.

As Year 11 turns the page to Year 12, I am reminded of Bette Davis' immortal lines, "Fasten your seatbelts, we're in for a bumpy ride." However, I think Year 12 2013 will more than likely follow the advice of Baden-Powell and be prepared. Thanks for a great year, Year 11, and I look forward to facing the Big One with you next year.

GLENN TIPPETT, Year 11 Student Adviser



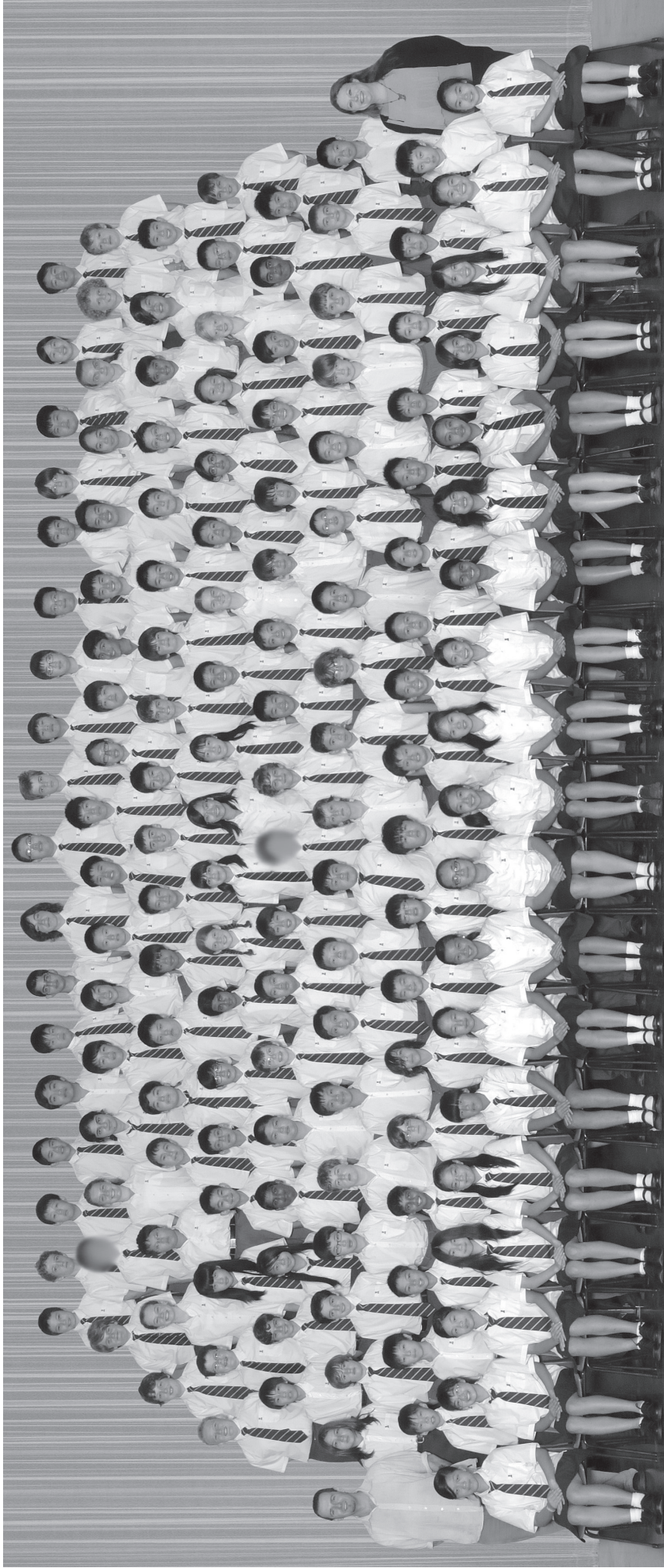
L to R: William Hales, Aliasgher Karimjee, Dimitri Kastanias, Zachary Gillies-Palmer, Arin Harman, Kishor Napier-Raman, Alison Thompson

