

# FORTIAN 2014









# The Fortian 2014



Jessica Yang, Year 10

'Who?'

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## Acknowledgements

Fortian Production Team: Catriona Arcamone, Roslynn Moxham  
 Images courtesy: Ada Zeng, Jacky Dawkins, Leon Chan, Colin Philpott, Angela Bivell  
 Matthew Martin's bird design for the Fort Street Festival is again seen on the cover.

# NOTE FROM THE EDITORS

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Alexander Coombs, Oscar Martin, Cole Johnson, Lochlon Chow, Seung Won Byun, Edward Kwag, Moss Johnston, Ada Zeng, Dominic Smith, Imogen Marosz, Adrian Castillo.

New look Fortian.

This year's Fortian has changed considerably in its writing and production, placing students at the centre of all aspects of its development. Although students in the past have had the opportunity to select and edit student work, this year a committee was formed in Term 1 by a group of dedicated and talented students who have met every Friday lunchtime to initiate ideas, discuss and plan this venture. All meetings were well attended and carefully minuted, and full of vibrant and considered discussion.

A major change of this year's Fortian is the reports, many of which have been written by students. Under the direction of Moss Johnston, editor-in-chief, and creative director, Oscar Martin, Faculty Head Teachers, Year Advisors, visitors, teachers and students were interviewed concerning different events or occasions by students carrying their press-badges, field note-books and wielding inscribed pencils. The transcripts were reworked into report form. The tone of some articles is perhaps less serious than the reader may be used to, but the content remains as rich.

Ada Zeng (Year 11), camera in hand has added to the store of photographs shot through the year by staff and other student members. Ada has worked tirelessly through the summer break to design and format the 2014 Fortian.

The students must be congratulated on their splendid efforts – it is hoped that the final product meets with the school's approval and this band of talented and organised students will continue to produce work of outstanding quality.

CATRIONA ARCAMONE

# NEW ACQUISITION FOR FORT STREET



Ms Sandy Page retired from Fort Street in 2004, although she has returned often over the last ten years in relieving positions in Visual Arts, where she has been a much admired and welcomed teacher. The school purchased one of her beautiful artworks in chalk, pastel and charcoal on paper (pictured), from her highly successful exhibition, Sandra Kiris, 'Elements', at The Depot Gallery, Dank Street, November 2014. It will hang in the foyer of the Cohen building.

# PRINCIPAL'S REPORT

Fortians and members of the Fort Street community,

A year of extremes is the way I view 2014.

Wonderful opportunities and achievements abound in the midst of the enormous challenges that have arisen as part of the Local Schools Local Decisions, and Learning Management and Business Reform pilot. 2014 has been a year of great change and a year marking the end of an era.

Achievements, achievements, achievements litter the school calendar and are a testament to the wonderful talents of Fortians and the enormous commitment and skill of staff who have continued to provide outstanding teaching, mentoring and leadership of students. A small sample of achievements only can be noted in this report. Academic competition results continue to shine with 1st place in the country in Geography, national finalists in Robotics for the fourth successive year, 1st place in the Australasian Choral Championships, 1st place in the SMH Young Writers competition and the What Matters History Competition as well as Distinction and High Distinction results in all other competitions. Fortians 2014 continue to impress with their commitments and service across the school and in the wider community. Bolwen Fu was acknowledged with an Order of Australia John Lincoln Community Service AWARD, Janek Drevikovskiy was awarded the Minister for Education's Award for Student Excellence. Both were part of elite groups of fewer than 30 students across the state to be so recognised. Five students, Rose Cousins, Marlowe Fitzpatrick, Roshan Kumarage, Joel Smith and Mushan Zhou have been nominated for the prestigious HSC Encore for outstanding performance and/ or composition at the HSC examinations 2014 and two students, Janek Drevikovskiy and Ruby Hillsmith have been nominated for the HSC Young Writers Showcase for their extraordinary Extension Two English pieces presented for the HSC 2014.

Fortians continue to return to and support their school and to provide support and guidance to the current generation of students. Our guest speaker at Speech Day was Ella Colley, Fortian 2007. Ella spoke about her journey post school and the work she is doing in the Aboriginal Mentor Service. David Gillet and his wife Vicki, Fortians 1963, shared our Remembrance Day Ceremony and on behalf of the class of 1963 will donate a plaque in memory of Fortians who served in the armed forces in a range of post World War 2 conflicts. The boys' class of 1964 celebrated its 50 year reunion of leaving school. I was able to present a Leaving Certificate to one of the class only 50 years after the event. Michael Kirby maintains a strong interest in and commitment to the school, and again spoke at assembly, focusing on human rights and the International Human Rights Charter. Ray Edmondson, Fortian 1960, has continued to support the school in order to maintain and properly preserve the school archives. He is overseeing a project to develop a grant application for the preservation of the archives. Bill Anderson, Fortian 1965, was awarded a Public Service medal in the Queen's Birthday Honours in June for his contribution to education and in particular the Schools Spectacular. Finally, Rory Delany, Fortian 1990, used the school site and some current Fortians as film extras to shoot a pilot episode of an Australian drama titled Subject to Change.

In March our wonderful Deputy Principal Ms Kemp retired. She was fittingly farewelled by current Fortians at the final rehearsal for Speech Day with a Renaissance dance appropriately titled Kemp's Gig, and then by the whole school during our Speech Day ceremony, on Friday February 15. This was her final working day after 38 years of service to the Department of Education and Communities. She was replaced by Mr Dopierala for the remainder of Term 1. The substantive Deputy

Principal Ms Di Stefano commenced duty in week three of Term 2.

Longstanding staff, Ms Bresnahan, Mr Hayes and Ms Miniutti took leave leading up to retirement. We owe each of these teachers a huge debt of gratitude for their outstanding skills as teachers and for their unstinting support of Fortians spanning more than twenty years.

Neville Wran, Fortian 1942 and Premier of NSW 1976-1986, died and was honoured at a state funeral to which four Year 12 students and I were invited. The students gave Fort Street a presence as they welcomed guests and co-ordinated the condolence books. It was indeed an honour to hear formidable speakers Rodney Cavalier, Fortian 1965 and NSW Minister for Education 1984-1988, Michael Kirby, Fortian 1955 and Justice of the High Court of Australia 1996-2010, Paul Keating, Prime Minister 1991-1996, and Bob Carr, NSW Premier 1995-2005.

The end of an era came, on December 17, when the school canteen ceased to operate under the auspices of the P&C. The school canteen has operated for the entirety of the school's occupation of this site as a parent, initially Ladies Committee, run facility. In 2015 it will re-open as a leased canteen. The P&C decision to withdraw from the operation of the canteen reflects a significant change in the availability of parents in the busy world of the twenty first century to manage and be present to support the canteen operation each day. We owe a huge debt to the parents, volunteers and canteen managers who have ensured the successful operation of the canteen which provided good quality food at reasonable prices to students and staff from 1916 to 2014. In particular, our thanks go to the last three canteen managers who have provided such an important service to the school. Leslie Dare ended her connection with The Fort as canteen manager in 2003. She had worked in the canteen for nearly 20 years, commencing as a parent volunteer when her children were students at the school. Dimity Flowers and Donna Padroth both commenced work here in 2003. Dimity left in 2007 and Donna will leave at the end of 2014. Donna was appropriately acknowledged by students at an assembly in December.

Our bi-annual Fort Street Festival, affectionately known as Fortfest was held on May 18. It was inspired by a former SRC president, and continues to be a real litmus test and indicator of the extraordinary quality and commitment of our diverse community.

I continue to feel hugely proud and privileged to be in the fortunate position of leading this wonderful school. I look forward to working with you in 2015.

ROSLYNNE MOXHAM, PRINCIPAL



# DEPUTY PRINCIPALS' REPORT

The role of Deputy Principal in a high school is similar to that of a bridge that is used by students, parents and staff. Unlike physical bridges the Deputy Principal is required to build the road and facilitate the crossing so that all who use our expertise learn what it is like on the other side of the bridge.

To be successful in this role we quite often have to achieve a meeting between parties somewhere along the bridge. My long term colleague Ms Christine Kemp was quite adept at coaxing those in her office to take a journey with her and assist others to view the world from the other side of the bridge. It is a skill which not only achieved a resolution but also allowed, students especially, to build their knowledge and understanding.

Sadly from my point of view, Ms Kemp retired at the end of Term 1, 2014 to enjoy time with her family and travelling the world with her friends. One of the great legacies that Ms Kemp left for the school was the knowledge, skills and understanding of literacy and its importance to every student in every subject. This remains a focus of the school and the benefits of her approach can be seen coming through in the HSC results.

Ms Karen Di Stefano was appointed as the new Deputy Principal through a merit selection process and began in her role at the beginning of Term 2, 2014. Ms Di Stefano, a mathematics teaching civil engineer, has brought her energy and enthusiasm to the role and with her keen eye has identified improvements to processes and practices that have been used out of habit for many years.

I would at this point like to acknowledge the great support that the Deputy Principals receive from the other members of the executive through wise council, great initiatives and

through their willingness to relieve in the role when one of the deputies is absent.

This year saw the conclusion of the 2012-2014 school plan which saw the focus on excellence in teaching and learning continue, the introduction of a mentoring scheme for new teachers, the introduction of a learning support committee, the review and update of wellbeing programs and the agreement from the school community to pursue the use of technology in the classroom.

This last initiative saw the community come together to debate the merits and mechanics of using a digital device in the classroom to supplement and enrich the learning experience of every student. The community came to a consensus to support the introduction of a Bring Your Own Device (BYOD) program within the school. If used appropriately by the students learning can become a rich and full experience. The use of technology can assist the students to differentiate their learning and build links with real world situations. The aim is to solidify understandings which in turn allows students to use their concrete understanding in other situations.

Throughout the year the senior executive were also busily consulting and developing the new school plan. Using a piece of advanced polling software, staff, students and parents were able to identify their priorities in an atmosphere of mutual respect for other peoples' points of view. While the development of the plan is important systemically, it has a beneficial impact throughout the school community by allowing the voice of individuals to be heard.

Many bridges have been built throughout the year and I congratulate all those who were brave enough to cross them.

DAVID OSLAND, DEPUTY PRINCIPAL  
ON BEHALF OF THE 2014 DEPUTIES



# STUDENT REPRESENTATIVE COUNCIL REPORT

The primary foci of SRC 2013/14 involved enhancing student communications and cohesion, promoting student engagement with the school and espousing student leadership and benevolence through numerous events and charities. To achieve our goals the Executive Team of the SRC developed a structured plan: Various SRC students would attend High School SRC gatherings, all SRC students would have the opportunity to attend some conferences and events, and a School Councillor was elected to further represent the student body and school's interests.

Our first event was the "Nightmare before Christmas" themed Christmas Dance, with the initiative of raising funds for Tri4Key, a charity for injured Fortian injured in an accident. This highly successful event had a large turnout and a profit of over \$1,000 was raised for this noble cause.

The start of 2014 was marked with the Year 7 and 8 Trivia Dance Night, an informal event held to initiate Year 7 into our school and strengthen student relations between Year 7 and the junior grades of Fort Street. This enjoyable event raised over \$440, but more importantly allowed junior students to interact in a casual environment outside a classroom. The Valentine's Day Rose Drive was challenging to get underway but as the romantics of our school let themselves loose the SRC managed to sell all roses; in excess of 800! A profit of \$650 roses was made from this event which would be used for our largest event of the year; the grand Fort Street Festival. Preparations for the Fort Street Festival started well in advance; 2 months prior the SRC split into various committees and liaised with the P & C to effectively plan for this event. Our efforts were well rewarded; a record of 8 bands from local schools competed for a share in \$600 of prizes, raised by the SRC. Student stalls organised by the SRC allowed students and other interest groups (such as Wear it Purple) to promote their work in the school and make themselves known. This year for the Fort Street Festival, the SRC also held a photo booth and a confectionary guessing competition. We would like to thank the P & C for making this event a major success.

The next event on our calendar was World Vision's 40 Hour Famine, a nationwide event organised for raising funds for those in need. This year the SRC's focus was to raise money for the disadvantaged in Malawi, to provide better access food, clean drinking water, training and microfinance for farmers to earn a stable source of income. The SRC also organised a Quad-School competition between Fort Street, James Ruse Agricultural, Sydney Boys High and Sydney Girls High. This competition was quite successful and Fort Street claimed the win, raising over \$11,000 for World Vision. In accordance with the Quad-School competition, the SRC held a sleep out for keen students participating in the Famine, and a record of 57 students came along! Following the 40 Hour Famine the SRC was involved in a number of smaller projects

to improve and assist maintaining the infrastructure of the school. New bins for plastic recycling were acquired and in conjunction with this the SRC is planning for a council service that will collect these bins on a weekly basis. Planning for a bike shelter to protect students' bikes from the weather also began, but due to excessive costs, infrastructure issues and with the focus of raising funds for the new coming SRC, this project was discontinued. The basketball competition held in term 3 allowed students to display their physical prowess against one another, and due to keen participation 2 competitions a junior and senior competition were run. This event raised over \$220, which will be saved for the new coming SRC. Closing the year, the SRC was also involved in the "Buy A Bale" charity, a fundraiser for supporting Australian farmers throughout one of the worst droughts in history.

2014 has been a long and rewarding year not only for the two of us, but for the whole of SRC. This year has provided us not only with the wonderful opportunity to lead an inspiring group of 40 students, but also expand our own horizons by attending many conferences such as World Vision's Youth Leader Convention, TEDex Youth, International Women's Day Breakfast and interacting with successful figures such as Victorian Cross recipient Ben Roberts-Smith, Councillor Jo Haylen and Prime Minister Tony Abbott. Even though not all our goals had been met we are still satisfied with what we've achieved. We would like to thank Ms Ryan, Ms Moxham, the Deputy Principals, office staff, P & C members and the many others whom have assisted us over this year and we also congratulate the SRC for their achievements over this year. We wish the highly capable executive team of Ava McConnell, Sarah Desney, Maksim Stojkovic and Lauren Ashley the very best for the coming year.

YASHAS BHATT, PRESIDENT

RILEY LONGERGAN-STEWART, VICE PRESIDENT





# STUDENT LEADERS 2013-2014



Front Row: Jacqueline Rawson, Thy Lily Lam, Chloe Kai Yee Choy, Vivian Truong, Alicia Gao, Aurora Muir, Claire Fan, Tara Luckock, Lochlan Chow, Sajeevan Saravanamuthu, Felix Tran  
Second Row: Edwin Hong Lam, Mali Woods, Alex Grady, Michael Maolin Wang, Christian Burrello, Jiamin Guo, Ashley Challinor, Darrun Sureshkumar, Pragash Haran, Aiduyen Le Khac, Jessica Kim  
Third Row: Diana Xue, Jennifer Zhao, Maksim Stojkovic, Wilson Chen, Yashas Bhatt, Riley Lonergan-Stewart, Lauren Ashley, Seung Won Byun, Sarah Desney, Lucy Li, Helena Ting Ke  
Fourth Row: Emily Henderson, Naomi Hyland, Eduard Luis, Bolwen Fu, Alexander Migdalias, Samuel Alexander Prideaux, Angelo Morton, Lyndon Wale, Ava McConnell, Pamela Vassil  
Coach: Ms Jill Ryan (Absent)

# SPEECH DAY AWARDS 2013

## 2013 - Year 7

**JIA MIN GUO** The Alma Hamilton Prize for Dux; The Dr William Gailey Prize for Science; The Sanjay Seth Prize for History; The Class Prize for 7T; The Prize for Geography; The Prize for Chinese

**YUANRUI ZHANG** The Fortian Prize for 2nd in Year 7

**COLE GRAY JOHNSON** The Fortian Prize for 3rd in Year 7; The Major-General Fewtrell Prize for English and History; The Prize for Drama; The Prize for Technology

**OSCAR MARTIN** The James Baxendale Memorial Prize for English; Year 7 Peritus Omnium Artium Award

**LAUREN ELIZABETH BERG** Year 7 Peritus Omnium Artium Award

**VANESSA WIHNG KEIH LAM** Year 7 Peritus Omnium Artium Award

**EVALENA MIA CHILAS** Year 7 Leadership Award

**AURORA MAE MUIR** Year 7 Leadership Award; The Prize for PDHPE (aeq.)

**SAJEEVAN SARAVANAMUTHU** Year 7 Leadership Award

**EMMA DOAN** Year Advisor's Award for Excellence

**JAEME VICTORIA LAST** Year Advisor's Award for Excellence

**ADA QIU** Year Advisor's Award for Excellence

**WILLIAM WANG** The Class Prize for 7F

**STEPHEN YOU WEI LOWE** The Class Prize for 7O

**MICHELLE HOI YING CHEUNG** The Class Prize for 7R

**SRUTHI SUPRIYA** The Class Prize for 7I; The Prize for Visual Arts

**SEUNG WON BYUN** The Prize for Mathematics; The Prize for Japanese

**ASHLEIGH YUE FENG** The Prize for French

**ANNE MAGNOLIA DILLON** The Prize for German

**JULIAN VAN GERWEN** The Prize for Music

Angela Isabella MENEGUZZO The Prize for PDHPE (aeq.)