Staff



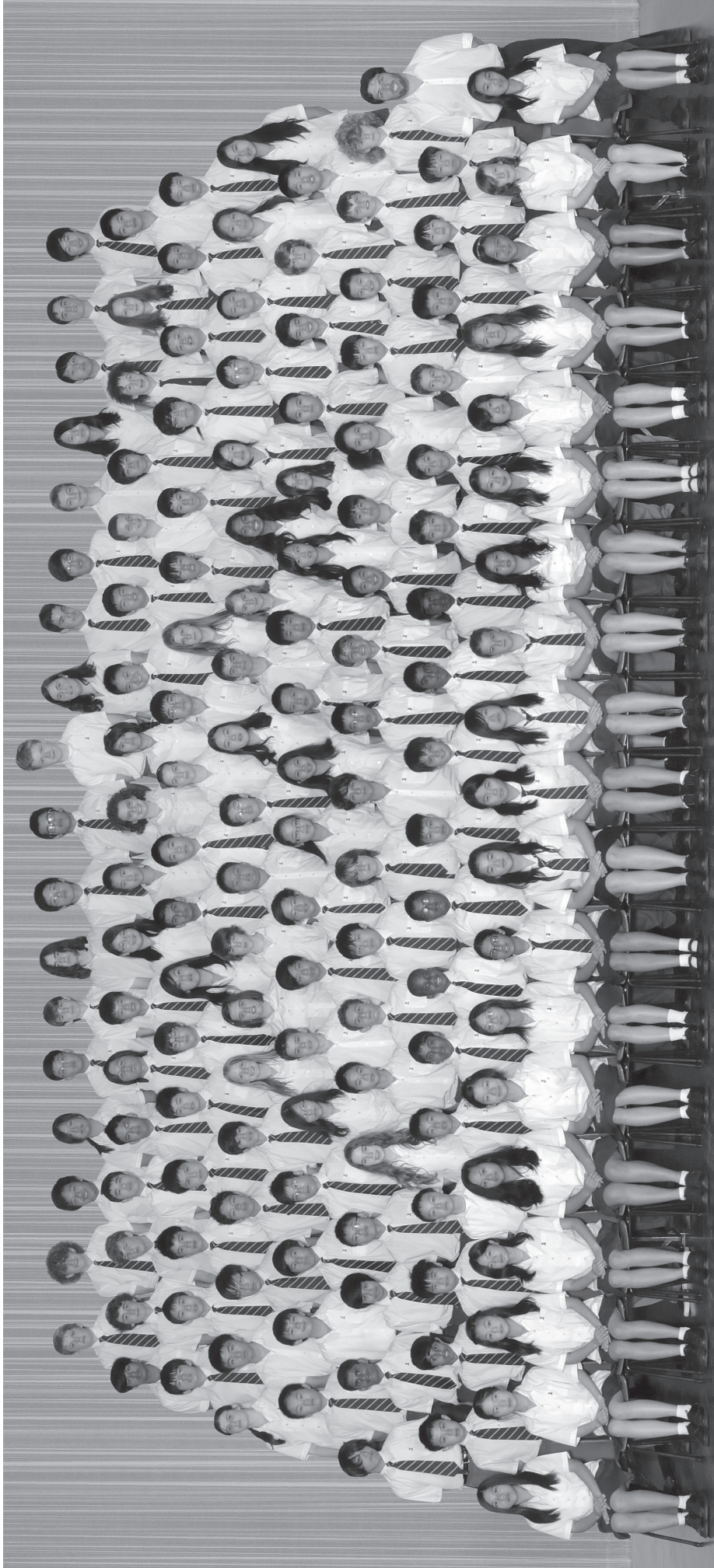
Seated Row: Veronique Middleton, Rebecca Cameron, Garth Chapman, Penelope Starr, Phillip Niven, Debra Miniutti, David Osland, Ros Moxham, Christine Kemp, Craig Cantor, Evelyn Manson, Catriona Arcamone, Janice Eastment, Celia Batista, Kylie Mosse-Robinson
 Second Row: Eva Jambie, Jenny Xu, Rowena Penniment, Joanne Ruth, Robyn Ussher, Penelope Schlam, Patricia Bresnahan, Glenn Tippett, Teng Dong, Theo Leonidios, Shara Cheung, Annette Miot, Kay Johnson, Zorka Lacmanovic, Petronella Fluitisma, Denise Sloss
 Third Row: David Grant, Kristina Reynolds, Mark Egan, Jill Ryan, Allison Woodley, Christine Egan, Dianne Debreczeni, Peta Harper, Caroline Jerrems, Kylie Salisbury, John Ockwell, Felicity Regan, Mary Stamoulos
 Fourth Row: Salimah Woodhouse, Anthony Leto, Brett Scovell, Claire Kendall, Ted Bayas, Richard Strauss, Paul Pagani, Bryan Hall, Harvey Lucas, Carolyn Mattrick, Kenneth Gillespie, Vanessa Chamas
 Fifth Row: Amelia Kerr, Mark Honeysett, Thomas Hoekstra, Shane Fischer, Martin Cox, Noah Rosin-Melser, Graham Malcolm, David Sherwin, Robert Hayes, Hilaire Fraser
 Absent: Sally Baker, Robyn Bartolo, Louise Beavers, Robin Colombo, Vivienne Dadour, John De Bres, Matthew Dopterala, Kylie Forsyth, John Gaal, Christine Humphrys, Melissa Jovanovic, Jean Kidd, Janette Levy, Bill Lioutas, Kyrsty Macdonald, Clare Robinson, Fiona Schubert, Loi Tran

Year 7



Seated Row: Athena Lee, Rachel Li, Regina Wang, Victoria Zheng, Rachael Hwang, Lilian Wang, Hattie Shu Hua, Selina Zhang, A-Jin Kim, Ellie Zheng, Joy Li, Hillary Tran, Ankit Rao, Dawnlicity Charls, Monica Tran, Anastasia Cao, Bonita Chen, Doreen Zheng, Natalie Jiang
 Second Row: Brandon Wong, Patrick Lee, Edwin Lam, Kedar Santhakumar, Thomas Jones, Marcello Neilson, Adam Kim, Ryan Kim, Terry Huynh, Patrick Nguyen, Harvey Ling, Nhat Huy Dang, Thien-An Pham, Ivan Hei Chu, Jim Long Ng, Nicholas Nguyen, Justin Cheah, Danny Zhao
 Third Row: Leon Beare, Giacomo Degolaridi, Jordan Woods, Hyunbin Kim, Owen Silver, David Sulisto, Jayden Viet Nguyen, Daniel Yang, Samuel Li, Charles Boyd, Jason Ius, Rowan Lembit, Richard Shi, James Luo, Jerry Xiong, Connor O'Neill, Oscar Cowdery Lack, Curtis George Godfrey, Haoan Guo
 Fourth Row: Andrew He, Samuel Falzon, Vivian Truong, Darrun Sureshkumar, Jia Xi Lu, Rory Maley, Martin Liang, Yeun Kim, James Moran O'Donnell, Gabriel Beswick, Geoffrey Ni, Anthony Kwee Kartawardana, Otto Khoo, Hans Choy, Bonnie Pak Ou, David Duc Du, Athyban Kumaran, Jeremy Lim
 Fifth Row: Aidan Williams, William Kimmont, Hyo Bin An, Jefferson Lee, Lincoln Hoang-Linh Ngo, Austin Kim, Navini Fernando, Brianna Wilson, Alana Tohko Tarrant, Aiduyen Le, Wanganlan Zha, Jefferson Vo, Emily Henderson, Dennis Thanh Do, Uma Choudhury, Jessica Kim, Zoe Robertson, Kevin Zhu, Samuel Martin
 Sixth Row: Ben Strom Collins, Jessica Boyley, Jim Jing Tang, Linus Wing Urbank, James Hong, Jeffrey Lu, Boyuan Liang, Zhong Chen, Mitchell Clayton, Victor Tsang, Oliver Locke, Andrew Stevenson, Kevin Lou, Alvin Cheng, Marcus Chan, Diren Goonasekera, Madeleine Huynh, Anthony Tran
 Seventh Row: Ruari Campbell, Lucilla Lam, Arielle Atkin Bolton, Astha Malik, Henry Wen, Bill Lam, Eason Xia, Jin Lee, Justin Trinh, Siming Han, Chang Min Her, Sameer Jassal, Chengyan Feng, David Phan Luong, Sylvia Li, Louisa Williamson, Samuel Alexander-Prideaux, Rex Collin
 Eighth Row: Luke Simmonds, James Wiggins, Eric Yao Dai, Gordon Xie, Eddison Liang, John Liu, Behzad Pierzad, Henry Lee, Hans Sun, Seamus Kirk, Xingao Le, Ji Woo Jung, Shichen Mao, Minh Cam, Dylan Williams, Jiarui Lu, Mabelle Duong, Michael Wang
 Absent: Igor Djurdjevic, Oscar Luan, Enoch Sim
 Year Advisers: Mr Martin Cox (Assistant), Ms Carolyn Matrick

Year 8



Seated Row: Nadine Thanh Nguyen, Angela Wang, Hae Ran Jung, Kelly Ann Yoon, Vivien Le, Kaylene Wu, Serena Taing, Sri Praveenkumar, Tran Nguyen, Ruth Lin, Winnie Zhang, Kate Cousins, Renee Stainer, Yu Wang, Helena Ke, Kiona Verrall, Sylvia Hu, Phaedra Carroll, Rachel Ma

Second Row: Winson Chen, Yash Kasbekar, Dennis Cheung, William Yang, Gerry Wang, Pragash Haran, Praise Akuete, Satharan Sooriakumar, Alan Phan, Maksim Stojkovic, Rohit Nair, Karthik Veitcha, William Anthony, Matthew Xu, James Merlo, James Viet Nguyen, Benjamin Lam, Duke Fong Hee

Third Row: Richard Pham, Michael Senthilnathan, Tahmid Chowdhury, Matthew Choo, Ellen Waring, Eldon Fan, Efim Feygelson, Jasper Chen, Liam Dodd, Stepan Bashkurov, James Hua, Francis Marychurch, Wesley Lai, Adrian Guo, Christine Chen, Willis Lau Kwok, Edward Fu, William Thackway, Aidan Kemp

Fourth Row: Kaizhao Liang, Anthony Le, Brendon Ly, James Yu, Catherine Tran, Sebastian Van Genwen, Daniel Park, Jason Pang, Karen Wang, Christina Nguyen, James Kuang, Steve Sun, Lillian He, Naomi Mum, Roy Zhang, Carlo Pane, Dominic Bicego, Jitian Chen

Fifth Row: Angela Bivell, Vincent Din, Reuben Jared Mon, Kevin Wong, Shintaro Ward, Francis Dwyer, Huilun Shu, Steven Deng, Winnie Su, Lindsay Small, Claudia Stone-Stacy, Xenia Lopes, Jessica Yang, Dean Hou, Matthew Trevitt, Sabrina Zeng, Lisa Chen

Sixth Row: Michael Sung, Zhi chao Li, Jason Nguyen, Kevin Zhu, Michael Tan, Joshua Cho, Jessica Le, Arachya Bhattarai, Richard Wang, Rosemary Mylrea, Andrew Lee, Ava McConnell, Ka Yeung Cheng, Derek Sun, Ben Zhi Wang, James Ho Lee, Charlton Chen, Li Xu

Seventh Row: Mahmudul Islam, Thomas Eccles, Milo Watkinson, Arthur Sze, Cong Thanh Lai, Huw Morgan, Min Hee Kearney, Angele Yan, Christy Xie, Sarah Desney, Bettina Liang, Aiden Chak Kai Cheung, Jun Hyun Oh, Amir Harambasic, Kevin To, Lyndon Wale, Hagar Gal, Esmond Ye

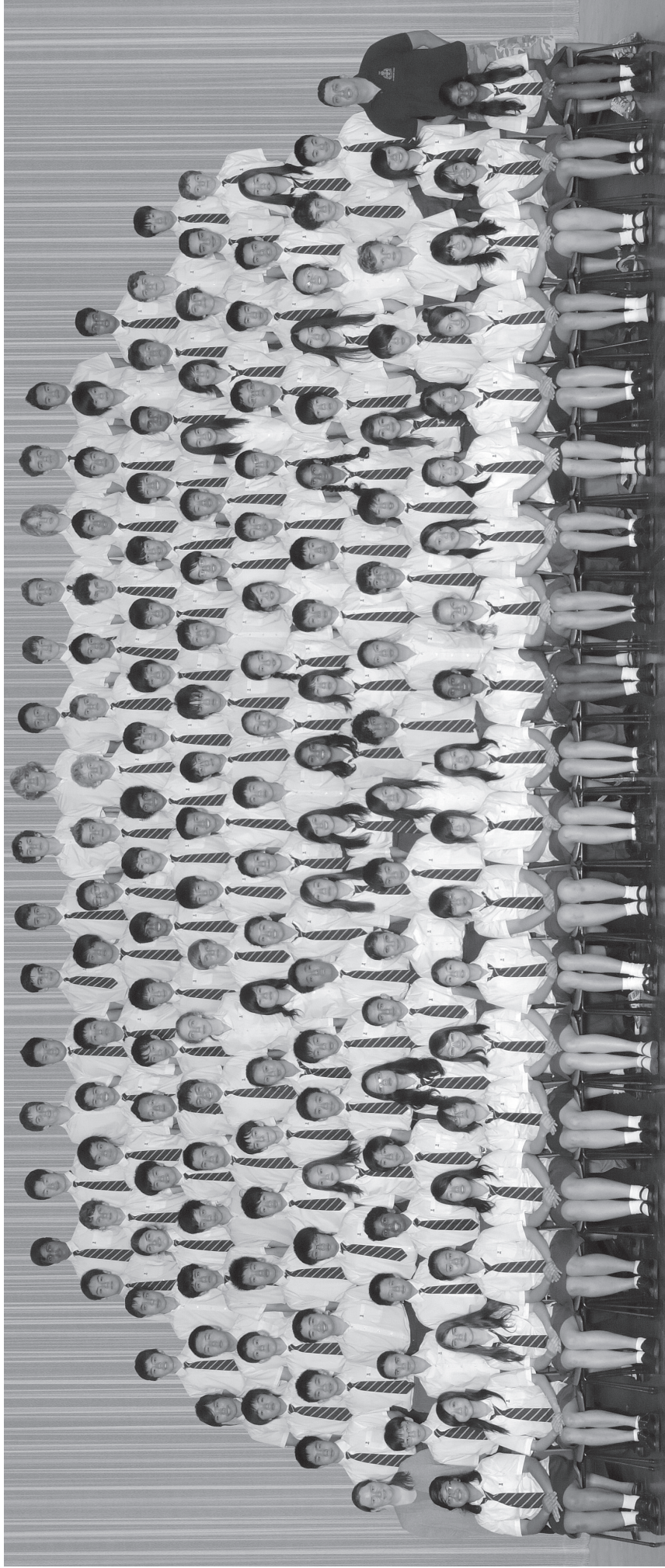
Eighth Row: Alexander Wright, Angelo Morton, Samuel Hai, Laura Yun Zi Chen, Joshua Lin, Daniel Thiele, Ailin Connor Cist, Anthony Lin, Josefa Lagá aia, Willem Proos, Lauren Ashley, Andrei Crkvenic, Jonathan Cai, Patrick Gallagher, Rebecca Kang, Kevin Wang