**EMILY MAI TRAM NGUYEN** The P&C Prize for Academic Excellence in 7F

**JOSHUA LIAM LAM** The P&C Prize for Academic Excellence in 7O

**TINA TINGTING CHEN** The P&C Prize for Academic Excellence in 7R

**RAPHAEL JOSEPH MURANTY** The P&C Prize for Academic Excellence in 7T

**YUET ON LEE** The P&C Prize for Academic Excellence 7I

## 2013 - Year 8

**DAWNLICITY CHARLS** The 1953-57 Boys Prize for Dux; The Dr J Bradfield Prize for Proficiency in Science (2nd); The Class Prize for 8F; The Prize for Mathematics; The Prize for Geography; The Prize for German

**JIM LONG YU NG** The Fortian Prize for 2nd in Year 8

**BRIANNA WILSON** The Fortian Prize for 3rd in Year 8; Year 8 Leadership Award

**VIVIAN TRUONG** The James Baxendale Memorial Prize for English; Year Advisor's Award for Excellence

**ROWAN DENISON LEMBIT** The Dr William Gailey Prize for Science; The Class Prize for 8T; The Prize for French Continuers

**SAMUEL JAMES MARTIN** Year 8 Peritus Omnium Artium Award

**SAMUEL ALEXANDER PRIDEAUX** Year 8 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in 8T

**ZOE MAY ROBERTSON** Year 8 Peritus Omnium Artium Award

**RUARI GILMORE TAYLOR CAMPBELL** Year 8 Leadership Award

**MONICA THU TRAN** Year 8 Leadership Award

**EMILY KATHERINE HENDERSON** Year Advisor's Award for Excellence; The Prize for Drama

**JEFFERSON LEE** Year Advisor's Award for Excellence; The Prize for Technology

**MADELEINE ROSE HUYNH** The Class Prize for 8O

**MICHAEL MAOLIN WANG** The Class Prize for 8R; The Prize for History; The Prize for PDHPE

**WANGANLAN ZHA** The Class Prize for 8I; The Prize for French

**VICTOR WING CHI TSANG** The Prize for Japanese

**HANS PING HAN CHOY** The Prize for Chinese

**WILLIAM ALEXANDER KINMONT** The Prize for Music

**JEFFERSON QUOC BAO VO** The Prize for Visual Arts

**HILLARY TRAN** The P&C Prize for Academic Excellence in 8F

**ELLIE ZHENG** The P&C Prize for Academic Excellence in 8O

**KEVIN YANDA ZHU** The P&C Prize for Academic Excellence in 8R

**ALANA YONEDA TARRANT** The P&C Prize for Academic Excellence in 8I

## 2013 - Year 9

**CHRISTINA QUYN- NHI NGUYEN** The Year 12 1994 Prize for Dux; The Bishop Kirkby Prize for Australian History (aeq.); The Prize for Mathematics; The Prize for Elective History; The P&C Prize for Academic Excellence in Science; The P&C Prize for Academic Excellence in PDHPE (aeq.); Certificate for Academic Excellence in English; Certificate for Academic Excellence in Geography

**TRAN NGOC NGUYEN** The Vimal Seth Prize for 2nd in Year 9; The P&C Prize for Academic Excellence in Japanese; The Prize for Food Technology

**JAMES TUAN VU** The Fortian Prize for 3rd in Year 9; The Dr William Gailey Prize for Science; The Prize for Commerce; The P&C Prize for Academic Excellence in German

**WILLEM CHARLIE PROOS** The James Baxendale Memorial Prize for English

**KELLY ANN HUI XIAN YOON** The Bishop Kirkby Prize for Australian History (aeq.); The P&C Prize for Academic Excellence in Elective Geography; Certificate for Academic Excellence in Japanese

**ELEANORE ROSE GOODWIN-WARD** Year 9 Peritus Omnium Artium Award; The Prize for Visual Arts (aeq.); Certificate for Academic Excellence in English; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Food Technology

**HELENA TING KE** Year 9 Peritus Omnium Artium Award

**WESLEY LAI** Year 9 Peritus Omnium Artium Award; Certificate for Academic Excellence in PDHPE

**SARAH VIOLET DESNEY** Year 9 Leadership Award; Certificate for Academic Excellence in French

**VIVIEN YEN LE** Year 9 Leadership Award

**LYNDON TAM WALE** Year 9 Leadership Award

**LAUREN JEAN ASHLEY** Year Advisor's Award for Academic Excellence; The P&C Prize for Academic Excellence in Drama; The P & C Prize for Academic Excellence in Engineering; Certificate for Academic Excellence in History; Certificate for Academic Excellence in Geography

**ALAN MINH CHAU PHAN** Year Advisor's Award for Academic Excellence; Certificate for Academic Excellence in Mathematics; Certificate for Academic Excellence in PDHPE

**WILLIAM THOMAS THACKWAY** Year Advisor's Award for Academic Excellence; The Prize for German; Certificate for Academic Excellence in English; Certificate for Academic Excellence in Elective Geography

**DOMINIC LIAM DWYER** The Prize for Geography; The Prize for Visual Arts (aeq.); The P&C Prize for Academic Excellence in Elective History; The P&C Prize for Academic Excellence in French; Certificate for Academic Excellence in English; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in History

**BENJAMIN GAHOLT LAM** The Prize for Elective Geography; Certificate for Academic Excellence in History

**FRANCIS VALENTINE DWYER** The Prize for French

**RICHARD LIN CHEN** The Prize for Japanese

**ZHI CHAO DAVID LI** The Prize for Chinese; Certificate for Academic Excellence in Science

**WINNIE SU** The Prize for Music;

**ANGELE YAN** The Prize for Drama; Certificate for Academic Excellence in Commerce

**CARLO PANE** The Prize for Electronics Technology;

**MAKSIM STOJKOVIC** The Prize for Graphics Technology; Certificate for Academic Excellence in Electronics Technology; Certificate for Academic Excellence in Engineering

**ADAM ETHAN ZAGARELLA** The Prize for Engineering;

**AVA LOUISE COOMBES MCCONNELL** The Prize for PDHPE; The P&C Prize for Academic Excellence in English; Certificate for Academic Excellence in History

**RICHARD LONG PHAM** The P&C Prize for Academic Excellence in Mathematics

**IKE PRINGLE SCHWARTZ** The P&C Prize for Academic Excellence in Geography

**MATTHEW XU** The P&C Prize for Academic Excellence in Commerce; The P&C Prize for Academic Excellence in Graphics Technology; Certificate for Academic Excellence in Chinese

**WINNIE ANNE ZHANG** The P&C Prize for Academic Excellence in Chinese

**SABRINA YUN ZENG** The P&C Prize for Academic Excellence in Music; Certificate for Academic Excellence in PDHPE

**AIDAN MCGREGOR KEMP** The P&C Prize for Academic Excellence in Electronics Technology;

**LAURA YUN ZI CHEN** The P&C Prize for Academic Excellence in Food Technology

**ERIN LONG** The P&C Prize for Academic Excellence in PDHPE (aeq.)

**KIRA BILLIE HORNEMAN** Certificate for Academic Excellence in English; Certificate for Academic Excellence in History

**WINSON CHEN** Certificate for Academic Excellence in Mathematics

**JESSICA NGOC LE** Certificate for Academic Excellence in Mathematics; Certificate for Academic Excellence in PDHPE

**HUILUN SHU** Certificate for Academic Excellence in Mathematics

**KEVIN ZHU** Certificate for Academic Excellence in Mathematics

**JITIAN CHEN** Certificate for Academic Excellence in Science

**DANIEL SUN WOO PARK** Certificate for Academic Excellence in Science;

**HAGAR GAL** Certificate for Academic Excellence in Elective History

**ILISH CATHERINE SALMON** Certificate for Academic Excellence in Elective History; Certificate for Academic Excellence in Commerce

**DOMINIC ROSS BICEGO** Certificate for Academic Excellence in Geography

**FRANCIS DAVID MARYCHURCH** Certificate for Academic Excellence in Geography; Certificate for Academic Excellence in Graphics Technology

**JESSICA MINGRAN YANG** Certificate for Academic Excellence in Geography

**ANDREI CRKVENCIC** Certificate for Academic Excellence in German; Certificate for Academic Excellence in Engineering;

**NADINE THANH MAI NGUYEN** Certificate for Academic Excellence in Music;

**ANGELA KATE BIVELL** Certificate for Academic Excellence in Drama

**PHAEDRA RUBY ROSE CARROLL** Certificate for Academic Excellence in Visual Arts

**RISHI LE HUNTE GOLEMBIEWSKI** Certificate for Academic Excellence in Visual Arts

**KEVIN CHAK-KUI WONG** Certificate for Academic Excellence in Food Technology

**SRI LAKSHMI PRAVEENKUMAR** Certificate for Academic Excellence in PDHPE

## 2013 - Year 10

**ANNIE SHU** The Judge Redshaw Prize for Dux of Year 10; The Emily Mouldsdale Prize for Science; The Prize for Japanese; Certificate for Academic Excellence in History

**CECY REGINA XI** The Molly Thornhill Prize for General Proficiency (2nd); Certificate for Academic Excellence in History

**JOHN ZIYUAN SU** The Vimal Seth Prize for 3rd in Year 10; The Prize for Mathematics; Certificate for Academic Excellence in History

**DANIEL FAN** The University of Sydney Year 10 Academic Excellence Award; The Prize for Electronics Technology; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Chinese

**MARIA ESMA TALARICO** The Major-General Fewtrell Prize for English and History; The George Mackaness Prize for History; The Prize for German; The P&C Prize for Academic Excellence in Food Technology

**LIGAYA LEILANI QUIBUYEN** The James Baxendale Memorial Prize for English; The Prize for Elective History; The Prize for French

**JESSICA TRUONG** The Dr William Gailey Prize for Proficiency in Science (2nd); Year 10 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in Geography; Certificate for Academic Excellence in Commerce; Certificate for Academic Excellence in Visual Arts

**DANIEL JUERGEN SYJIN SCHMOLL** The Joseph Taylor Memorial Prize for Geography; The P&C Prize for Academic Excellence in History; Certificate for Academic Excellence in Elective History



**JUDY CHEN** The University of Sydney Business School Award for Commerce (aeq.); Year 10 Advisor's Award for Academic Excellence;

**LAUREN AIMEE WHITE** The Ross McBride Prize for Visual Arts; The Prize for Music; Certificate for Academic Excellence in French;

**NANCY LIN HUA** The University of Sydney Business School Award for Commerce (aeq.); The P&C Prize for Academic Excellence in Japanese

**SPENCER HARRY FERRIER** Year 10 Peritus Omnium Artium Award; Certificate for Academic Excellence in English; Certificate for Academic Excellence in PDHPE

**TANWEE SHRESTHA** Year 10 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in French; The P&C Prize for Academic Excellence in Visual Arts; Certificate for Academic Excellence in PDHPE

**ALEX GENE GRADY** Year 10 Leadership Award

**LIAM VARLEY** Year 10 Leadership Award; The P&C Prize for Academic Excellence in Music

**SIMON BERNARD ZWI GORTA** Year 10 Leadership Award

**GAYATHRI SHANKAR** Year 10 Advisor's Award for Academic Excellence

**JEFF WU** Year 10 Advisor's Award for Academic Excellence; Certificate for Academic Excellence in Mathematics

**CHUN FUNG WONG** The Prize for Elective Geography;

**DIANA YIN XUE** The Prize for Chinese

**DOROTHY MADDOX SYMONS** The Prize for Drama

**SALLY LEUNG** The Prize for Graphics Technology

**AUSTIN SHIN MING LAI** The Prize for Engineering; The P&C Prize for Academic Excellence in Elective Geography; Certificate for Academic Excellence in PDHPE

**RAYMOND XIA** The Prize for Food Technology

**U JIN CHO** The Prize for PDHPE; Certificate for Academic Excellence in History; Certificate for Academic Excellence in Food Technology

**ILLYA HECTOR CONN** The P&C Prize for Academic Excellence in English (aeq.)

**THOMAS ROBERT VLAKIC** The P&C Prize for Academic Excellence in English (aeq.); Certificate for Academic Excellence in Electronics Technology

**TIM YU QI FU** The P&C Prize for Academic Excellence in Mathematics; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Japanese

**JHONY PHUONG VAN VO** The P&C Prize for Academic Excellence in Elective History; Certificate for Academic Excellence in English; Certificate for Academic Excellence in Elective Geography

**RAELENE SWATHIE EMMANUEL** The P&C Prize for Academic Excellence in German; Certificate for Academic Excellence in English

**ADA ZIXIN ZENG** The P&C Prize for Academic Excellence in Chinese

**JOSEPHINE SARAH ARMIGER** The P&C Prize for Academic Excellence in Drama; Certificate for Academic Excellence in German

**YASHAS BHATT** The P&C Prize for Academic Excellence in Electronics Technology

**JAMES WANG** The P&C Prize for Academic Excellence in Graphics Technology

**LEON TAN** The P&C Prize for Academic Excellence in Engineering

**LUCY LI** The P&C Prize for Academic Excellence in PDHPE; Certificate for Academic Excellence in Elective History

**JONATHAN SUNG JU LAM** Certificate for Academic Excellence in English

**LUXI LUCY LIN** Certificate for Academic Excellence in English

**ALAN MINH CHAU PHAN** Certificate for Academic Excellence in Mathematics

**CHANG HYUN LEE** Certificate for Academic Excellence in Mathematics

**JAMES TUAN VU** Certificate for Academic Excellence in Mathematics

**KEVIN ZHU** Certificate for Academic Excellence in Mathematics

**ANDY VINCE PHUNG** Certificate for Academic Excellence in Science

**ANNIE CAI** Certificate for Academic Excellence in Science

**JIANSHI DAI** Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Geography

**YING QIN ZHOU** Certificate for Academic Excellence in History; Certificate for Academic Excellence in Food Technology

**ENRICA TSUI** Certificate for Academic Excellence in Geography

**LI QIN MIRANDA LU** Certificate for Academic Excellence in Geography

**YING MIN WU** Certificate for Academic Excellence in Geography

**ANDREW DAI** Certificate for Academic Excellence in Commerce

**KEVIN ZHANG** Certificate for Academic Excellence in Commerce

**SINEAD GEORGINA BORDER** Certificate for Academic Excellence in Music

**JOSHUA JACK O'LOUGHLIN** Certificate for Academic Excellence in Drama

**JENNY TRINH** Certificate for Academic Excellence in Visual Arts

**JIN-WEN DYLAN WONG** Certificate for Academic Excellence in Graphics Technology;

**LIAM JOSEPH EDGEWORTH** Certificate for Academic Excellence in Engineering

**LACHLAN JAMES WHITE** Certificate for Academic Excellence in Engineering

**PRIYADHARSHINI SREERAM** Certificate for Academic Excellence in PDHPE

**RILEY LONERGAN-STEWART** Certificate for Academic Excellence in PDHPE

## 2013 - Year 11

**JANEK OTTO DREVIKOVSKY** The Lilian Whiteoak Prize for Dux; The Old Girls' Literary Circle Prize For English Extension 1; The Prize for Ancient History; The Prize for Studies of Religion; The Prize for Legal Studies; The Prize for German Continuers; The P&C Prize for Academic Excellence in Advanced English; The P&C Prize for Academic Excellence in Modern History

**SIOBHAN EILISH RYAN** The Lodge Fortian Prize for General Proficiency (2nd in Year 11); The Warren Peck Prize for Modern History; The Michael Kirby Prize for Drama; The P&C Prize for Academic Excellence in Legal Studies (aeq.); Certificate for Academic Excellence in English Extension 1; Certificate for Academic Excellence in French Continuers

**RAVI ALEX STEPHENS** The Girls of 50-54 Prize for 3rd in Year 11; The James Baxendale Memorial Prize for Advanced English; Certificate for Academic Excellence in Physics

**PUNEET NANDA** University of Western Sydney Scholarship Most Outstanding Year 11 Student; The Catherine, Janet and Pauline Calver Prize for Geography; The Year Adviser's Award for Academic Achievement; The P&C Prize for Academic Excellence in Economics

**ALEXANDER MAXIMILIAN LEAL-SMITH** The Louise Herzberg Prize for Creative Writing; The 1961 Girls' Prize for French Continuers; Year 11 Leadership Award

**ANDREW WU** The David Verco Prize for Mathematics Extension 1 (aeq.)

**WILSON YIN** The David Verco Prize for Mathematics Extension 1 (aeq.)

**WASIM AWAL** The P&C Association Prize for Physics

**PHIL YI JUN LU** The Elvie Selle Prize for Chemistry; Certificate for Academic Excellence in Mathematics Extension 1; Certificate for Academic Excellence in Physics

**SAMANTHA ZHONG** The Dr William Gailey Prize for Biology

**MARCUS THORNTHWAITE MCCULLOCH** The University of Sydney Business School Award for Economics; The Year Adviser's Award for Academic Achievement; The Certificate for Academic Excellence in English Advanced; Certificate for Academic Excellence in Modern History

**CHRISTINE HE** The Anna Kennedy-Smith Memorial Prize for Japanese Language and Cultural Studies

**ROSHAN DANIELE KUMARAGE** The Michael Kirby Prize for Music; Certificate for Academic Excellence in Studies of Religion; Certificate for Academic Excellence in German Continuers

**YUNA LEE** The Ross McBride Prize for Visual Arts; Certificate Academic Excellence for Mathematics 2Unit

**ANTHONY CHRISTOPHER VASSIL** The Institute of Engineers, Sydney Division, Prize for Engineering Studies; The Year Adviser's Award for Academic Achievement; Certificate for Academic Excellence in Physics; Certificate for Academic Excellence in Biology

**ARTHUR BENJAMIN THIELE** Year 11 Peritus Omnium Artium Award; Certificate for Academic Excellence in English Advanced

**MARIELA ELIZABETH POWELL-THOMAS** Year 11 Peritus Omnium Artium Award; Certificate for Academic Excellence in Ancient History (aeq.)

**PAMELA DEMI VASSIL** Year 11 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in English Extension 1; Certificate for Academic Excellence in English Advanced; Certificate for Academic Excellence in Biology; Certificate for Academic Excellence in Ancient History (aeq.); Certificate for Academic Excellence in Economics

**GRACE MONIQUE BERG** Year 11 Leadership Award

**ROSE CLARE COUSINS** Year 11 Leadership Award

**CLINTON CHEN** The Prize for 2Unit Mathematics (aeq.)

**ISLA TALIA MILLER** The Prize for 2Unit Mathematics (aeq.); The P&C Prize for Academic Excellence in German Continuers; Certificate for Academic Excellence in Music

**SO AEE JASMINE JUNG** The Prize for 2Unit Mathematics (aeq.)

**ANTHONY JUN HUNG OU** The Prize for Heritage Chinese

**LEON CHAN** The Prize for Photography; The P&C Prize for Academic Excellence in Hospitality

**STEPHANIE HUIYI CHEN** The Prize for Hospitality; The P&C Prize for Academic Excellence in Geography; Certificate for Academic Excellence in Biology

**EDUARD DOMINIQUE LUIS** The P&C Prize for Academic Excellence in Physics; The P&C Prize for Academic Excellence in Photography; Certificate for Academic Excellence in Hospitality

**LEWIS LE DINH TRAN** The P&C Prize for Academic Excellence in Chemistry; Certificate for Academic Excellence in Biology

**ALICE ELIZABETH BRIDGES-WEBB** The P&C Prize for Academic Excellence in Biology

**HELEN MOIRA DOUGLAS** The P&C Prize for Academic Excellence in Ancient History

**RUBY FRANCES HILLSMITH** The P&C Prize for Academic Excellence in Studies of Religion; Certificate for Academic Excellence in English Extension 1

**JENNY XUE** The P&C Prize for Academic Excellence in Legal Studies (aeq.)

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

**SATIA JEAN MONTALBO** The P&C Prize for Academic Excellence in Japanese Continuers

**ELLIA CHEN** The P&C Prize for Academic Excellence in Heritage Chinese

**MARLOWE MCCULLAGH FITZPATRICK** The P&C Prize for Academic Excellence in Music

**HANNAH NAOMI STEELE** The P&C Prize for Academic Excellence in Drama

**GRACE VALERIE RUBINIC** The P&C Prize for Academic Excellence in Visual Arts

**BRENDAN LI** The P&C Prize for Academic Excellence in Engineering Studies

**RACHEL ELIZABETH LEE** Certificate for Academic Excellence in English Extension 1;

**AMANDA LEE** Certificate for Academic Excellence in English Advanced; Certificate for Academic Excellence in Legal Studies

**LEYA KRISTINE REID** Certificate for Academic Excellence in English Advanced

**LUCY XINYI DU** Certificate for Academic Excellence in English Advanced

**MANESHA ESTELLE MAHENDRAN** Certificate for Academic Excellence in English Advanced

**ANDREW DAI** Certificate for Academic Excellence in Mathematics Extension 1

**DANIEL FAN** Certificate for Academic Excellence in Mathematics Extension 1

**HENRY YING JIE CHEN** Certificate for Academic Excellence in Mathematics Extension 1

**SAMUEL WONG** Certificate for Academic Excellence in Mathematics Extension 1

**KHRYSYAL CHARLS** Certificate for Academic Excellence in Physics

**ALVIN WAI KIN WONG** Certificate for Academic Excellence in Chemistry

**DEAN DIMARTI** Certificate for Academic Excellence in Chemistry

**JEFF WU** Certificate for Academic Excellence in Chemistry

**SIDDARTH SADASIVAM** Certificate for Academic Excellence in Chemistry

**ALEXANDER BANG YUAN CHAU** Certificate for Academic Excellence in Chemistry

**HUGH KEITH PEARCE** Certificate for Academic Excellence in Modern History; Certificate for Academic Excellence in Legal Studies

**AYSHE SAHINOVIC** Certificate for Academic Excellence in Studies of Religion

**ADDISON HANWEN ZHANG** Certificate for Academic Excellence in Economics

**JIN TIAN ZHANG** Certificate for Academic Excellence in Economics

**YIWEI MAO** Certificate for Academic Excellence in Economics

**JIACHEN HAN** Certificate for Academic Excellence in Legal Studies

**GEIRTHANA NANDAKUMURAN** Certificate for Academic Excellence in Geography

**JENNIFER LIU** Certificate for Academic Excellence in Japanese Continuers

**BOLWEN FU** Certificate for Academic Excellence in Heritage Chinese

**FREYA ALISON MCGAVOCK** Certificate for Academic Excellence in Drama

**CATHLEEN JIA HUI LIN** Certificate for Academic Excellence in Visual Arts

**SUSAN HUONG** Certificate for Academic Excellence in Photography

**JETT HANLEE** Certificate for Academic Excellence in Engineering Studies

## 2013 - Sports Awards

**ALEXANDER MAXIMILIAN LEAL-SMITH** Johnson Memorial Prize for Senior Sportsman; The Most Outstanding Boy in Cross Country; NSW CHSSA Regional Team Event 2nd Place

**HARRIET MARY ANDREWS SCANDOL** The Jan Stephenson Memorial Prize for Senior Sportswoman; The Most Outstanding Girl in Cross Country; NSW CHSSA Regional Team Event 1st Place

**DINGJIE XIAO** The Pierre de Coubertin Award

**JEFFERSON VO** Johnson Memorial Prize for Junior Sportsman; The Most Outstanding Boy in Athletics

**EILISH CATHERINE SALMON** The Jan Stephenson Memorial Prize for Junior Sportswoman; The Most Outstanding Girl in Swimming; Northern Suburbs Age Champion 15 Years Girls Swimming

**YASHAS BHATT** NSW Premier's Sporting Challenge

**JAEME VICTORIA LAST** The Most Outstanding Girl in Athletics

**LUKAS SATHIA POSUMAH** The Most Outstanding Boy in Swimming; Northern Suburbs Age Champion 13 Years Boys Swimming

**CELESTE LY** Northern Suburbs Age Champion 17 Years Girls Swimming

**JASON LIU** Northern Suburbs Age Champion 16 Years Boys Swimming

## 2013 - Year 12

**MARTA AMELIA KRZANOWSKI** The A J Kilgour Prize for Dux; The Prize for German Continuers; Education Minister's Award for Student Excellence; 1st in the state in German Continuers; 4th in the state in German Extension

**KIMBERLY ANN YI XIAN YOON** The Ada Partridge Prize for 2nd in the HSC; University of New South Wales Academic Achievement Award; The Constance Frith Memorial Prize for the Best Student proceeding to the University of New South Wales; The Evelyn McEwan Rowe Prize for Ancient History; 1st in the state in Chinese Continuers; 5th in the state in Chinese Extension

**HARRY MAI WHITE** The Fanny Cohen Prize for 3rd in the HSC

**ARIN HARMAN** 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; Year 12 Innovation Award

**SATWIK ACHARYA** The Macquarie University Prize for the Best Student proceeding to Macquarie University

**DIMITRI THOMAS BEDE KASTANIAS** The John Hunter Prize for the Best Student entering the Faculty of Medicine; The Helen Gwynneth Palmer Prize for French Continuers

**KELVIN DUONG** The Laurence Goddard Prize for the Best Student studying Mathematics at University

**ARKADY JOSHUA DE JONG** The Terry Glebe Prize for the Best Student studying History at University

**EVE DALLAS OSBORN** The Michael Kirby Prize for the Most Outstanding Student studying Music at Tertiary Level

**JUNMENG LI** The Annie Turner Prize for English and History; The Charles Harrison Memorial Prize for English Extension II (aeq.); The James Baxendale Memorial Prize for Advanced English; The Herbert Percival Williams Prize for the Best HSC Question on Shakespeare; The Emily Cruise Prize for Extension History

**SARAH O'MALLEY** The Charles Harrison Memorial Prize for English Extension II (aeq.)

**ANTHONY JIA NIAN SONG** The Peter Kennedy-Smith Prize for English Extension I; The Harold Jones Prize for Modern History; Premier's Award for All Round Excellence

**MAK HADZIMEJLIC** The Dennis Austin Prize for Mathematics Extension II

**JOSHUA XU** The Anne Weston Prize for Mathematics Extension I; The 1961 Girls Prize for Mathematics 2Unit; 7th in the state in Mathematics

**ALIASGHER KARIMJEE** The Dr Bradfield Prize for Physics (aeq.)

**HUONG LIENG TING** The Dr Bradfield Prize for Physics (aeq.); The John Henry and Glad Hopman Prize for the Best Student studying Engineering at University

**ANTHONY CHRISTOPHER VASSIL** The Alma Puxley Prize for Chemistry

**MICHAEL AU** The Dr William Gailey Prize for Biology; Year 12 Innovation Award

**SEAN YUN SHENG YU** The Joseph Taylor Memorial Prize for Geography

**CHRISTOPHER DIMITRI CHAPMAN** The Sir Bertram Stevens Prize for Economics

**HARRIET MARY ANDREWS SCANDOL** The Michael Kirby Prize for Legal Studies

**MENGWEN LI** The Gail Salmon Memorial Prize for Japanese Continuers

**GAVIN KA-FUNG LEUNG** The Olga Sangwell Prize for Extension Music; The Girls of 1953 Prize for Music

**ANNA VICTORIA RUSHMER** The Val Lembit Prize for Drama; Premier's Award for All Round Excellence

**TAMAR SELINA INDIGO ROBERTSON** The Ross McBride Prize for Visual Arts

**WILLIAM JOHN HALES** The Institute of Engineers, Sydney Division, Prize for Engineering Studies; The University of Technology Sydney Creativity and Innovation Award for Year 12

**DARREN NGUYEN** The Boys' Classes of '40 and '41 Prize for Software Design and Development

**ADIB MOHTASSIM RAHMAN** The Williamson-Coutts Prize for PD.H.PE; Premier's Award for All Round Excellence

**CELESTE DANG HA NHI LY** Year 12 Peritus Omnium Artium Award

**KIEN LE BOARD** Year 12 Peritus Omnium Artium Award; Premier's Award for All Round Excellence

**RUELL DOMAOL** Year 12 Peritus Omnium Artium Award;

**WILLIAM DUC DANG KHO VU** Year 12 Peritus Omnium Artium Award

**BILL THINH BUU HONG** Year 12 Leadership Award

**NIRMALA DAKSHINI MUDALIGE** Year 12 Leadership Award

**MICHAEL TRUNG NGUYEN** Year Advisor's Award for Academic Excellence

**TIMOTHY LINGGOPUTRO** Year Advisor's Award for Academic Excellence



**WINNIE CHAU CHU** Year Advisor's Award for Academic Excellence; Premier's Award for All Round Excellence  
**JAMES LI BUTLER** Year 12 Innovation Award  
**DARREN HENG SENG CAI** Year 12 Innovation Award  
**MICHAEL PHAN MINH NGUYEN** Year 12 Innovation Award  
**CLARENCE JIA YANG LI** Premier's Award for All Round Excellence  
**DINGJIE JESSIE XIAO** Premier's Award for All Round Excellence

## 2013 - Fortian Awards

**RUELL DOMAOAL** Fortian Award; Premier's Award for All Round Excellence  
**ARIN HARMAN** Fortian Award; Premier's Award for All Round Excellence  
**HANNAH EUGENIA SAKAI HARMELIN** Fortian Award; Premier's Award for All Round Excellence  
**ALIASGHER KARIMJEE** Fortian Award; Premier's Award for All Round Excellence  
**DIMITRI THOMAS BEDE KASTANIAS** Fortian Award; Premier's Award for All Round Excellence  
**MARTA AMELIA KRZANOWSKI** Fortian Award; Premier's Award for All Round Excellence  
**JUNMENG LI** Fortian Award  
**TIMOTHY LINGGOPUTRO** Fortian Award; Premier's Award for All Round Excellence  
**MICHAEL TRUNG NGUYEN** Fortian Award; Premier's Award for All Round Excellence  
**ANNA YASHU NING** Fortian Award  
**HARRIET MARY ANDREWS SCANDOL** Fortian Award; Premier's Award for All Round Excellence  
**HENRY LUU THAI** Fortian Award  
**HUONG LIENG TING** Fortian Award ;Premier's Award for All Round Excellence  
**BRIAN MINH TRAN** Fortian Award  
**HARRY WHITE** Fortian Award; Premier's Award for All Round Excellence  
**KIMBERLY ANN YI XIAN YOON** Fortian Award; Premier's Award for All Round Excellence;  
**SEAN YUN SHENG YU** Fortian Award; Premier's Award for All Round Excellence

## 2013 - Special Awards

**HARRIET MARY ANDREWS SCANDOL** The Rona Sanford Pepper Prize for Service  
**DIMITRI KASTANIAS** The Old Boys' Union Prize for Scholarship and Service  
**HANNAH EUGENIA SAKAI HARMELIN** The Charles Christmas Prize for Scholarship and Service  
**ALISON RAE THOMPSON** The 1976 Year 12 Prize for the Best All Round Contribution to the School  
**MACEY SALLY DUONG** The Len Carroll Prize for the Outstanding Individual Achievement of the Year  
**ALIASGHER KARIMJEE** The Principal's Prize for Outstanding Contribution to Student Leadership  
**CHRISTINE MEI-YENG WONG** The Principal's Prize for Outstanding Contribution to Student Leadership; The Bruce Leonard Memorial Prize for Outstanding Achievement in Music  
**DINGJIE JESSIE XIAO** The Principal's Prize for Outstanding Contribution to Student Leadership

**JOSEPH GERSHON ZWI GORTA** The Principal's Prize for Outstanding Contribution to Student Leadership  
**KISHOR NAPIER-RAMAN** The Principal's Prize for Outstanding Contribution to Student Leadership  
**ZOE CAITLIN HARRISON GILLESPIE** The Caltex Best All Rounder; Australian Defence Force Long Tan Higher School Certificate Course Award  
**SEAN YUN SHENG YU** The Reuben F Scarf Prize for Commitment  
**RAVI ALEX STEPHENS** The John Hills Memorial Prize for Leadership and Service (Peer Support)  
**BOLWEN FU** The Major Isador Sender Memorial Prize for Service  
**DIANA YIN XUE** The Ladies Committee Prize for Service  
**ARIN HARMAN** The Boys of 1950-54 Prize for Commitment to the School Community; The Phillip, David and Robert Lindsay Prize for Debating  
**KIMBERLY ANNE YI XIAN YOON** The Girls of 1964-69 Prize for Commitment to the School Community  
**VERONICA LIN** The Elizabeth Cayzer Prize for the President of the SRC  
**MICHAEL PHAN MINH NGUYEN** The Elsie Ferguson Prize for Consistent Service to the SRC  
**LACHLAN JAMES WHITE** Australian Defence Force Long Tan School Certificate Award  
**MAK HADZIMEJLIC** The UNSW Prize for Excellence in Mathematics and Problem Solving  
**RORY FERGUSON NOLAN** The Raymond and Frank Evatt Memorial Prize for Australian History  
**DARREN HENG SENG CAI** The Clive Coogan Prize for his work in the National Titration Competition (aeq.)  
**PEI SHAN HE** The Clive Coogan Prize for her work in the National Titration Competition (aeq.)  
**ARKADY JOSHUA DE JONG** The Gombert Prize for French and German; Fortian Commendation for Contribution to the Design of the Fortian Magazine  
**GAVIN KA-FUNG LEUNG** The Raymond Sly Memorial Prize for Music; The Fortian Prize for the Best Individual Performance in the Performing Arts (Music)  
**MARLOWE MCCULLAGH FITZPATRICK** The David Anthony Prize for Contribution to Music  
**ROSE CLARE COUSINS** The June Anthony Prize for Contribution to Music  
**EVE DALLAS OSBORN** The Instrumental Music Program Prize  
**TAMAR SELINA INDIGO ROBERTSON** The Liberty Jools Prize for Originality in the Arts  
**ANNA VICTORIA RUSHMER** The Fortian Prize for the Best Individual Performance in The Performing Arts (Drama)  
**LAUREN AIMEE WHITE** The Soroptimist International Club of Sydney Prize  
**YASHAS BHATT** The 2002 Year 12 Prize for Leadership in the Junior School  
**MARTA AMELIA KRZANOWSKI** The Gareth Ivory Memorial Prize for Outstanding Achievement in Languages/The Arts together with Significant Contribution to Student Leadership  
**MICHAEL AU TVET** Excellence Award 2013 Community Services – Disabilities  
**VIVIAN TRUONG** International Competitions and Assessments for Schools Medal for Writing

# ELLA COLLEY FORTIAN 2007

So I've been wondering, why am I here? Especially in a year where many of you have had the chance to hear from the Dalai Lama and Ghandi's granddaughter. It's a real pleasure to be asked to speak but to be honest I'm a bit dumbfounded too. I'm only a few years older than most of you and I'm not sure I've "achieved" enough to warrant this microphone just yet... but anyway let's see what we can do. I've definitely done some pretty cool stuff in the last few years and I've learnt a bit along the way.