Absent: Dominic Dwyer, Thomas Lee

Richard Chen, Zachary Edwards, Adam Zagarella

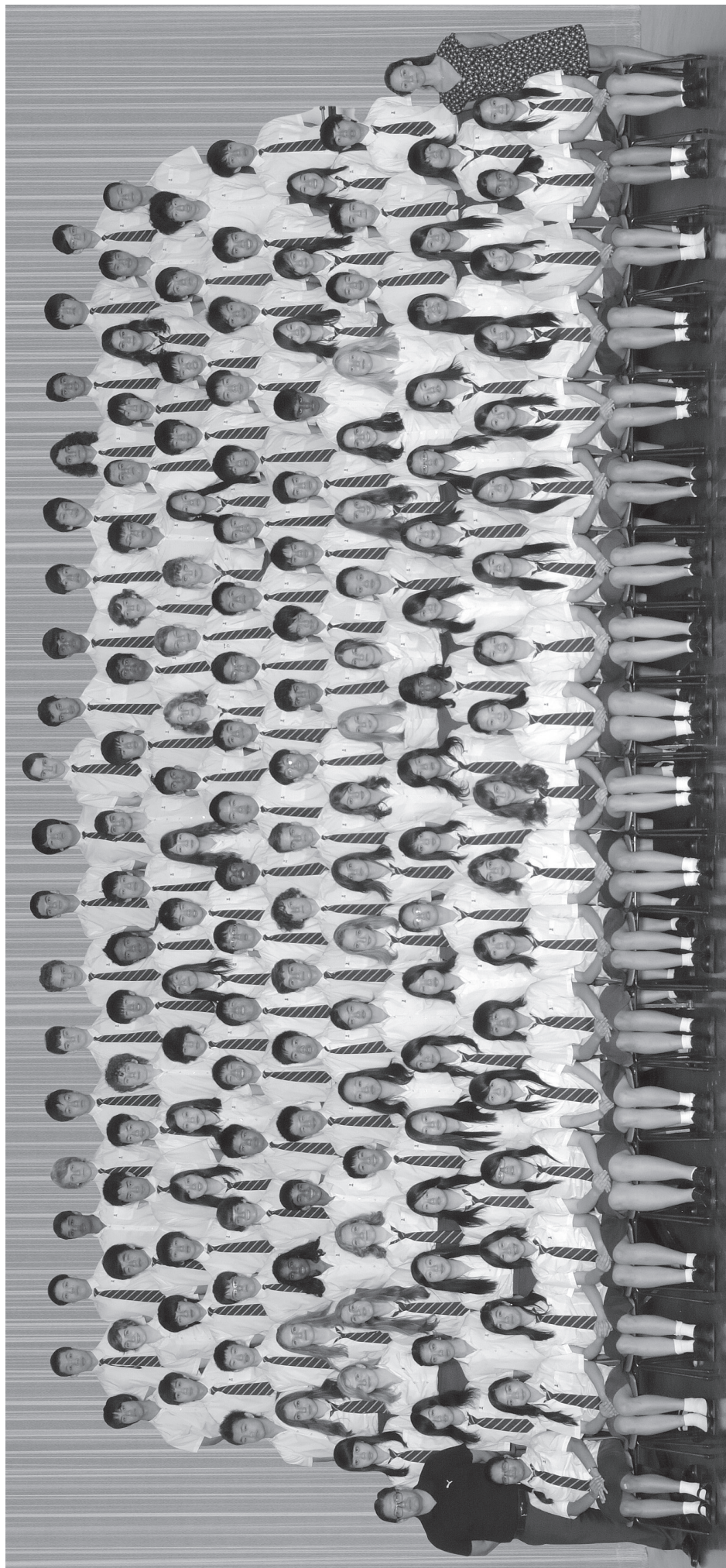
Year Advisers: Mr Noah Rosin-Melser, Mr John Gaal (Assistant - Absent)