I decided to come here because I hope that out of the many speeches that you will hear during your time at Fort Street I'll be able to offer something a little bit different and perhaps say a few things that might resonate... plus maybe you guys can learn from some of my mistakes so you don't have to make them yourselves.

So I've come up with 6 lessons for the 6 or so years since I finished school- you can try and guess them as I go and we'll do a little summary at the end.

But before I begin I want to acknowledge that we're meeting here today on Gadigal land, part of the Eora nation. I grew up on this country, in Annandale just down the road and I currently work and live on Wurundjeri land in Melbourne. I know acknowledgements can sometimes seem tokenistic but for me, I feel it's really important for us to consider that before colonization our First People looked after this land and each other for thousands of generations.... Makes the 165 year history of Fort Street seem pretty small in comparison doesn't it? There's so much we can learn from this knowledge and culture if we take the time to truly be open to it. So with that said, I'd like to pay my respects to elders past, present and future and acknowledge any Aboriginal and Torres Strait Islander people here today. And I'll also say my quick hello and thanks to Ms Moxham and the special guests here today - thanks for having me back. It's really nice to be here.

So... Before I came to Fort Street I had heard all kinds of crazy stories about the place and thought I had a pretty good sense of what it was all about. I had some older cousins at the school who talked to me about how relaxed it was, how forward thinking, how open and so on... I'd been told about muck up days where year 12s had led a cow to the top floor of the old building and a crane had to be hired to get it back down again. One year apparently someone superglued a collage of explicit images all over the windows of an executive office. There was another rumour of some handy people who took apart a car and reassembled it in a hallway so it couldn't be taken out again... this was the kind of crazy environment I imagined myself coming into.

So when I arrived to find out that a strict uniform regime had been implemented and that a new era was upon the school where the old crazy days were over, it came as a bit of a surprise. Over the years, although some of the old antics had been toned down what I came to understand was that the values - the heart - of the school had remained the same - acceptance, individualism, all round education, a sense of the bigger picture and an expectation that everyone should do their best. I often think of the teachers who had a profound impact on my teenage years and how they have influenced where I've ended up today. It's been nice to see so many of you already this morning. And don't worry while I was at school we still got up to some antics.... One of your teachers is a friend from my year and if you ask him nicely I'm sure he'll tell you a story or two.

Anyway, here's the part where I tell you a bit of a story about how I ended up on this stage and I hope it connects with some of you.

I want you to imagine this scene. I'm 18 and lying on a beach in a small town in Venezuela. We're being served coconut cocktails and fish empanadas and planning a snorkeling trip for that afternoon. I'm due home in about a month and decide to pop into the internet café to check on a few things I'm planning before we head out. I log onto the computer and find an email in my inbox that completely alters my expectations of the year to come. I've been out of school a year now and in that time have broken up with my boyfriend of 3 years, started and left a Media and Comms degree at Sydney, worked full time for a not-for-profit organisation, decided on a whim to move to Melbourne and packed my bags and gone overseas on your classic "find yourself" gap year trip.

I got a pretty stellar UAI (ATAR) and had chosen Sydney Uni and the Media and Comms course using the following logic: I like writing and reading, I don't want to do law but I do want to do a course that's hard enough to get into that it makes my ATAR and all my hard work in year 12 worthwhile. The thing I hadn't properly considered was whether or not it was actually the right course for me. It only took me about a month to realise that it wasn't. I coasted through one semester and then left. Before I went overseas I applied an Arts Degree at Melbourne Uni and thought I was a shoe in because of my ATAR. So it came as a big shock when I received an email on that day in Venezuela saying I had been rejected. Turns out my school marks weren't taken into account and my pretty average Sydney Uni grades were all they would consider. I was a pretty arrogant 18 year old and never had a doubt in my mind that I would get into Melbourne Uni, so this news hit me pretty hard. I was initially completely at a loss for what I would do and also pretty devastated. It made me feel inadequate and regret some of the decisions I had made.

Now there's a few reasons why I'm telling you this. The first is because this set back actually ended up being one of the best things that has ever happened to me. The second is because I think it shows how making decisions based on what you think you "should" do can often end up screwing you over.

To fast forward to now - my experiences travelling and learning Spanish prompted me to apply for International Studies at RMIT and despite a late application I was accepted because of my work experience. RMIT ended up being the perfect institution for me - personable, practical, flexible, and more concerned with relevance than reputation. Because I enjoyed it so much I tried hard, got great grades and in turn received a number of scholarships and awards.

While at RMIT got to do research projects and internships, and spend a semester living and studying in Mexico. While I was there I organised and ran environmental art classes and workshops with kids in a small Mexican town, which was pretty awesome. I also broke my leg. Which wasn't so awesome. I broke it while playing soccer with a local women's team... I scored a goal in the process which was kinda cool. But then I spent 2 months on crutches with no family support, living on the 3rd floor of an apartment block in a small town with no public transport. It wasn't the brightest of months but there were a few good things that came out of it. Firstly, my Spanish improved dramatically because every man and his dog wanted to know how this blonde guera ended up on crutches so EVERYONE would talk to me and secondly I could get into all the clubs without having to wait in the lines.

Anyway for the past 2 years I've been working as the Communications and Operations Manager in Victoria and South Australia for a program called AIME - the Australian Indigenous Mentoring Experience. Anyone heard of AIME before?

AIME runs an educational mentoring program for Indigenous high schools students around Australia. In this role I manage the program in Victoria and South Australia, leading 8 staff, 400 volunteers and working with 500 Indigenous young people. AIME has proven to increase high school completion and university rates of Indigenous students. The program is all about providing positive role models and support to kids who don't necessarily get that at home. We use volunteer uni students as Mentors in our programs and bring in Indigenous role models from a range of fields, people who are doctors, lawyers and journalists, not just sportspeople and actors. The program is about building confidence, leadership skills and connecting these young people with their culture and their education. I actually got involved with AIME as a Mentor at Sydney University (it's the coolest thing you get to do at uni so year 12s sign up!). As a Mentor I worked with a 14 year old girl from a school near Fort St who at the start of the program was only attending school a couple of days a week and was planning on dropping out at the end of the year. Throughout the year of activities we did together (things like hip hop, drama, trips to the zoo, sessions on racism and Aboriginality) she slowly came round and by the end of it was determined to finish school and go onto uni to become a primary school teacher so she could teach the next generation about the importance of their education. Now this was pretty crazy but I guess I signed up to the program hoping it would have this kind of impact on another young person. What I didn't expect was the impact it would have on me. It completely transformed my understanding of myself and of our country, and led me down the path I'm on today.

Many of the kids I work with at AIME come from families where no one has ever finished school or gone to uni... which means they have little to no support with homework and assignments. Some of them live in pretty tough circumstances, might have missed out on parts of their schooling in their early years or be thousands of kilometres from home. I have been so inspired by the strength and resilience of the young people we work with at AIME, something that has had a pretty dramatic impact on my life outlook. These young people truly embody the AIME message that to be Indigenous means to be successful. Along with hearing about all the wonderful things you are all getting up to here at Fort Street, this makes me very optimistic about where our country is headed.

So there's me, and here are my two cents on the whole life thing summed up into 6 lessons:

Lesson 1: Do what you want to do, not what you think you should do. You have to take risks to get anywhere in life and sometimes that might involve going against what you or your parents think is the "right" thing to do. Trust your instincts and you will learn from your experiences and your mistakes. My good friend who doxxed me in to give this speech is a great example of this. Elizabeth Nabben got some ridiculous ATAR and was offered a scholarship to study Law at Sydney which she turned down to pursue an acting career... one which she is already incredibly successful in. Liz was originally asked to do this speech and couldn't be here today so I hope you get to hear from her in the next couple of years. Another example are my friends Nick and Adit who make up the incredibly successful Hip Hop duo Horrorshow who I'm sure many of you have heard of. I on the other hand chose a course for the wrong reasons and paid for it, at least in the short term.

Lesson 2: Having said that, view obstacles as opportunities. Every set back is a chance to get some perspective and reassess. I wouldn't be where I am now if I'd got into Melbourne Uni. Plus I was a pretty smug young thing so I think the rejection from Melbourne Uni definitely did me some good in the long run. Same with breaking my leg in Mexico - a pretty big set back but

it gave me a truly unique experience and taught me how good I have it most of the time.

Lesson 3: Approach everything as a learner. Be hungry for knowledge. You never know and never will know everything about anything and if you shut yourself off to new ideas and perspectives than you are the only one who will miss out. It's easy to be critical and judgmental - it's hard to stay open minded. It takes practice.

This is something I have only truly come to understand in the last couple of years as a non-Indigenous person working in an Indigenous space. No matter how much I experience or absorb I will never fully understand what it's like to be an Indigenous person in Australia today or what our First Peoples have gone through to get here. In order to make my contribution I have had to learn to listen first before I make assumptions or judgments and decide what I can contribute. If you can avoid arrogance and in turn ignorance the greater chance you have for success in life.

Lesson 4: Don't be lazy. Right now you might think it's cool not to care but I can tell you, 5 years on it's not. The people in my year who thought they didn't need to try are still doing pretty much the same things they were in high school except they've got more facial hair and less friends. No one can make your life something except for you. That's why this notion of *faber est que fortunae* whatever it is, as much as I'm sure it's rammed down your throats - has serious virtue. If you want to have an awesome life you've got to understand that you are the only person who can make that happen.

We're all pretty bloody lucky to go to this school and have the opportunities we've had. I definitely took that for granted until I got out into the real world (out of the Inner West Fort St bubble) and came to understand how different growing up can be for young people in other parts of Australia, or even just down the road. I see that at AIME every day and it has made me appreciate the good start that I got in life so much more. With that said, shout outs to my parents and Grandma who are here today - I certainly wouldn't be here, literally and otherwise, without you guys.

So what I'm saying is - take advantage of the incredible opportunity you have to be sitting in this room. You have a responsibility to use the brains, support and education you have. And hopefully you will take the chance to contribute to something bigger than yourself in the process.

That's lesson 5: do what you can to give back - for every step forward you take in life put a hand back and bring someone with you. You will be rewarded for this more than anything you achieve for yourself. I signed up for AIME thinking I would give some kid some help and ended up transforming my own life in the process.

Lesson 6: Have fun. To borrow one from AIME - we're told that if we want to keep our jobs we need to: 1. Do our job, 2. Stay positive, 3. Not be a dickhead and 4. Have fun. There's a lot in those 4 statements that I think can be pretty well applied to life in general. There's no point pursuing "success" if you're not enjoying yourself along the way. If you don't enjoy the journey then chances are you won't enjoy the destination either.

So, I've recently decided to take my own advice and in a couple of months I am finishing up AIME and taking some time off to travel and then hopefully going on to study my Masters overseas. There have been a couple of times when I've thought about this decision and gone ARE YOU MAD? Leaving a well-paid job I am incredibly passionate about and the people I love to pursue a vague pipe dream.... But that's kind of what excites me - who knows what else is out there and there's only one way to find out. Thank you and I wish you all the best for your future adventures.

2013 SPEECH DAY, FEBRUARY 2014





Year 11 Elective Photography



Fortians delivering wisdom at Year 11 Seminar Day.

# ALBERT WILLIAM BARRY FORTIAN 1906-1909

1906: Albert Barry - Dux Matriculation class V

At the demonstration of the Royal Life Saving Society a team from Fort Street including Albert Barry gave a display: 'They went through their movements with a precision and completeness that evoked frequent outbursts of applause' from The Telegraph.

1907: The 100 yards Championship will be one of the finest yet witnessed, there will be little difference between Cooke and Barry as shown from the manner in which the 220 and 440 yards championship have been fought out between them during the past month with Barry gaining 1st place and Cooke 2nd place. Albert Barry was elected to the Committee of the Fort Street Model School Sports Union for Swimming.

1908: Won the 220 yards Championship at the Kieran Memorial Races at Lavender Bay. Became the 100 yards swimming champion of Fort Street Model School.

The Brilliantshine Shield: Fort Street Students including Albert Barry (first) gained a decisive margin of points over the other schools to win the shield.

Fort Street's Champion Relay Team for 1908 Barry,

Cullen-Ward, Kinninmont, and Murray easily demonstrated their superiority at the All School's Carnival in winning the event by nearly two laps. Matriculated in the Junior Exam with 2 A grade passes, 4 B passes and 1 C pass.

Awarded the Fort Street Sports Union Honor Cap for meritorious performances during the last two seasons in sport. The caps were presented to boys who have enhanced the name of their school by distinguished prowess in sporting contests and obtaining the matriculation pass in the junior exam.

1909: PSAAA Carnival 3rd place in the State Championship for the 100 yards. Albert Barry is one of the NSW champions to take part in the Australian Championships in Melbourne next February 1910.

1912: the school has always fostered swimming as a sport and the number of prominent swimmers it has produced in legion. Harold H. Hardwick, Olympic Representative, and A. W. Barry are ex-Fortians, and to their coaching at school is due much of their present day prowess. Hardwick and Barry swam in the Old boys' 100 yards handicap. Both were scratch and obtained places in the final. Barry, in his heat, did 57 4-5 sec., and Hardwick 58 1-5 sec. Barry made a great effort in the final, and got to second place. He was clocked to do 58 sec. Dead. Hardwick did not compete.

1914: Albert Barry won the 100 yards Swimming Championship of NSW and the 100 yards Australian Championship, beating Longworth on both occasions.

Albert William Barry was born in Woolloomooloo, the son of Albert and Letitia Barry. He made a name for himself from an early age as a champion swimmer. He broke the Australian record for the 100 yards swim in 1913, and this record remained unbroken until 1927. After matriculating from Fort Street

Model School Albert attended Sydney University to study Law. During November 1916 he joined the armed forces in Perth, W.A. He was an unusually tall, 6ft 6ins and weighed 168lbs [76kg]. He was appointed to the 46th Battalion, 8th Reinforcements as a private with the Regiment number of 3209. He was then sent to Blackboy Hill for training. A month later he embarked from Fremantle on 29th December, aboard HMAT Persic.

He disembarked at Devonport, UK on 3rd March 1917 and was sent to the 12th Training Battalion at Codford. He proceeded for overseas duty in France on 4th June 1917 and not long after, on 2nd July was appointed Lance Corporal. The Director of Education at the Department of Repatriation and Demobilization, AIF wrote, 'Good experience gained on this course. Sergt Barry paid close attention to his work and derived considerable benefit there from.' The same day he proceeded overseas to France as Officer in Charge of British Troops in Paris.

He landed in France on 4th June and shortly after was wounded in action on 17th July at Ypres. He was evacuated to England where he was admitted to hospital with gunshot wounds to his left leg, back and thighs. It was reported that he was seriously ill and sadly his leg was amputated above the knee on 2nd October 1917. He was discharged from duty at Headquarters on 9th March 1918. By that October he had been promoted to ER/Sergeant. He was granted leave with pay from 6th January to 6th April 1919 to attend law lectures at Middle Temple, Charing Cross. His leave was extended to allow him to attend the Council of Legal

Education, 15 Old Square, Lincoln's Inn, where he completed his course on 31st July 1919. He was sent back to Australia and disembarked from the Kanowna on the 26th October 1919 and was then discharged from the armed forces on 13th December of that year.

On returning home to Australia, Albert qualified as a solicitor and by 1933 was Crown Prosecutor in the Crown Law Department of New South Wales. He continued to swim competitively for many years.

Albert retired on his 65th birthday in 1956, and that November he and his wife, Florence sailed to England where it was discovered he had throat cancer. They arrived back in Australia in May 1957 and Albert died in August 1958. The official report from the Department of Repatriation was that Albert's death was due to his World War 1 injuries.

From Albert's son, Peter Barry: In conclusion I can only state that by compiling the above has brought pride and satisfaction to me as I have now realised what a service my dad passed on to my family through his strength, determination and ability to accept the reality that life was cruel but he had the vision to pass on the knowledge that it could be overcome through dedication to achieve what is known as the "impossible dream". On behalf of my family I can only say thank you Fort Street Model School.



# CAREERS

As this year's Fortian magazine goes to press, Australia is witnessing huge structural changes in the labour market. This involves increasing casualisation of the workforce, the trend towards "portfolio" careers, "downsizing", and the rise of the concept of contingency workforces. Today one in six working Australians are in a job which did not even exist just twenty years ago. And the rate of workplace change is accelerating. We cannot know for sure what jobs our current Fort Street students will have, what technologies they will be using at work, or even what their workplaces will physically be like.

But we can predict a few things. Australians in their teens now are expected to change jobs (and therefore skill-sets) up to 15 times before the age of 40. They will work well into their seventies. They will require a very high level of social-emotional intelligence, as well as constantly-evolving employability skills, to survive in the new world of work.

The task for the Careers Adviser in this rapidly emerging world is a dual one: to inform the students about the structural changes we are undergoing, and to help develop in the students the skills required for this new workplace. The Careers Adviser no longer narrowly matches a student's abilities to a set of job requirements, but instead helps teach the student to understand and articulate their own life theme, and assists the student to chart a life-course in which work will just be one of many significant life-roles. One of the priorities for the Careers Adviser in this regard, is to guide students towards an understanding of how work helps to give our lives meaning, that through work we make a contribution to our community and are connected to community, and that work can help us to express our personal values in an active, authentic way. We know whole industries are dying out, and others are rapidly coming into being. We know that all people, but especially young people, change over time, their personalities, interests and skills are evolving. We know that rigid goal-setting and linear pathways up a career ladder no longer apply. The whole 20th century model of work is dead or dying. So how do we prepare teenagers for the coming workplace?

In the new world of work employees will have to be adaptable, above all. They will be required to constantly adjust to the new and evolving culture of each new workplace, to quickly develop a tacit understanding of each organisation's particular requirements and expectations, to adapt themselves to do whatever new tasks are required in order to get their job done on time and on budget. This will require high levels of self-awareness, self-regulation, motivation, interpersonal skills and creative thinking. Not to mention communication, teamwork and problem-solving skills, ethical behaviour and intercultural understanding.

So the Careers Adviser must be involved in helping to develop these 21st century "employability skills" in the students throughout their school years, in preparation for their lives post-school.

We also know that the job insecurity and financial insecurity which are such features of future employment trends, are huge contributing factors to adult mental health issues. So a major task for the Careers Adviser is to work with all others in the school's welfare team to assist students to develop a strong, positive self-concept. We need to actively build students' self-worth and resilience so that they can better deal with the inevitable ups-and-downs of adult life.

The scope of the Career counselling service at Fort Street goes way beyond the conventional matching of personal attributes to job

requirements. The Careers service has broad and long-term goals: to help Fortians achieve well professionally, to help them contribute altruistically to their communities, to express their creativity in a variety of hobbies and interests, to nurture healthy intimate and family relationships, to be life-long learners, and to share their knowledge and skills generously throughout their lifetime.

To help students research possible futures, to think beyond traditional career paths, and to pursue their passions, the Careers service at Fort Street uses a multi-faceted approach. Each year the school subscribes to an online 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 emails, announcements and notices in the Careers office.

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 2014 this also included talks by representatives from ANU, Fortians currently studying various courses at university, Fortians sharing their gap-year and overseas volunteering experiences, and even a lecture by NASA astronaut, Professor Greg Chamitoff.

The Careers office has also been involved in the preparation of student applications for overseas and national tertiary courses and scholarships, numerous University of Sydney scholarships, the UNSW Co-Op program scholarships, the Public Education awards, the Director General's awards, the Minister's Award for Excellence and the Order of Australia awards.

The Careers office continues to administer all Board of Studies Teaching and Educational Standards (BOSTES) requirements, Disability Provisions, TVET enrolments and the DEC Student Volunteering awards. The office operates an open-door "shopfront" approach, with brochures, books and other resources available for all students during school hours, and one-to-one interviews either by appointment or simply on a drop-in basis. As always, in 2014 I have had interviews with several parents, either coming in to the Careers office or emailing or phoning to discuss a variety of issues with me, and I encourage all parents to feel comfortable contacting me, either for a formal discussion and consultation or simply to quickly touch-base on a particular matter. Fortians in all year cohorts are encouraged to pop into the Careers office to familiarize themselves with all the resources and services on offer, and begin to contemplate the journey into their future.

KYLIE SALISBURY, CAREERS ADVISOR





# FACULTY REPORTS

## ENGLISH

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” said Albert Einstein, and in many ways I like to think that that statement embodies the way the English Faculty approaches our craft of teaching the wonderfully gifted students here at Fort Street. Indeed 2014 has been an extraordinary year for success, not only for a number of our students individually, but also for each year’s cohort, who are demonstrating both knowledge and creativity.

While implementing the new Australian curriculum in years 7 and 9, preparing for the new HSC Prescriptions 2015, and programming for the Australian curriculum years 8 and 10, the English Faculty tackled its Herculean task with energy, passion and lashings of good humour.

Year 7 have studied the history of the English language, written fine essays about post colonialism as seen through the eyes of gentle indigenous “creatures” from Shaun Tan’s “The Rabbits” and once again, all students produced a beautiful picture book whose themes ranged from environmental, family and social issues, to psychology, sociology, anthropology and archaeology. The SMH Younger Writers first place winner was again a Year 7 Fortian, Lucy Bailey, while Monash Sapkota was placed in the top 1% in the ICAS writing competition, both outstanding achievements. Year 7’s hybrid theatre experience of the Bell production of “Monkey” was a fitting way to close a very productive and creative year.

Year 8 have also produced quality work which impresses teachers with its sophistication and creativity – such as satirical posters which might make some of our country’s leaders take notice! It is from Year 8 that a group of talented and committed students responded to the call of taking responsibility for the 2014 Fortian, and they have done so, demonstrating great initiative and gusto. Year 8 student, Ada Qiu received an Honourable Mention in the SMH Younger Writer Competition. Harry Brook was the Winner of the 2014 Heart of Annandale High School Prize for the picture book he created as part of his Year 7 program.

Year 9 students honed many of their skills, producing outstanding representation tasks, essays and imaginative works. A number of them were part of the English Enrichment program and their projects including critical responses, stories, film and poetry are a testament to their developing understanding of their world through creative expression. Vivian Truong was NSW and ACT’s runner-up in The Whitlam Institute’s What Matters essay competition, a great achievement.

Year 10 continues to produce critical and creative work of increasing sophistication, as evidenced in class work, debating, competitions and English Enrichment. Year 10 fielded two passionate, well-informed and creative teams for the inaugural Mental Health Public Speaking Challenge held at Fort Street, both of which impressed the adjudicators. A Bell Shakespeare production of “Macbeth” enhanced the students’ understanding and appreciation of this wonderful play.

Year 11 have embraced the rigours of the Preliminary course and have now completed their first HSC assessments. We are grateful to committed parents who offer their expertise to help our students. We thank Pamela Freeman, successful, published writer who gave of her time and ran a seminar on creative writing, an integral part of the English syllabus which is examined as part of the HSC Examinations. Paul Macdonald, English teacher and bookshop proprietor was invited to speak to students about choosing related

texts for the new Area of Study, Discovery. The quality of the students’ work and commitment is to be congratulated. Dr Felicity Plunkett, poet and academic who becomes a Fort Street parent in 2015 was an examiner for the AOS Viva Voce, a challenging and discriminating task for Year 12. She was very impressed with the quality of both critical and creative responses articulated by our students. Dr Plunkett also gave of her time and expertise as former Chief Examiner Extension 2 English providing feedback to a number of our candidates.

Although not the only measure of success, the English Faculty was very proud of the students of 2014 who gained outstanding results in each of the three courses. There were 41 Band 6 in Advanced English, the best ever results in English Extension 1 and two place-getters in English Extension 2 whose work will be published in “Showcase”. Special mention must go to Ruby Hillsmith who gained 9th place for her suite of remarkable poetry in Extension 2. Janek Drevikovsky who has been a member of our winning debating teams, and delighted us with his poetry in the inaugural Year 9 English Enrichment project in 2011, achieved outstanding success (97/100) in English Advanced; first place in the state for English Extension 1 (50/50), and first place in Extension 2, (50/50) for his short story, “Translator, Traitor”. Of course it is a thrill to receive such wonderful results, but it is also a thrill to know how many students wish to continue with the study of literature even though their career paths will be elsewhere. One of our gifted mathematics students has just completed the first chapter of his novel!

2014 has been a year of remarkable achievements from a dynamic staff. Ms Amelia Lawson returned from maternity leave and will share her job with Ms Amelia Kerr who has been replacing her. Fortian 2006, (and Year 11 Dux), Ms Alissa Nasti replaced Ms Penny Schlam for terms 2 and 3, then Ms Claire Kendall for term 4, both of whom spent time travelling overseas. Mr Martin Cox continues to replace Ms Kyrsty Macdonald who is on long service leave. Mr Peter Scudds, Mr Noah Melser, Dr Richard Strauss and Ms Fiona Schubert have, with the other members of the faculty, continued to awaken joy in creative expression and knowledge for our students. For this I thank them sincerely.

CATRIONA ARCAMONE, HEAD TEACHER, ENGLISH



# HISTORY

For the History faculty, 2014 brought success and substantial change.

With the introduction of the National Curriculum for years 7 & 9, the history classes have changed significantly, with a more logical approach to the Ancient World, more emphasis on Asian history, and a more engaging course on Australian history. This was appreciated by students and teachers alike as classes made more wholistic and meaningful comparisons between ancient societies and studied the breadth of Japanese history for the first time.

Fort Street triumphed in the yearly Australian History Competition, with 34 participants from years 8 & 10, and a total of 15 high distinctions awarded, and 7 distinctions.

For the first time, two teams from Fort Street participated in the International History Bowl: Australian Division, gaining first and second places. The teams consisted of students from year 8: Anne Dillon, Moss Johnston, Cole Johnson, Imogen Marosz, Oscar Martin and Dominic Smith. The competition was held in Kingswood in early September, and Mr Asher deserves a lot of gratitude for accompanying the teams on an hour long train journey to the venue. This is the first time this competition has been held in Australia.

Sadly the history debating team this was knocked out in the first round, an unusual loss. The team comprised of Sebastian Van Gerwen, Angela Bivell, Ava McConnell and Will Thackway.



As always, the history faculty held its annual dance, with some interesting and accurate 1940s costumes and food. The day began with a rendition of the national anthem, God Save the King, sung with vigour. This period signalled both the end of World War Two and the birth of the iconic genre of swing music, which were respectively celebrated and played with fabulous aplomb by students from the elective music class as their classmates jived on the dancefloor. In an exciting extension to this activity, Brianna Wilson, Michael Wang, Marcus Chan, Natalie Jiang and Kevin Zhu also shared their newfound understandings with a class of Stage 1 students from Ashfield Public School via a video linkup – something which we will hope to continue doing as we move into the future. The yearly excursions went ahead as usual, with Year 10 elective history going to the Jewish Museum and the Ancient History class visited the Nicholson Museum, at the University

of Sydney. Year 7 classes also visited Cockatoo Island. Amongst all the frivolity, Ms Miniutti and Ms Bresnahan retired at the end of the year, an immense loss to the faculty. They will be missed by the school as a whole. Ms Bresnahan has been at the school since 1985, teaching thousands of Fortians in her time, and Ms Miniutti has been at the school since the turn of the century leading the History faculty with some distinction.

TOM HOEKSTRA, HEAD TEACHER HISTORY (RELIEVING) INTERVIEWED BY OSCAR MARTIN



# SOCIAL SCIENCES

There were several changes to the Social Science staff during 2014. Mr. Carritt returned after 2 years leave in the USA, Mr. Begg and Mr. Van der Hoek were both appointed as permanent teachers to faculty. Mr. Han was appointed as a permanent teacher and left for East Hills Girls High School. Mr. Sherwin left for one year's leave for overseas travel and his position was filled by Mr. O'Neill. Ms Jerrems returned from maternity leave and job shared with Ms. Xu.

The faculty continued to play vital roles in supporting co-curricular activities. Mr. O'Neill was the Mock Trial Coordinator and Year 10 Assistant Year Advisor, Ms Xu with the Amnesty Club, Mr. Pagani with the Environment Club, Mr. Van de Hoek Year 7 Assistant Year Advisor and Mr. Begg with the Duke of Edinburgh Award scheme. These are significant and time consuming voluntary roles and their work is both hugely appreciated and vital in developing future Fortians.

In 2014, the Social Science faculty had another year of incredible success by our HSC students. Special mention of course to those students who achieved at the very highest levels including Puneet Nanda, first in the state in Economics, Finn Bryson, third in the state in Geography and Janek Drevikovsky 16th in the state in Legal Studies. There were also many other amazing performances including Hugh Pearce-98 in Legal Studies who actually beat Janek in the HSC exam. Alan Phan 96 in accelerated Business Studies, a brilliant result considering he was in Year 10. Pamela Vassil, Jenny Xue, Marcus McCulloch and Finn Bryson also achieved terrific results in Economics.

The faculty also saw terrific results in a number of external competitions. Joshua Hinton came equal first in the Australian Geography Competition. In the UNSW Economics Competition, Four students were awarded cash prizes with Pamela Vassil of Yr 12 ranking in the top 0.2% of participants while Hyungsik Kim of Yr 11 achieved a score that placed him in the top 1.05% of the country. Joshua Xu and Puneet Nanda of Yr 12 were the other recipients of cash prizes.

Whilst praising these results, I must recognize the hard work and dedication of their teachers who helped achieve them. Similarly, I would like to congratulate every Fortian who achieved their personal best, who went to class with an eagerness to learn and to ask questions, engaged in discussions, tested their opinions and argued for their beliefs. All of you from Year 7 to Year 12 make Fort Street such a great place to learn and teach.



Social Science organised visiting speakers, special events and excursions for students to enrich their classroom learning. Year 7 students went to Gibberagong as part of their Geography fieldwork. Year 10 students conducted research on coastal management at Cronulla Beach. Year 9 Commerce went to the NSW Parliament and the Police and Justice Museum. Once again the marketing day for Year 10 was a tremendous success raising over \$900 for their chosen charities.

Finally, I would like to thank the Social Science faculty for all of the hard work they put into their teaching and the never ending cycle of marking and feedback they devote to each and every student.

GARTH CHAPMAN, HEAD TEACHER SOCIAL SCIENCE

# LANGUAGES

2014 in the Languages faculty saw another year of honing our language skills as well as our cultural awareness through eating, film watching, film making and travelling. We welcomed Mr Denis Do, a French Teaching Assistant, and Mr Joe Zhou continued to work with the Chinese classes as our Confucius Classroom Volunteer Teacher. Mr Gillespie and Mr Dong continued as Japanese and Chinese teachers respectively and Ms Serre worked part-time as a French teacher.

French and German classes participated in their respective film festivals. Years 7 and 8 French students viewed the films *Belle et Sébastien* and *Bille et Boule*, and Year 11 *Les Reines du Ring* (Wrestling Queens) at the French Film Festival, and Years 9 and 10 German students went to see *Die Schwarzenbrüder* at the German



Film Festival. Japanese classes from Years 8 to 12 all spent a day at the Tanken Centre in Kirrawee where they were immersed in Japanese language and culture. Year 12 HSC German students participated in Continuers and Extension HSC skills workshops at the Goethe Institut and Year 10 French students spent a day at Macquarie University practising their language skills (and singing and dancing!). Years 7 and 8 French enjoyed a traditional French breakfast, Years 8 and 9 French made crêpes, Year 12 French dined at *Sel et Poivre* and Year 12 German at *Essen*. You can never have too much eating!