Year 9



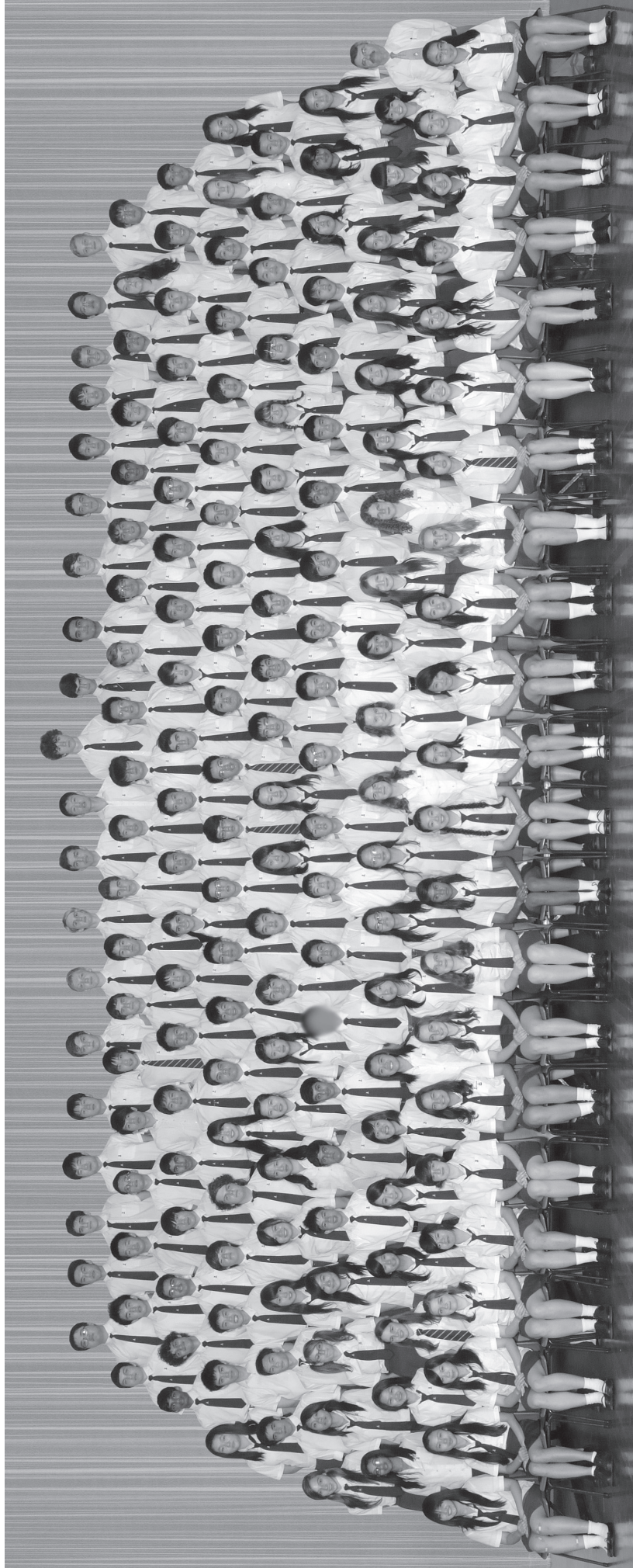
Seated Row: Tanwee Shrestha, Yi Lian Liu, Sinead Border, Judy Chen, Nancy Hua, Enrica Tsui, Cecy Xi, Nami Shi, Li Qin Lu, Sally Leung, Flora Yu, Priyadarshini Sreeram, Josephine Armiger, Annie Lu, Annie Cai, Stephanie Chan, Elaine Kong, Ailsa Liu, Ligaya Quibuyen, Praveena Baheerathan
 Second Row: Chun Fung Wong, Jemima Khoo, Jordan Yap, Syamalan Soma Devan, Austin Lai, Jenny Trinh, Damian Nguyen, Jack Chen, Diana Xue, Lauren White, Raelene Emmanuel, Hanna Lee, Richard Han, Wilson Chen, Gayathri Shankar, Daniel Hung Tran, Chen, Sy Dyson-Kahn, Catherine Tsai
 Third Row: Audrey Zhang, Annie Shu, Alex Grady, John Chan
 Fourth Row: Jonathan Lam, Jeff Wu, Jim Tong, Albert Ong, David Smith, Jennifer Zhao, Luxi Lin, Yanni Gu, Linda Xu, Lachlan Fung, Ying Qin Zhou, Ying Min Wu, Lucy Li, Branden Lee, Victor Kuo, Andy Phung, Jin-Wen Wong, John Su, U Jin Cho
 Fifth Row: Ada Zixin Zeng, Tim Fu, Bill Shan, Matthew Lynn, Kevin Yan, Joe Young, Dorothy Symons, Jack Okeby, Jonathan Wang, Kevin Zhang, Wilson Yin, Marc Tan, Kelvin Lin, Andrew Dai, Xiangxi Zhang, Jessica Truong, Angeleh Morris, Joshua Vukovic, Zain Mehdi, Thomas Wilson
 Sixth Row: Nathan Zhang, John Savage, Harcharan Dhillon Pack, Kenny Liang, Xin Rui Huang, Ben Tang, Daniel Lee, Kashif Sheikh, Allen Su, Sam Johnson, Jianshi Dai, Eric Zhang, Raymond Wang, Clinton Huynh, David Khang Bui, Yashas Bhatt, Justin Chun, Liam Varley, Daniel Wu
 Seventh Row: Jhony Phuong Vo, Eliash Hemzal, Lucas Chang, Vincent Hsu, Gary You, Daniel Hien Gia Tran, Wei Hong Chen, Huw Cox, Lachlan White, Spencer Ferrier, Alex Xie, Liam Edgeworth, Andrew Hou, Kai Min Zeng, Yiwon Wei, Rahul Kapadia
 Eighth Row: Vickneswaran Ramakrishnan, Denis He, Hamish Tranter, Raymond Xia, Simon Gorta, Iliya Conn, Travis Stuart, Joshua O'Loughlin, Huiling Shu, Daniel Juergen Schmoll, Matthew Bass, Thomas Vlakic, Riley Lonergan-Stewart, Hugh Lam
 Absent: Patrick Coleman, Nicholas Newton, Leon Tan, Marcus Vitlin
 Year Advisers: Ms Kylie Mosse-Robinson, Mr Shane Fischer (Assistant)

Year 10



Seated Row: Sohini Chakrabarti, Chloe Kai Choy, Saita Montalbo, Samantha Zhong, Sulek Hu, Karen Wei, Vu Ngoc Ha Nguyen, Ellis Cheng, Pamela Vassil, Siobhan Ryan, Stephanie Chen, Emily Choong, Amanda Li, Emily Deng, Bessie Zhang, Mai-Tran Tran, Carmen Tran, Manisha Kumar, Valentina Duong
 Second Row: Christine He, Jennifer Liu, So Aee Jasmine Jung, Jerry Yan, Elaine Lau, Shuang Xu, Yan Qi Zhao, Alice Xu, Lena Yi Wang, Alisha Tang, Manesha Mahendran, Katie Lin, Amanda Lee, Sharon Wu, Yuna Lee, Kayla Lin, Susan Hoang, Christine Zhu
 Third Row: Claire Liang, Grace Berg, Isla Miller, Rose Cousins, Alfred Lee, Angela Lan, Annie Cao, Freya McGavock, Leya Reid, Alice Bridges-Webb, Grace Rubinic, Chione Sofiantidis, Cathy Ma, Jacqueline Dawkins, Beatrice David, Madeleine White, Jason Wooi, Benjamin Yap, Edward Jiang
 Fourth Row: Ayshe Sahinovic, Hannah Steele, Geirhana Nandakumar, Wasim Awal, Jason W Liu, Justin Phu, Darcy Altavilla, Finn Bryson, Roshan Kumarage, Darren Nguyen, Henry Ying Chen, Brandon Ta, Swapnil Gundoji, Veronica Lin, Rachel Lee, Wing Hay Lam
 Fifth Row: George Wu, Sean Hou, Hugh Pearce, Joel Smith, Jerome Duque, Matthew Ooi, Mushan Zhou, Sun Woo Eric Han, Krishan Jeyamoorthy, Jonathan Wang, Joshua Thein, Jason Xiao Sun, Derek Wu, Terence Lok Hin Mui, Bolwen Fu, Johnny Li, Futa Kobayashi, Felix To, Brandon Liu
 Sixth Row: Khrystal Charis, Edbert To, Luke Xiao Wang, Caroline Shan, Lucy Du, Jack Owe-Young, Cathleen Jia Hui Lin, Jeremy Jun Sun, Isabelle Choi, Nathan Kancherla, Helen Douglas, Edmund Bale, Imogen Smith, Xulin Wei, Andrew Wu, Samuel Wong, Daniel Zhang, Tony Jin
 Seventh Row: Jett Hanlee, Mariela Powell Thomas, Chan Park, Andrew Zhang, Jin Tian Zhang, Arthur Thiele, Alvin Wai Kin Wong, Eduard Luis, Yiwei Mao, Joseph Bassil, Wilson Wen Xie, Kabir Mody, Marcus McCulloch, Addison Zhang, Anthony Vassil, Lewis Jackson Zheng, Stephen Huang, Puneet Nanda, Janek Drevikovskiy, Edward Lin, Marlowe Fitzpatrick, Maxim Tretshewey, Ravi Stephens, Clinton Chen, Joshua Hinton, Romaan Dulloo, Aqib Moeen, Thomas Zheng, Joshua Xu, Gabriel-Henry
 Eighth Row: Younes, Shivam Kalra, Franklin Xia, Anthony Ou
 Absent: Rajesh Isaacs, Rean Shi
 Year Advisers: Mr Ted Bayas (Assistant), Ms Kristina Reynolds