With all that eating came lots of exams, and yet again Fortians excelled in the Assessment of Language Competence examinations held in August. Particular mention goes to the Year 9 Japanese class, 85% of whom achieved a High Distinction. Fort Street's students of Chinese achieved top place in the state in the Chinese section of the NSW Language Perfect competition.

This year we celebrated the cultural heritage of so many of our students through China Day as part of the Fort Street Festival. The community was entertained by Lion dancers, students from our Chinese club performed their Tai Chi and Fan dancing routines and calligraphy demonstrations took place.

On 21 May, 15 students and their teacher from the Lycée Arbez-Carme in France arrived for a two week exchange visit. The Fort Street students and their families organised many great experiences such as visits to VIVID, surfing lessons, a weekend on the Central Coast, a rugby game, trips to supermarkets to buy Australian junk food, Yum Cha, and many others. During their stay the weather was everything that Australia is supposed to be, including very cold in the Blue Mountains, and they were able to experience so much of life here in Sydney.

The greatest task of all in 2014 was the organisation of two overseas trips in the September school holidays. Fifteen students of German headed off to Germany and Austria with Ms Reynolds and Mr De Bres, and 27 students of French and/or Visual Arts headed off to

France with Ms Manson, Ms Cameron and Mr Sherwin. Both trips were hugely successful and many thanks to those teachers who participated and made them possible.

It was the year of digital media in Languages. In Term 3, students from various Chinese classes participated in the 'My Confucius Class' Digital Media Competition, organised by the DEC



Confucius Institute. Students worked with to script, film and edit their videos. Not only were their linguistic skills impressive but they were also able to incorporate aspects of contemporary Chinese culture into their films. In September Ms Zhang, the Deputy Director of the NSW DEC Confucius Institute, visited Fort Street to present the winners and runners up with their prizes at an official ceremony.

We finished the year with the inaugural International Fort Street Film Festival. Students from Year 10 language classes competed to produce the best short film à la Tropfest in their target language. Congratulations to the students of Chinese who produced *2059 Days*.

The year ended on a high note as the HSC results were published. For the second year running Languages students were named Dux and second in the year. Congratulations to Janek Drevikovskiy who came 1st in the State for Continuers and Extension German and to Finn Bryson who came 4th in the State for French Extension. Best wishes to Ms Reynolds as she heads off into maternity leave. We will miss her but she will be back! Thanks to our two assistant teachers for all their hard work with our students in 2014. They have brought a wealth of cultural and linguistic expertise to our learning programs. Another busy but fulfilling year at the Fort!

EVELYN MANSON, HEAD TEACHER LANGUAGES



# PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION



2014 has been a highly successful year for Fort Street High School's PDHPE students, and their teachers - Ms Cotton, Mr Fischer and Mr Gaal. The course at involves students participating in a wide variety of practical and theory lessons. Emphasis is placed on effort and sportsmanship, and students were encourage to extend their knowledge and skills in all areas of PDHPE. One of the focuses of 2014 was disability in sport.

Year 7 focused of basic physical skills and dealing with change in their classes. Along with Year 9 students, they took part in a workshop with NSW Goalball (a sport designed especially for athletes with visual impairment). Year 8 worked on mental health and fitness, and as a part of the fitness testing unit some students had the opportunity to take part in a hip hop and marshal arts workshops, as well as some yoga. 8I went on an excursion to a wheelchair rugby game at Sydney Olympic park, further extending on the theme of disability in sport. The highlights of Year 9 and 10 continue to be human rights and dance.

Grade, house and recreational sport were as always a success, with students from Years 8-10 participating every Tuesday afternoon. Other events organised by the PDHPE faculty include the Swimming, Athletic and Cross Country Carnivals, as well as the Year 7 Gala Day. Numerous students attended the zone and regional carnivals, with excellent results. The Premiers Sporting Challenge involved all of Years 7-10, and an impressive number of students received a Diamond result.

The PDHPE department looks forward to another year of providing the students of Fort Street High School with a positive environment and the information they need to develop the skills and knowledge they need to live healthy, happy, lives.

CLARE COTTON, PD.HPE

INTERVIEWED AND WRITTEN BY COLE JOHNSON





# SPORT

Sport was successful this year in consolidating new programs and developing resources for them. Many students have sparked new interests due to the newly available sports this year, and the teachers and students hope that the passion for sport lives on for many more years.

Year 7 highlights – Gymnastics and Dance assignments.

Year 8 highlights – The developing passion of Ultimate Frisbee.

Year 9 highlights – Aerobics dance.

Year 10 – Dancing the Waltz, Jive and Cha Cha and the Health Boosts program, aiming to promote healthy lifestyle activities and choices, and support adolescent health issues.

The Swimming and Athletics carnivals were very successful, characterised by excellent student participation, especially in the creation of costumes, even to the extent of ‘cosplays’, to support their respective houses. In recent years this has become more common, and hopefully the trend will continue both in participation and presentation - from students and teachers.

## 2014 Swimming Age Champions

	Boys	Girls
12	Justin Phan	Chantelle Jonhstone
13	Daniel Guo	Lily Lam
14	Lukas Posumah	Rachel Hwang
15	Jason Pang	Ruth Lin
16	Andrei Crkvenic	Eilish Salmon
17	Jason Liu	Linda Xu
18	Tristen Feng	Susan Hoang

## 2014 Cross Country Age Champions

	Boys	Girls
12	Aiden Sheils	Gemma Hinton
13	Patrick Vastani	Yolana Truscott
14	Jordan Woods	Zoe Robertson
15	Carlo Pane	Kiona Verrall
16	Ike Schwartz	Denise Chan
17	Tom Vastani	Mariela Powell-Thomas
18	Brandon Liu	Jennifer Liu

## 2014 Athletics Age Champions

	Boys	Girls
12	Aiden Sheils	Angela Ha
13	Damian Feng	Ailish Campbell
14	Otto Khoo	Angela Meneguzzo
15	Carlo Pane	Kiona Verrall
16	Angelo Morton	Denise Chan
17	Huw Cox Angeleh Morris /	Samantha Zhong
18	Edmund Bale Emily Deng	

Congratulations to the champions, place-getters, and all participants. A special thank you to staff members who have put in a year of hardship and sweat, supporting all years in their sports, and continuing to kindle the flame of love for sporting activities.

## Zone Swimming Carnival – Lane Cove Aquatic Centre - Wednesday 5th March 2014

On a beautiful Wednesday morning Fort Street Students attended Lane Cove Aquatic Centre to represent the school at the 2014 Northern Suburbs Zone Swimming Carnival. After an excellent day of competition Fort Street High School emerged as a narrow second place losing by a mere 30 points.

Three students should be congratulated for being Zone Age Champions;

14 Year Olds Boys - Individual Scores  
Posumah, Lukas

16 Year Olds Girls - Individual Scores  
Salmon, Eilish

Eilish should also be congratulated for setting several new zone records at the carnival.

17 Year Olds Boys - Individual Scores  
Liu, Jason

## Sydney North Area SSA Swimming Championships – SOPAC – Tuesday 18 March 2014

Fort Street High Students represented the Northern Suburbs Zone at the The Sydney North SSA Swimming Championships in both individual and relay events. There were many excellent performances and the highlight was Eilish Salmon being crowned 16 years Girls Age Champion. Eilish competed in five events at the National Championships.



The Fort Street High School annual athletics carnival was held at the Warm Up Arena, Sydney Olympic Park on Wednesday 28th May 2014. The carnival was a fabulous success which saw excellent participation and a number of new records set.

Notable New Records

Boys 15 100M Praise Akuete 11:36

Boys 16 Shot Put Iosefa Laga'aia 14:17m

The house championship was won in an impressive manner by Preston house, making it two out of two for Preston in 2013 after their triumph at the swimming carnival earlier in the year. The Final points were

Preston	1800
Mawson	1660
Barton	1547
Kennedy	883

The Swimming Carnival took place on a glorious Monday 3rd February 2014. With perfect weather some great racing occurred and many records were broken. At the end of a tough day's competition it was a late victory to Kennedy House who defeated a valiant Mawson in second place with Barton just holding off Preston for third place on the day. Congratulations to all students who competed on the day to ensure a successful carnival.

New Records

Lukas Posumah	5:04:55	Open Boys 400m
	00:40:05	50m 14 Boys Breaststroke
Eilish Salmon	04:59:63	Open Girls 400m
	00:29:91	50m 16 Girls Freestyle
	00:34:38	50m 16 Girls Backstroke
	00:31:67	Open Girls 50m Butterfly
	00:37:24	50m 16 Girls Breaststroke
	01:05:74	100m 16 Girls Freestyle
Adam Zagarella	00:32:44	50m 16 Boys Backstroke













# SCIENCE

The Science Faculty has had an exciting year. To the delight of students, in Term 3, Ms Mel Tidon returned from maternity leave in Term 3. Mr Gabe Guy joined the ranks of the Science Faculty in term 1 and in a short time has shown he is an enthusiastic and much loved science teacher.

The Science Faculty has been working hard on the introduction of the National Curriculum for Years 7 and 9. With the implementation of the National Curriculum, students will focus more on developing independent scientific investigation skills.

There have been many events to excite those of the scientific persuasion (and some of the mathematical preference). Students from Fort Street participated in the Asian Physics Olympiad and the International Physics Olympiad and a wonderful Earth and Environmental Science course is being prepared for Year 10 students in 2015. The Year 8s completed the compulsory ESSA test and most Science students completed the Science ICAS.

Arthur Thiele, Fortian 2014, gained a position on the Australian Physics team and travelled to Singapore in May to compete in the Asian Physics Olympiad. Being one of the top five students in this team, Arthur went onto compete in the International Physics Olympiad in Kazakhstan in July. Arthur was awarded a Bronze medal at International Physics Olympiad, an exceptional result. Fort Street continues to excel in the Titration Competition with teams gaining first and second place in the State Titration competition. These teams went on to represent the school at the National Titration competition.

The Science Titration Competitors, and state champions were:

First Place: Raelene Emmanuel (Year 11)

Dharshu Sreeram (Year 11)

Lena Wang (Year 12)

Second Place: Cathleen Lin (Year 12)

Karen Wei (Year 12)

Kate Xu (Year 12)

2015 will see the introduction of Earth and Environmental Science, a subject which the Science Faculty is very enthusiastic to be running in the school. Earth and Environmental Science provides students with the opportunity to study and critically analyse environmental issues locally, nationally and internationally as well as develop twenty-first century learning skills. Earth and Environmental Science will replace chemistry as the acceleration subject within the science faculty.

The Science ICAS was highly successful this year, with a total of 32 High Distinctions, 255 Distinctions, and 238 Credits. Congratulations to all, especially those who earned a High Distinction:



Year 7: Sung In Cho, Finnegan Collins, Patrick Wu, William Xu

Year 8: Johan Annon, Jia Min Guo, Abhinandan Khosla, David Luong, Brendan Nham, Gihan Perera, Dominic Smith, Edwin Tang, James Tripovich Green, Julian Van Gerwen, Aaron Winata, Rachel Zhang

Year 9: Samuel Alexander- Prideaux, Ivan Chu, Jason Ius, Thomas Jones, Rowan Lembit, Harvey Ling, Shichen Mao

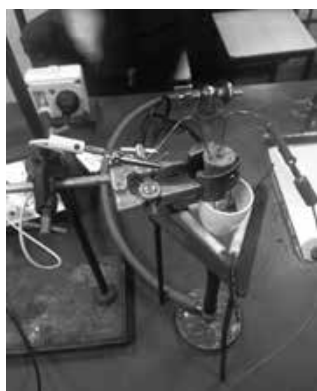
Year 10: Lauren Ashley, Andrei Crkvencic, Ike Schwartz, Maksim Stojkovic, Derek Sun, Lyndon Wale, Matthew Xu

Altogether, 2014 has been an exciting, challenging and successful year for Science at Fort Street.

LEAH ANDERSON, HEAD TEACHER SCIENCE

INTERVIEWED BY IMOGEN MAROSZ

WRITTEN BY ALEXANDER COOMBS





# MATHEMATICS

Each year students have the opportunity to participate in mathematical activities outside the classroom to challenge and enhance their problem solving skills.

In 2014 students participated in the:

- AMT Maths Challenge Stage (Junior and Intermediate)
- AMT Maths Enrichment Stage (Euler, Gauss, Noether and Polya Series)
- Australian Mathematics Competition (AMC)
- 53rd UNSW Mathematics Competition



23 students entered the Australian Mathematics Trust Maths Challenge Stage with three students, Dharmesh Desai, Sruthi Supriya and William Wang, all from Year 8, achieving High Distinctions.

26 students entered the AMT Maths Enrichment Stage with Raymond Pham of Year 7 achieving a High Distinction.

In 2014, 517 students across all years sat for the Australian Mathematics Competition. This year two students, James Moran-O'Donnell (Year 9) and Richard Trang (Year 8) won prizes. 17 students achieved a High Distinction, 220 achieved a Distinction and 291 gained Credits in the competition.

A special award in this competition is the Prudence Award which was won by William Thackway (Year 9).

This year 36 Year 12 students sat the 53rd UNSW Mathematics Competition, a significant increase on previous years. With only 350 students state-wide sitting this 3 hour paper, Fort Street had over 10% of the entrants! There are no High Distinctions or Distinction in this competition, only Prizes for 1st, 2nd and 3rd and then a Credit Award for the top 10-12%. This year Phil Lu, Joshua Xu and Andrew Wu achieved a Credit in this competition.

We hope to grow on this great participation rate in 2015.

PHIL NIVEN, HEAD TEACHER MATHEMATICS

# TECHNOLOGY AND APPLIED STUDIES

This year the TAS faculty has achieved a considerable deal in each of the significantly different the forms of technology - from food technology to computer technology, the TAS department has seen the arrival of new teachers and victories in terms of competitions. Probably the most notable change is the addition of Mr. Pike to the teaching staff. Mr. Pike will teaching accelerated IPT to several years as well as computer tech and graphics technologies. Students in year 9 studying graphics technology have been able to use 3D printers for the first time; despite being bought originally 2 years ago, the printers have not been used till now. The TAS department has also expressed plans to further aid the students' use of such technologies by purchasing new equipment.

Food technology students in year 10 created many forms of wonderful food in preparation for the open evening and served them to parents and students interested in securing a place in Fort Street. The small treats were deemed delicious by parents and students alike.

Within electronics, a subject taught by Mr. Grant, year 8 students have been taught how to plan and create useful and inventive gadgets using LED lights. Years 9 & 10 however have been taught how to create usable amplifiers for mobile phones.

Engineering continues to be incredibly popular with it being necessary to have two classes for both year 9 & 10. Amongst other things eco-lamps and fueled rockets were constructed and tested. Mr. Osland led year 12 students studying engineering to Parramatta Bridge in order to record and admire the structural ingenuity of Sydney's bridges.

Mr. Grant has very successfully administered the after lessons robotics class despite also teaching engineering and electronics. After competing in the RoboCup Junior, Fort street students in the

robotics club received awards for 1st place in open soccer league, 2nd place in light soccer league and 3rd place in open rescue. Soccer league challenges competitors to develop robots capable of playing a game of soccer and rescue challenges students to create a robot designed to traverse a simple assault course.

All in all, 2014 has been an incredibly rewarding year for all those involved in TAS subjects and we at the Fortian hope to see yet more success for each of the many forms of technology, which the TAS faculty teaches.

MATTHEW DOPIERALA, HEAD TEACHER TAS  
INTERVIEWED BY OSCAR MARTIN



**Food Technology and Hospitality** students produced a range of great food throughout 2014 with teachers Miss Woodley and Ms Ruth. Mrs Bartolo worked as the kitchen assistant throughout the year.



Pictured above: Year 7I end of year party and 7RT prepare sushi.

**Year 7 students** designed and produced a healthy snack food and suitable packaging, looking at nutrition, snack foods, food packaging, labelling and labelling. In Year 8 students gained an appreciation of our indigenous culture and multiculturalism through their food technology studies. Recipes used by Years 7 and 8 included Sushi, Hedgehog Slice, Vegetable Patties, Beef Tacos, Bread and Butter Pudding and Damper. All students in Years 7 and 8 applied the knowledge and skills learnt in practical classes and recipe demonstrations to the design and production of their assignments.



Pictured above: Year 8 present their Beef Tacos for marking.

Both **Years 9 and 10 Food Technology** built on basic food preparation techniques as they participated in a variety of practical experiences within the classroom, producing a range of finished food products and dishes. Some of these included Stained Glass Biscuits, Spring Rolls, Beef Curry, Chocolate Baskets, Indian Dahl with Papadams and Free Choice Dishes.



Pictured above: Year 10 Food Technology Students assist with food preparation and serving for the Christmas in July luncheon at Cardinal Freeman Retirement Village.

**Year 10 Food Technology & Year 12 Hospitality students**, were involved in preparations for Open Night on 14th August 2014 where students have the opportunity to showcase their food preparation skills and learning. These students, assisted by staff, put in a great effort on the day, and in the days preceding, to create the finger food and snacks that were enjoyed by parents and students throughout the evening.



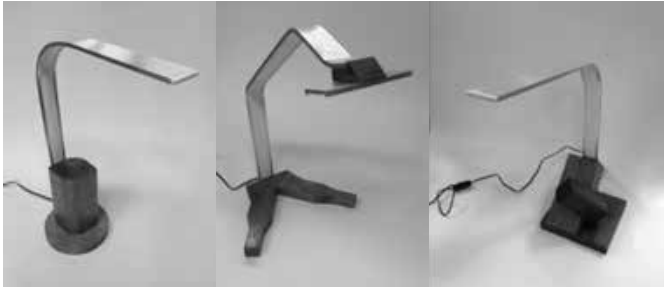
Pictured above: Hospitality and Food Technology students prepare and serve food for Open Night 2014.

**Kitchen Update** - Planning is underway for the installation of extraction fans to go above the 2 commercial stoves previously purchased as well as the purchase and installation of shelf for the commercial food preparation area, adding to the commercial facilities now available in K26.

**Hospitality Update** - Twelve Year 12 students have just completed their Hospitality course and a new group of Year 11 students will be commencing the Hospitality course in 2015.

## Year 10 Engineering

### - Energy efficient lighting projects



**Year 10 Engineering** students recently studied the impact of energy use on global climate change, Basix building standards for new homes, and the Energy efficiency of different kinds of lighting technologies.

Students designed and constructed task lamps using LED technology.

LEDs are the small standby lights on so many appliances. Until recently they were the sole domain of electronics enthusiasts. Now they have been developed to be bright enough to use as replacements for globes of all kinds. They are super efficient– much more efficient even than compact fluorescent lights and last for an incredible 50,000 hours.

A range of student work is shown below.

The high quality materials used combine the warmth of natural timber with aluminium, providing professional solutions of commercial quality.

## Rock and Water



The Rock and Water salute

“Chinese Boxing” exercises

**11 students** were involved in the Rock and Water program at Fort Street High School in Term 2, 2014.

Rock and Water is a program that provides a pathway to self-awareness, and increased self-confidence and social functioning.

Rock shows strength. Water shows flexibility and open communication. - We need a mixture of both as we manage ourselves through our lives.

The program is based upon a psycho-physical approach, that is, the program contains a large number of experiential exercises that support young people to develop self-awareness through physical exercises.

Students participated in weekly sessions throughout Term 2. They really enjoyed the physical nature of the program and learnt about being grounded, centred and focussed, and the importance of balance and control.

Student evaluations of the program were all positive and confirmed that the program helped them to become stronger and more skilful and to gain more insight in and control over their bodies, their emotions and thoughts.

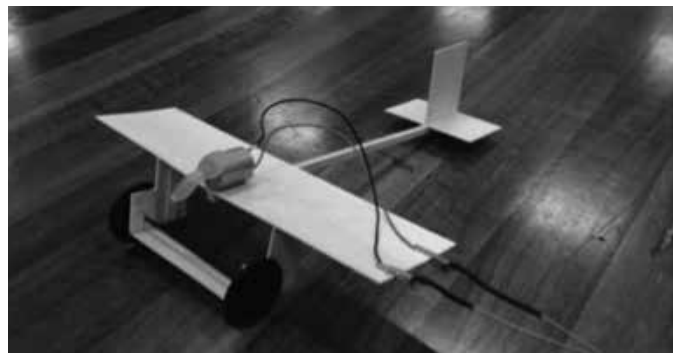
“I learnt that I was capable of pushing my mental boundaries when facing fears”

“When I ground, centre and focus myself it gives me the ability to think about my options”

Yr 8 students

Congratulations to those students who took part of the Rock and Water program in 2014.

## Aeronautical Engineering



**Yr 12 Engineering Studies** students designed and modified model planes as part of their Aeronautical Engineering focus module.

Students flew their planes around a central pole providing power to the motors. They experimented with such variables as the aspect ratio of wings, the size and angle of the horizontal stabiliser, payload, and thrust provided by one or more propellers.

Mass, lift and speed data was collected to consolidate theoretical understanding.

Students presented their evidence of learning in an Engineering Report.

MATTHEW DOPIERALA – HEAD TEACHER TAS

# MUSIC



Another packed year for the Music department in 2014... From Term 2 this year, Mr. Hugh Cotton continued in Mrs. Peta Harper's role, during which time she and her husband Phil joyfully welcomed their second child, Saskia, into the world. The Department was also fortunate to have Mr. Blade Fuller work with us in Term 3, as a final year practicum student from the Sydney Conservatorium.

The Year 12 class of 2014 was another motivated and ambitious group. The class achieved a remarkable six HSC Encore nominations – four for performance and two for composition. This outstanding result is in no small way due to the incisive, focused and passionate teaching of Mrs. Harper and Mr. Cotton. Congratulations to all the nominees – Rose Cousins, Mushan Zhou and Roshan Kumara for performance, Joel Smith for composition, and Marlowe Fitzpatrick for performance and composition. Congratulations must also go to the entire HSC Music class for their hard work throughout the year.

Year 10 Music students made an outstanding contribution to the school's annual Senior Production – this year, Shakespeare's *A Midsummer Night's Dream*. The class composed and performed a highly original and entertaining score, which showcased this cohort's exceptional creative skills and their strength as performers. Congratulations to the entire class, and in particular to our Musical Director, Sarah Desney, and our Assistant Musical Director, Sabrina Zeng, who both made fantastic contributions to the production.

Year 9 also showed their strength as musicians this year, becoming the first year in some time to boast two elective Music classes! Students demonstrated their creativity in the "Versions" task, which required them to cover a song in a diametrically opposing style. Year 9's responses to this task included a 20's jazz version of *I Still Call Australia Home*, a swing version of Calvin Harris' *I Need Your Love*, a soulful rendition of Linkin Park's *Numb* and a rock cover of *The Imperial March*!

This year's Senior Performing Arts Nights continued to showcase the talent of Year 11 and 12 musicians, both as soloists and ensemble performers. Likewise, a great number of junior music students had the opportunity to display their talent over two MAD Nights (Music Art Drama). The repertoire performed by junior musicians was highly diverse and included jazz, Ed Sheeran, Australian contemporary art music, an original Kanye West melody devised by Year 10, and a song from *Les Misérables* performed in Cantonese! Further to this, a number of Year 7 students performed a series of short works, which demonstrated their great promise as composers. The audiences for these nights are continuing to grow each year and MAD Nights have become a major event on the Fort Street calendar.

The Fort's association with the Meet The Music series has also continued in 2014. This gave Year 11 and 12 Music students the opportunity to see the Sydney Symphony Orchestra perform at the Opera House across a series of four concerts. This included several premieres of new Australian works, alongside music from the traditional Western art music canon.

Another very successful and rewarding year for Music at the Fort!

JOHN OCKWELL, MUSIC  
INTERVIEWED BY DOMINIC SMITH



# HOW WE SEE MUSIC - AN ESSAY

The reputation of the strings (but mostly violins) proceeds themselves as usual, constantly achieving the image of being the most ostentatious section of any orchestra. Their skill is only matched by the sense of superiority, their actual superiority, and the resentment felt by other sections about their superiority. By far the most cunning and devious of the violins, the concertmaster brutally upholds his/her regime with an iron fist, using intimidation, extortion and starved bass players armed with razor-sharp bows. There is constant unrest amongst the violas as to who played the all-important inaudible counter melody right, or the silent rhythm correctly. How percussion and other miscellaneous instruments have managed to sneak their way into our string ensembles is anyone's guess, though I have it on good confidence/word they make excellent scapegoats. Another fascinating part of string performances is their total lack of respect for the beat. Fortunately for them, they have bows, which allow them to lean in and out of any beat. This natural advantage has not only made them extremely proud, but smug. They have caused the death of many bands, and are most recently responsible for the St Valentine's Day String Massacre. Percussion is potentially simultaneously both the most obnoxious and unappreciated (with good reason) of all the sections. Many try to turn a blind eye to the percussionists and pretend they're not there, like an unwanted orphan with a limp or a tramp with the plague. Others are forced to act against them, as they butcher another piece of music. As far as everyone else is concerned, [we're] only good for playing out of time and ignoring dynamics. On the contrary! Those are just the fun bits. All the fancy tuned instruments don't realize we have to put up with them as much as they do us. There is the arduous, infinitely pleasurable task of using our great rhythmic skills to sit around while the rest of the ensemble tunes or practices a difficult section or a piece. On the flipside, many a rehearsal has been nothing more than a percussionist floundering about on an instrument of some sort, failing miserably at their attempt to stay in time. The wind players could be doing anything with those strange apparatus of theirs' and we would be none the wiser. Then again, the things we manage to get accepted as percussion instruments are dubious at best and potentially lethal at worst. Crowbars, sandpaper, anvils, slide whistles and cowbells with the cows still attached have all made their way into our orchestras, whether just for fun or...mostly just for fun. Another unnoticed talent possessed by percussionists is [our] incredible skill for doing absolutely nothing. [We] do nothing during warm up. [We] do nothing during tuning. [We] continue to do nothing during many practises, as it is well known that the best way to improve a part's playing is to drop the percussion. [We] would also like to thank that genius who made percussion the only collection of instruments that can be picked up and played by anyone standing nearby, regardless of skill level, normally to the detriment of both percussion and percussionist.

Ah, the brass. The veritable distinguished gentleman of the orchestra. Without them, where would be the trumpet fanfare, the trombone countermelodies, and the amusing tuba flops. Don't let us forget the eternal challenge of finding any sort of object on standby to use as a mute, such as coconuts, cups,

Then again, the things we manage to get accepted as percussion instruments are dubious at best and potentially lethal at worst.

articles of food, small animals and less skilled percussionist players. How can we omit the handy spit valves that have inspired annoying generation after annoying generation of revolting brass pranks in revenge for other wind players treating them like percussionists? The brass have also been given the difficult job of being less numerous than the cello. Every rehearsal, you can see them, struggling to be louder than the seething mass of clarinets or flutes that seem to be so incredibly popular. The only defence they have managed to create for themselves is a liquid they call 'valve oil' they never seem to have enough of, and frequently need right during a particularly difficult part of a piece. Despite all their obvious perks, the current trend appears to be that brass players are becoming an endangered species, due to surges in the population of introduced species, such as the woodwinds. We conservationist at Fort Street encourage you to adopt an endangered brass player today to protect them from the dangers of the wild.

The penultimate group, the woodwinds, are a shifty and suspicious lot, from the cutthroat flutes, to the jealous clarinets and the lurking saxophones. This kind of environment makes it far too easy for the bassoons to act on their homicidal tendencies, so watch your back. Having managed to track them down to their residence in a back alley with a house of cardboard, I managed to interview an unnamed clarinet, who told me about the dangers posed by gang warfare and violence within the woodwinds. Recent conflict between rival gangs of flutes, such as the Flute 1s and a small group of minorities like the Flute 2s, have led to chaos and rioting in the street. The whole thing is masterminded by the elusive clarinet 3s who hide amongst their more numerous and cunning relatives in the clarinet section. There are others however, who have taken it upon themselves to put an end to this crime. Small groups of vigilantes assembled from miscellaneous members of other sections are enforcing a strict code of justice on the criminal woodwinds. They have written a list of some of the basic precautions you can take to

It is these men, and occasionally women, who do the impossible. They make it even harder than it already is to play in a band.

avoid being harmed by these dangerous individuals, which includes not being a brass player if you want to live, avoiding walking around by yourself if you are a percussionist and keeping a spare reed in your pocket in case you need to bribe one. The final group are probably the group we have to thank the most for practically everything. You know who I mean. Gentlemen, hat's off please for that incredible group, the 'creative team'; the Conductor and the Composer. It is these assiduous gentlemen who are the ones personally named and thanked, who have their names branded across posters and are remembered for all eternity, without actually ever needing to lift an instrument. It is these men, and occasionally women, who do the impossible. They make it even harder than it already is to play in a band. Everything from sforzandos to trills comes from these esteemed people, not to mention two of those boons to society, the tied drum note and the hemidemisemiquaver.

BY MOSS JOHNSTON AND ADRIAN CASTILLO  
EDITED BY DOMINIC SMITH YEAR 8



# INSTRUMENTAL MUSIC PROGRAM

The Fort Street Instrumental Music Program (IMP) continued to thrive in 2014 with 244 students involved in 14 ensembles, making this the largest co-curricular program in the school. IMP Ensembles gave over 70 performances throughout the year, in numerous events both internally and externally. These included local school and community fairs and events, school assemblies and concerts, competitions, and festivals: FSHS Speech Day, FSHS Open Evening, FSHS ANZAC Service, IMP Mid-Year Concert, IMP End of Year Concert, Elvis Revival Show in the State Theatre, Chamber Choir combined concert with Leichhardt Espresso Chorus, Sydney Eisteddfod, NSW School Band Festival, Australian Choral Grand Prix, The Arts Unit 'In Concert', Leichhardt Public School Fete, Summer Hill Public School Spring Fair, Wilkins Public School Fair, Marrickville Heritage Society 100th Birthday Celebrations, Madrigal Society concert with Sydney Conservatorium Early Music Ensemble, Manly Jazz Festival, Jazz Connections at 505 Club, Merimbula Jazz Festival. The year began with the highest attendance at an IMP Camp



on record, with 140 students cramming in to the Meroo Conference Centre for 4 days of wonderful music-making. The camp ended with a fantastic concert attended by family and friends, culminating in the performance of H Parry's rousing 'I Was Glad', in the Australian premiere of John Rutter's arrangement for the Royal Wedding in 2011. As ever the IMP performed extremely well in competitions and festivals. Results are as follows:

Sydney Eisteddfod:  
Symphony Orchestra - 1st Chamber Choir - 1st  
Wind Ensemble - Highly Commended  
Stage Band - 2nd  
Jazz Ensemble - 1st  
NSW School Band Festival:  
Wind Orchestra - Bronze Award  
Concert Band - Silver Award  
Training Band - Silver  
Big Band - Silver  
Stage Band - Gold Award

The Chamber Choir was particularly successful, winning the Sydney Eisteddfod, the John Lamble Australasian Choral Championship, and the Australian Choral Grand Prix, under the direction of Alex Pringle.

Many IMP members participated in the NSW Arts Unit ensembles, and members of the Vocal Ensemble performed in 'In Concert' and the Schools Spectacular. IMP members were selected to perform in the Schools Spectacular Backing Vocals, Stage Band, Orchestra, and Sefa Laga'aia of Year 10 was selected as a featured artist in the show.

At the End of 2014 we farewelled our Stage Band and Big Band Director, Mr Colin Philpot, who is returning to the UK in 2015. Colin has been an integral part of the IMP for many years and will be sorely missed. In 2015 we will welcome Mr Tim Crow as our new Stage Band Director, and Mr Ray Cassar as our Big Band Director.

In May, IMP Ensembles recorded a CD, with each ensemble contributing one piece. This CD was released in Term 4 to much critical and parental acclaim, and is a perfect record of the outstanding achievements of our students in 2014.

MATTHEW MANCHESTER, IMP DIRECTOR



# ARTHUR THIELE



Arthur Thiele – awarded a Bronze Medal in the 2014 Physics Olympiad, Kazakhstan.

# JANEK DREVIKOVSKY



# VALE FORTIAN RONALD HINDE 1925-2015

Ron typified the exit profile we desire for all our Fortians. He and his identical twin brother, Len, attended Fort Street Boys' High School and were proudly attached to their alma mater throughout their lives. After leaving school Ron worked in a bank, waiting for the age where he could join the army and serve his country in World War II. On his return, he attended Sydney University and then worked as a chemical engineer.

Ron was not only a scientist and an inventor, he was also gifted in languages and music, was an inveterate traveller and amateur film-maker. He loved all the arts and had a strong sense of social justice and a humanist view of the world. A great family man, gentle soul and wonderful friend, Ron will be much missed by all those who knew him. He looked forward to receiving his annual copy of the Fortian, and still enjoyed giving a rousing rendition of the school song.

# VISUAL ARTS

Picasso's quote "Art washes away from the soul the dust of everyday life" has been true for the Visual Arts Faculty this year; the art rooms truly are our happy place.

For the first time since 2011 we started the year with the same personnel as we had finished with the year before and were pleased and excited when Ms Blake was appointed a permanent member of the Visual Art Faculty early in Term 1. It is always hard for teachers to find the time to continue on with our own art making and art study but this year we seemed to find a little extra time. Ms Starr explored her creative side through watercolour workshops, Ms Blake extended her painting skills at the National Art School, Ms Cameron attended photography workshops and lectures at MOMA in New York and Ms Page had an exhibition of her drawings at Dank Street Gallery.