Year 11



Seated Row: Lillian Brancalion, Elizabeth Lam, Julia Xin Pan, Marta Krzanowski, Elaine Li, Eve Osborn, Alison Thompson, Mia Dabelstein, Marina Saunders, Anjana Nandakumaran, Julie Zhu, Winnie Chu, Anne Ng, Celeste Ly, Zoe Caitlin Gillespie, Amy Li, Heidi Lang, Jessica Fong, Hannah Harmelin, Ellese Ha, Macey Duong, Michelle Pham
 Second Row: Nirmla Mudalige, Cassandra Liang, Minh Thuy Hoang, Elena Cheng, Rebecca Burley, Lucia Mai, Sabrina Wong, Joanna Wu, Jessica Yuan, Christine Wong, Tara Berg, Sarah O'Malley, Michelle Duong, Rebecca Doyle, Tamar Selina Robertson, Vanessa Li, Ka Ngo Carol Li, Jasmine Oey, Mabel Xu, Amy Wu Chang, Kimberly Yoon
 Third Row: Harriet Scandol, Le Yen Nguyen, Anna Kushmer, Pei Shan He, Paul Duong, Shafiq Aurik, Ashley Rodrigues, Henry Thai, Benjamin Van, Stephen Nham, Kelvin Duong, Clement Luo, Kieren Lam, Tanton Nguyen, Gordon Thien Ly, Ruell Domaol, Julian Widjaja, Elijah Wu, Wing Luk, Jiachun Luo, Midula Coomasrawamy, Lynn Tran
 Fourth Row: Shane Gale, Neville Wong, Anna Yashu Ning, Jin Jie Lee, Roslyn Zhang, Silvia Xu, Siyuan Jiang, William Hales, William Yin, Julia Hur, Joanna Choo, Jacky Huang, Lawrence Au, Miles Reynolds Walsh, Ann Yan, Mengwen Li, Terese Killalea, Kelly Nguy, Brian Tran, Andrew Hu, Kevin Dak Quach
 Fifth Row: Lena Jung, Phil Duc Van, Reynold Trau, Jee Hun Kim, Samuel Ashelford, Junmeng (Julie) Li, Jamie Ringrose, Lequang Vo, Yi Rui Chong, Jun Hao Van, Jimin Choe, Gordon Yew Tan, Dacey Nguyen, Tom Wong, Deane Lin, Mak Hadzimejlic, Ji Ho Im, Reynold To, Gavin Leung, Zihan Ye, Tegan Kelly, Dingjie Xiao
 Sixth Row: Lorjan Naganthiran, Kishor Napier-Raman, Satwik Acharya, Wilson Hua, Aliasgher Karimjee, Michael Minh Nguyen, Richard Chen, Marcus Cheong, Pauline Youkidis, Andrew Khoo, Henry Wen Gong, Arin Harman, Rose Xu, Leon Guan, Nixon Liu, William Yu, John Nguyen, Jack Ou, Sean Yun Yu, Michael Au, Jeremy Hao Luo
 Seventh Row: Harry White, James Yan Hua, Charles Hong, Michael Trung Nguyen, Andrew Lu, Anthony Song, Jacob Levy, John Oh, Samuel Baylis-Jones, Xiao Fan Tu, Marshall Duong, Bill Think Buu Hong, Thomas Taylor, Jordan Giang, Tallesin Golembiewski, Adib Rahman, Bob Ting Yan, Amaajit Barua, Isra Parr Plain, Timothy Linggoputro
 Eighth Row: David Tran, Jacky Jia Mo, James Li Butler, Darren Heng Cai, Clarence Li, Zachary Gillies-Palmer, Rory Alec Nolan, Arkady De Jong, Kien Le Board, Calvin Yu, Matthew Tudman, Joseph Gorta, Chirayu Subedi, Aidan Sussman, Dimitri Kastanias, Locklen Kwan, Calvin Luu, Philip Hibbard, David Chen, Christopher Chapman
 Absent: Zoe Tan
 Year Adviser: Mr Glenn Tippett

Year 12 Assistant Adviser's Speech

Hey guys!

Before I hand you over to Mr Scovell I wanted to say a few quick words! But I have to make it quick because your noble leader awaits!

My journey with our year group started way back in 2006 when Mr Scovell asked me on a sunny afternoon in Term 4 if I wanted to do something that would be great for my career. At that stage I was a younger teacher in my first full year of teaching, with just a little bit more hair on my head and I had no hesitation in quickly saying yes. As they say the rest is history and since then I have been lucky enough to become great mates with one of the best guys I have ever met and the bromance has only flourished from there!

However, not only that, I got the chance to work with a group of students who are multi-talented, with a diverse range of skills who I have seen develop into amazing young adults over the last six years. It has never ceased to amaze me to hear of your feats both at school and in the community whether it be musical gods, charitable legends, ice skating queens, academic geniuses and robotics dominators! Mind you, what impresses me most is how humble and modest you are as a year group, characteristics which I believe will hold you in good stead for your careers ahead.

I have so many fond memories of our year group – but one of my lasting memories will be how resilient our year group has become. I guess for me one particular

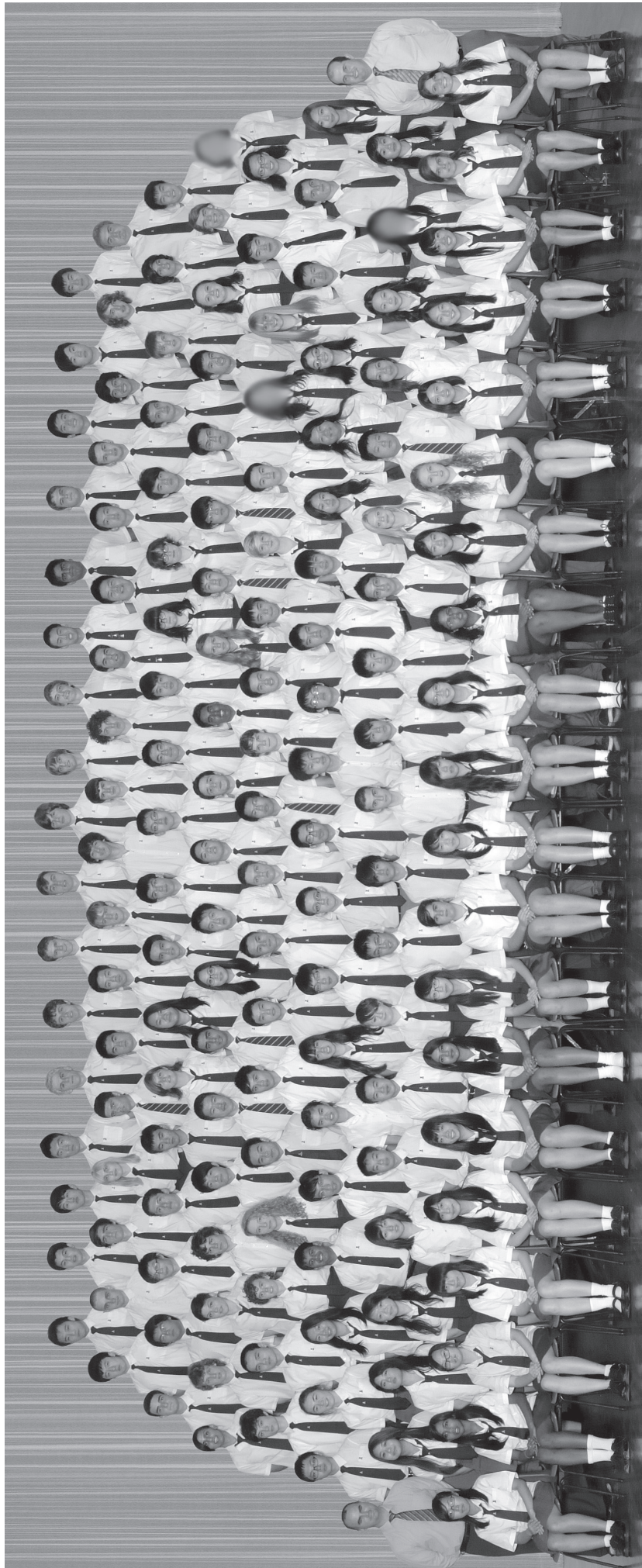
excursion stands out amongst the many camps and excursions I have had the pleasure of attending with you over the years. The infamous 7O, 7T and 7I excursion to Gibberagong back in 2007 is certainly a day I will never forget. Who can forget those torrential rains, camping out in a cave for over an hour while the storm raged on and then heading back to school in a bus full of leaches, only to be left in the gym freezing to death until will let you go at 3:12pm? Ahh good times! I know that in particular Yao enjoyed the trip because he still reminds me to this day how much he loved it, despite still pushing for a refund after all these years! For some reason our year group has had a bad run with excursions as I also remember our full school year 10 geography excursion ending in a mad dash to the train station and a very wet train ride home. These are just a snippet of the memories that I can remember from our time together. I have many other fond memories from your time at the Fort and I have felt extremely lucky to be able to have had some influence over such a special group of students. I look forward to hearing where you guys end up as you progress through life and I expect that many of you will go on to great things. I wish you every success in your future and would like you to know that the Fortians of 2012 will be missed greatly by your year advisers.

And on that note, without further adieu, I present to you, the one, the only, Sea Eagle loving, Napoleon adoring almighty year advising leader, Mr Scovell!

DAVID SHERWIN, Assistant Year Adviser



Year 12



Seated Row: Trish Hatumale, Kasturi Murugavel, Mandy Chau, Terina K Fan, Jennifer Banh, Wendy Hu, Yathushiya Mahenthirarasu, Soo-Kyong Kim, Katherine Youkidis, Emma Lee, Andriana Qiang Fu, Kelly Pak-Wai Chan, Varuni Santhakumar, Brenda Pui Lee, Alexandra Chalmers Braithwaite, Emily Louie, Angela Buchanan, Sara Kato, Elizabeth Hunt, Jenna Smith

Second Row: Megan Ng, Jae Hee Lee, Michelle Bi, Sun-Min Lee, David Lu, Christopher Mo, Arizona Hart, Daniel La, Garry Lee, Luca Felix Altavilla, Kenny Tran, Jason Li, Brian Le, Evguenia Kouznetsova, Christopher Lam, Julianne Phu, Lilian Lam, Cassy Wong, Megan Wan

Third Row: Alan Fu, Alicia Bell, Wendy Wang, Akash Bhattacharjee, Huang Ting, Jessica Liang, Blaise Pearce, Terence An, Roland Xiao Zhang, Jason Hua, Cheng Ge, Wilson Yuan, Anthony Yip, Kevin Wong, Belinda Wang, Yuli Xie, Kim Ngoc Nguyen, Jason Leong, Alexander Clampett, Dana Chen

Fourth Row: Peter Sawada-Klempfner, David Corleto, Rebecca Dawkins, Paisley Williams, Patrick Lam, Andas Chun Li, John Shi, David Thong Huynh, Hunter Sydney Icelton, Andrew Shih Li, Yoshi Hemzal, Steven Chuzhe Wang, Andrew Wong, Kathleen Humphreys, Simon Ko, Deborah Nemes, Erin Knaap, Terence Chin, Caroline Chong

Fifth Row: Alinpreet Singh, James Monro, Zhana Yussof, Atticus Tooth, Jaemin Shin, Henry Wang, Alekh Srivastava, Charmaine Duong, Lawrence Liang, Chan Hee Kim, Patrick Mikha, Monacil Syed, Natalya Frolows, Wen Yue Li, Vincent Tran, Grant Zeng, Nathan Wu, Mikayla Mullally, James Okeby, Domenica Blomkamp

Sixth Row: Connor Pearce, Bryan Tok Tan, Hillman Lao, Elliott Falzon, Victor Wang, Charlotte Ferrier, Aileen Wang, Jason Trang, Gordon Y Liang, Ken Tong, Benjamin Luo, Edward Li, Ella Sanderson, Imogene Lourey Gregory, Oscar Zhang, Jordan Reid, Fergus Batker, Thomas Martin, John Xu

Seventh Row: Jianqiao Wang, Alfred Faber, Matthew Mercer, Eva Rose Richards, Luka Popovic, Jeffrey Xie, Otto Li, Jack Willis-Craig, Max Tien Wee, James Philip Cornell, Fenn Thomas Idle, John Vassil, Alan Foo, Eric Zhao, Miles Cope-Summerfield, Kalanjay Dhir, Francis Raciborski, Bryce Bondfield

Eighth Row: Ji Wong Wong, Michael Anthony, Ki Won Lee, Yang Liu, Sacha Trethewey, Zachary Cough, George Edmonds, Sandy Goold, Thomas Bradbury, Harold Lander, Kelvin Ma, Shiven Singhal, Adam Longauer, William Chen, Grant Kim, Andrew Wang

Absent: Rosemary Balcomb, Samuel Bennetts, Yao Chen, Cynthia Le, Leo Sibritis, Brandon Sin, Ariadne Sofianidis, Xavier Vitlin

Year Advisers: Mr Brett Scovell, Mr David Sherwin (Assistant)

Year 12 Year Adviser's Speech



Figure 1: Not the real picture that hangs hauntingly in W15

The portrait of Napoleon has greeted students in my room since the dawn of time. Over the years, many of you have asked me why he stares down from the top of the whiteboard and why I would place such an unnerving figure in such a prominent position. I can assure you it is not because he wears such cool hats, nor is it because he has a sweet ride, it is, in part, because he championed the ideals of equity and it is in part because he shows us what you can do when you put your mind to it.



Figure 2: Napoleon's civil code promoting equity. Year 12, "Impossible nest past Fort St". This quote, an appropriation of Napoleon's impossible nest pas Francais, loosely translates to nothing is impossible. With the HSC exams looming there is no more timely advice than this.

And Fort St has had a great tradition of this type of mentality. Douglas Mawson, Clarice Kennedy, Norman Hetherington and of course Michael Kirby.



Douglas Mawson Clarice Kennedy Norman Hetherington

Now I may have exceeded my quota of referring to Michael Kirby and perhaps I should heed the advice of Mr. Hoekstra. He warned me that the school is sometime guilty of over referring to you know who. If you can cast your mind back to this time last year, Mr Hoekstra, in his Year Advisor address, also warned not to use any of the following phrases: "A privilege to have been your year advisor"; "You have taught me a lot"; "enjoyed every minute"; "thank you from the bottom of my heart"; "the first steps in a longer journey"; my favourite - "the next chapter of your lives" and of course he said at all costs avoid over using Michael Kirby I would kindly pay tribute to your Assistant Year Advisor Mr Sherwin.



Figure 3: Mr Sherwin is the one on the left.

Mr. Sherwin has worked tirelessly as your assistant, no let's scratch assistant because he has been so much more than that; lets say, co-Year Advisor. Mr Sherwin over the past 6 years has written considered and thoughtful report comments, got down and dirty at camps, attended countless hours of afterschool meetings in his unwavering concern of your welfare and taken the initiative to organise year meetings and written commendations for your wonderful efforts in and out of the class room. Aside from the many good things he a secret so terrible that I can only now reveal its details. It all began on your very first day of school. We were going around to your classes when I suggested to Mr. Sherwin that we should be light-hearted, make you feel welcome and muck around with you somewhat. Mr. Sherwin turned to me, gave me a knowing wink and promptly walked into a class asking for pens down. I have some good news and bad news he said. First the bad news, some of you have had your enrolments cancelled... I won't embarrass student... for the sake of protecting the innocent let's call him Fergus Barker who, at the front of the room, raised his hands to his head and said "oh no it's me isn't it?"

Ah...the good old days of Year 7, it was the best of times it was the worst of times wasn't it? Sure we can laugh about it now but there are more serious concerns. I would direct your attention to something that is not funny – and that something or rather someone is you Francis Rachiborski. For those of you who don't know the back story Francis has been taunting me for years with his keep pedalling jibes. And even now I continue to be the target of his ongoing harassment. If I could draw you eye to the embroidery of my Jersey that reads keep pedalling.



Figure 4: Documentary evidence of Francis' persistent harassment.

The humiliation began when Francis found out that, when riding my bike, an old lady overtook me. Sure she was walking, but she didn't have to rub it in by saying keep pedalling dear. A legacy, thanks to Francis, it seems I will now never be able to forget.

The most memorable quote by a Year 12 student is attributed to Patrick Mikha who said "Mr. Debres doesn't lose assignments in the back of Taxis he is building houses out of them."



Figure 5: Year 12 Assignments now recycled into paper housing.

I would conclude my address with some humble advice. In your life time you should do three things.

1. Learn to cook a decent curry. When you move out of home you do not want your life to degenerate into something out of Man Versus Wild. The ability to cook a meal if truly a life skill. The trick with curries is not to use a packet mix. You need to blend your own spices. I use anything beginning with C. Cumin, Cardamom, Coriander, Chilli. Notice I did not say curry. Curry is pre-mixed and should be avoided. Finally two tablespoons of brown sugar and 'Voila'.



Figure 6: Mr. Scovell's documentary evidence pretending to be a great curry.

2. Listen to Concierto de Aranjuez by the composer Rodrigo. For a person to appreciate music other than One Direction or Kalanjay's gangster rap is considered to be cultured and to have discerning taste. If everyone would indulge me for a moment and Jenna will provide you with a glimpse of what I'm talking about. If I could get every one to close their eyes, thankyou.Jenna, s'il vous plait.

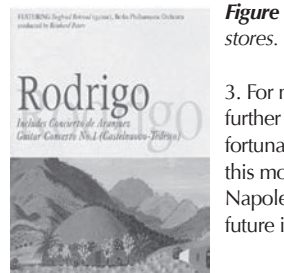


Figure 7: Rodrigo is available from all good record stores.

3. For my final piece of advice we need look no further from the school crest. Faber est suae quisque fortunae". I don't want you to be too dismissive of this motto. Let it serve as a reminder for you, like Napoleon, that nothing is impossible and your future is what you make it.



Figure 8: The school's motto - every person is the maker of their own destiny

Year 12 I wish you all the very best,

BRETT SCOVELL, Year 12 Advisor, 2012



Fort Street High School Annual Chronicle

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