Drawing has continued to be a focus for Year 7 this year and we have continued the tradition of taking Year 7 to Sculpture by the Sea in Semester 2. Whilst the weather was not looking so fine in the morning (we are considering banning Ms Starr from attending all future excursions as she always seems to bring the rain with her) it turned out to be a beautiful day. Year 7 were introduced to sculpture and ceramics and the school was once again taken over by brightly coloured three legged creatures inspired by

the work of Mambo and Reg Mombassa. Year 8 spent the year looking at the genre of portraiture and visited the AGNSW to see the Archibald Prize. They impressed us with their hand-building skills producing creative

and quirky Surrealist inspired ceramic self-portraits.

The natural and built environments were the focus for the Year 9 elective classes. They experimented with photography sculpture, drawing and painting to make works that respond to the world around them. Their visit to the CBD in term 3 became inspiration for their series of works entitled 'City of Stories'.

Year 10 continued to investigate practice through printmaking. They used collographs, etching and screen printing techniques to explore a number of contemporary issues including; racism, violence and environmental issues. During the second part of



the year they focused on identity and examined what constitutes a personal and cultural identity. Year 11 were exhausted after a day gallery hopping with Ms Starr, but well worth the extra effort when the MCA

and AGNSW have such wonderful exhibitions running concurrently. Students were inspired by the work of the Pop Artist's and Chuck Close at the 'Pop to Popism' and Chuck Close: Prints, Process and Collaboration exhibitions.

We were once again impressed with the dedication of the HSC students and proud of their achievements this year. They produced outstanding bodies of work, which were interesting not only because of the concepts

and ideas incorporated, but also because of the diverse use of

media and techniques.

Possibly the most exciting part of the year, Year 10 and 11 elective art students along with Ms Cameron had the opportunity to travel to France along with the French students, Ms Manson and Mr Sherwin. Drawing classes at the Louvre, Highlights Tour at Musee D'Orsay, wondering around Versailles, seeing the Duchamp exhibition at the Pompidou Centre were just a few of the highlights. The trip was an invaluable

experience for students taking Visual Arts in Years 11 and 12 and all have returned with fresh ideas, knowledge and excitement.

After convincing her to stay well beyond her retirement we sadly fare-welled Ms Page the end of Term 4. We do hope we see her back in some capacity in the near future. Next year our goal is to revamp our art exhibitions; we would love to see more parents at the art night celebrating with us the achievements of the students.

REBECCA CAMERON,  
HEAD TEACHER  
CREATIVE AND  
PERFORMING ARTS











### Romeo

The character is a young man, a student at the school, and is very handsome. He is a true apothecary! His drugs are quick!

The black shirt is a symbol of his character. He is a true apothecary! His drugs are quick!

The deep red, yellow, and black are the colors of the school. He is a true apothecary! His drugs are quick!

The pants are a mix of grey and black. He is a true apothecary! His drugs are quick!

### GREGGERS

The character is a young man, a student at the school, and is very handsome. He is a true apothecary! His drugs are quick!

The blue jacket is a symbol of his character. He is a true apothecary! His drugs are quick!

The patterned vest is a mix of grey and black. He is a true apothecary! His drugs are quick!

The grey pants are a mix of grey and black. He is a true apothecary! His drugs are quick!



### Adolescent Courtesan

The character is a young woman, a student at the school, and is very beautiful. She is a true courtesan! Her dress is quick!

The pink and green kimono is a symbol of her character. She is a true courtesan! Her dress is quick!

The patterned vest is a mix of grey and black. She is a true courtesan! Her dress is quick!

The grey pants are a mix of grey and black. She is a true courtesan! Her dress is quick!







# DRAMA

“All the world’s a stage” and in 2014, the Drama Department brought the world to the stage. From Greek Theatre to Commedia dell’Arte, from Transformational Drama to Theatresports, Fort Street students had the opportunity to perform and learn both within and outside of school.

In the first half of the year, Ms Mattick and Ms Schlam oversaw the Senior Production of *A Midsummer Night’s Dream*. Set in colonial Australia, the production captured the whimsy of Shakespeare’s play and entertained audiences with superb performances from Year 10 and 11 students. From behind stage to on stage, the play was pulled together by a team of committed Drama students.

The production was further enhanced by the outstanding original score composed and performed by Year 10 Music students, under the guidance of Mr. Cotton and Mrs. Harper. The actors, musicians, designers and crew are to be congratulated on all of their work. Special congratulations and thanks must also go to our Musical Director and Conductor, Sarah Desney, and our Assistant Musical Director, Sabrina Zeng.

Year 12 Drama students worked enthusiastically throughout the year on developing their Individual and Group Projects, as well as cementing their understanding of the theoretical aspects of the demanding course. We congratulate these students and wish all of the year 12 students the best of luck with their future endeavors. We would also like to thank them for their great commitment to Drama at Fort Street over the years.

This year, Phaedra Carroll and Milo Watkinson from year 10 have received call-back auditions for the DEC Arts Unit Senior Drama Ensemble. The competition for places in the ensemble is fierce and Milo and Phaedra are to be congratulated on getting to this next stage. We wish them well for their audition.

The Year 11 Drama students finished the course with a study in Australian Theatre and performed scenes of *Summer of the 17th Doll* in class. They have now embarked on their final year of Drama studies and have shown great initiative in organizing visits to the theatre in order to expand their understanding of theatre. They are sure to do well in their final year of school.

The Year 9 and 10 students brought Commedia dell’Arte to life in the Music Art Drama (MAD) night in Term 4. Paul Dwyer (parent of Francis Dwyer) kindly lent the students traditional Commedia costumes and masks for the performance. Not only did this add colour to the event but it gave students the opportunity to experience how actors of the 16th Century performed. The MAD night also showcased other class work including Year 7 reframed fairytales and Year 8 Shakespearean scenes. The dedication to rehearsals and the performances was outstanding. A big congratulations must go to the entertaining hosts of the two MAD evenings; Alex Coombs, Moss Johnston, Oscar Martin, Liam Dodd and Christina Nguyen.

Year 8 students developed the knowledge that they gained in year 7, continuing with Improvisation and participating in Theatresports. They thoroughly enjoyed an incursion with Impro Australia and learnt the importance of saying “yes” to dramatic offers. The unit encourages quick and creative responses to ideas from others; a skill that can be used in a range of life situations. Their Shakespearean scenes indicated great skill in memorising lines and conveying meaning through language.

In year 7 students studied the elements of drama, characterisation through the creation of puppets, and the rudiments of group performance and playbuilding. They dramatised and appropriated myths and fairy tales and presented them in groups, building their skills in scriptwriting and script structure.

Extracurricular drama programs were highly successful in 2014. Theatresports remains a favourite with students and audience members alike. Ms Blake entered three teams in the Inner West Cup at Newington College. Group 1: Angelo Morton, Will Thackway, Rowan Lembit and Zoe Robertson; Group 2: Paddy Gallagher, Ailin Gist, Brianna Wilson and Jimmy Wiggins; and Group 3: Liam Dodd, Sam Martin, Gracia Gifford and Emily Henderson. Two teams entered the Theatresports Schools Challenge. The Intermediate team (Paddy Gallagher, Ailin Gist, Liam Dodd, Zoe Robertson and Sam Martin) came 5th in the heats. It was an invaluable learning experience and they will no doubt build upon this in the coming year. The Senior Team (Milo Watkinson, Sefa Laga’aia, Will Thackway and Angelo Morton) came 3rd in the heats and successfully made it to the semi-finals. Although they didn’t make the Finals, their sense of humour and quick wit are astounding to watch.

The Year 7 and 8 Theatresport team train with the seniors and this has benefitted not only the junior students but has given senior students an opportunity to lead and direct.

Year 7 and 8 students have also participated in Transformational Drama workshops on a Wednesday morning with Ms Mattick and in Term 4, Ms. Clark. Experiencing the process and craft of creating theatrical moments has given these students valuable insights into their own strengths and challenges. The group will give an installation performance of an Australian play, *The Beach*, in the last week of school. It will certainly be an apt production given the scent of summer holidays that permeates the school corridors this time of year.

The Drama Department wishes to thank parents, Ms. Moxham and the school executive, other supportive teachers and the students for celebrating and valuing creative expression.

RHIANNA BLAKE AND HEATHER CLARK, DRAMA







# DEBATING

Debating is a traditional activity at Fort Street High School, which our students have participated in for many years. Students eagerly volunteer each year to take part in the battle of the tongues and minds. The students are not always the most confident or articulate speakers; however, they learn the valuable skills of persuasion and public speaking through participation in this co-curricular activity. They are there to learn from the debating organisers through communication and teamwork.

It has been a busy year for all of our competitive debaters, with three teams making it into the zone of the NSW Premier's Debating Challenge. Mentored and led by Mr Melser, Mr Scudds and Ms Kerr, the debaters enjoyed an intellectually stimulating and exciting year.

This year we had six teams, one for each year group:

## Year 7

These students, fresh off the boat from primary school and still unsure of themselves in the new environment of high school, tried out for the squad possibly to socialise, however, they finished the year with the knowledge, ability and experience of a junior debaters, which will enhance their communication skills throughout high school. Although they have not managed to win any debates thus far, they are glad to have had the opportunity to represent the school.

## Year 8

This debating team experienced an almost complete reshuffle of its members from last year, retaining only Vanessa Lam. The enthusiastic new members were Raphael Muranty; Alicia Gao; Marina Li; Zachary Somy; Renee Xie and Dharmesh Desai. The charismatic team is achieving new heights of performance, building on last year's success. The team made it to the semi-final round before being knocked out of the tournament by Sydney Girls High School.

## Year 9

These students gave Sydney Secondary College, Leichhardt campus, a significant challenge this year, winning two debates against Sydney Secondary College, Leichhardt, which led to a tie with the Fort Street Year 10 team and resulting in two play-off rounds. Madeleine Huynh; Jessica Boyley; Ankita Rao; Hillary Tran; Alana Tarrant; Emily Henderson; Kevin Zhu; and Michael Wang had four debates in the first round: one against Sydney Secondary College, Leichhardt's Year 9 team, in which they triumphed; one against Sydney Secondary College, Leichhardt's Year 10 team, in which Fort Street team won, and two debates against their own peers, the Fort Street Year 10 debating team, which the Year 9 team lost. This team has learnt many strategies during the year and, despite their losses, significantly enjoyed their experiences.

## Year 10

This team, consisting of William Thackeray; Sebastian van Gerwen; Ava McConnell, Lyndon Wale; Angelo Morton; and Angela Bivell, managed to win an astounding four debates in the first round (which included an additional two play-offs) against both the Year 9 and 10 Sydney Secondary College, Leichhardt teams and the Fort Street Year 9 team before being knocked out of the competition by the Sydney Girls' High School team in the semi-final round. The Year 10 team are extremely proud of their achievements.

## Year 11

The Year 11 team this year included Daniel Schmolli; Lachlan White; Jack Okeby; and Vishal Repaka. This team made it through to the quarter-final round before being defeated by the Sydney Girls' High School team. The students were very keen to gain more practical experience, with Daniel Schmolli passionate about debating other teams in the school.

## Year 12

Returning to debating from 2013, Siobhan Ryan; Marcus McCulloch; Romaan Dulloo and Janek Drevikovskiy formed the same line-up since they were originally united in Year 10. They have been a brilliant team, working together with coordinated ease. These students are possibly some of the finest debaters the school has produced in decades, winning nearly every round. They will be sorely missed.



THE DEBATING TEAMS



# STUDENT WORK EXCERPTS

## PUCK

AIDAN ELWIG POLLOCK YEAR 7

*The world was dying. A sunbaked wasteland stretched on for thousands of kilometres, the scars of mining and war pitting it like cheddar cheese. The sea was a dull, black, acidic pool that stretched on empty for miles. One last patch of forest remained, a green island in a brown sea.*

*But this patch of forest was dying, too. The fairies who lived there did not smile as they pass each other, did not exchange greetings or even meet their friends' gaze. They walked like zombies, trudging with a withered expression on their faces. Once they had been the happiest beings on earth, sleeping through the day, partying through the night, performing miracles and giving hope. But now their king was dying. They were dying.*

*"Left-wing!" the king groaned as he slumped, withered, his throne. His skin pressed against his bones, ghostly white.*

*"Yes, master?" said Left-wing, his royal advisor.*

*"There is only one thing that can save us now," the king croaked.*

*"What is it, master?" said Left-wing, with little enthusiasm.*

*"Bring in...Robin Goodfellow," the king gasped. "I am dying, and he is the only one who can save me." Then the king fell silent.*

## SAFE HARBOUR

JESSICA TRUONG YEAR 11

Saigon 1975

Three red stripes floated in the darkness, lit by the ever-changing contours of a flame. I watched them shrink, become shorter and shorter until they were no more. The pole was left bare, standing motionless amid the wind-blown blaze. Smoke pervaded the suburban air, overpowering the usual stench of rubbish. I waited for the gunshots, anticipating the cracks. I counted them; one, two, three. The police station was now ruined.

This was the tenth building to be burnt, having been ignited by the same people; with red stars on the shoulders of their rolled-up sleeves and loaded rifles. The midnight chill had seeped into my bones and I started home, making sure every step was unheard. Who knows what would happen to me if I were caught? That was the first of my priorities before hoping that no one at home had left without me. Just a slight waft of wind had caused my muscles to tense, hardening my neck and contracting my arms. My toes curled in, making it difficult to cling onto my sandals. I wasn't used to this type of weather. The usual alleyway I took was patrolled; the jangling of metal from heavy waist belts was

the only sound in the backstreets. I crept into the adjacent alleyway, not knowing what it hid. Being as narrow as a doorway, it was scattered with over-filled garbage bags and broken furniture. I held my breath to minimise smelling the sour, reeking stench that resided in the constricted space. I could hear the hasty scuttling of nearby rats running from one side to the next. With a hand on either wall, I placed my footsteps on the unoccupied areas hoping that there wouldn't be a subsequent sound. Two more streets of silent motion and I was home.

I could remember when the streets were filled with fragrant flowers. When the shops were always busy and the children kicked feathered shuttlecocks on the pathway. I could remember everyone having something to do or somewhere to go to; whether they were visiting the vegetable market or leisurely riding a bike around the block. Now, everyone was indoors, afraid to show their faces. The roads were bare, only being the pathways for armed Viet Cong troops and military trucks. The vitality of the place had been stolen. There was nothing left for us here. I reached the front door and made four knocks. Father urgently pulled me into the unlit room. My eyes widened to maximise what I could see; everyone was standing ready and waiting. It was time to go.



**DARK SURREALISM**

For though the thousand books are burned  
And thought cannot be controlled,  
It pushes forward through the night  
To bring bright light to dungeons cold

The Sea of long-forgotten Hopes,  
The Sea of so oft ridiculed Dreams  
The Sea of Truths Once Brought to Life  
But when has the Sea been what it seems?

Though brutal rains have passed,  
And left but burning touch behind,  
They have passed o'er the brain,  
And stifled the fire in the mind

The dark, twisted towers  
All cloaked in smog  
Call upon the silver moon  
Pulls it in the bog

And as the copper cogs do turn  
They cannot be unwound or stopped  
Through pistons fire steaming mire  
The Master's sword is dropped

As the Authority slowly dies  
And his statues crumble away  
The amber rings and golden things  
Are scavenged by the men with wings  
Who call for what the thunder brings  
And slowly turn to clay

The city lives,  
It grows and grows,  
Each thorny street,  
A concrete rose  
It spreads its sewers,  
Like roots to a tree,  
And exchanges lives  
For what? Money  
Each living thing  
Is a clockwork cog  
And clangs apart  
The grey-black smog  
It lives off dreams  
Turned dank and  
dusty  
And gold ideas  
Turned cold and rusty  
Its citizens clad  
In black and blue  
Hear its thoughts  
And think them true  
In hope of help  
They lose their lives  
And for the city  
Each one strives  
The copper wires  
Buzz away  
And scare of  
The light of day  
The steam pours  
Into the street  
And chokes each man  
It should meet  
The city lives,  
It grows and grows,  
It thinks and steals,  
But no one knows.



## FIRE

The fire burns,  
 The spinning wheel turns,  
 And the old crone screeches  
 And grins  
 The tales are told,  
 The stories sold  
 The old crone spins her straw to gold  
 The wind outside groans  
 And the timbers moan  
 As the old crone sings and mutters  
 The villagers come  
 Full of fear and hope  
 And are caught on her narrative rope  
 They hear her tales of knights and princess  
 Witches and curses  
 Babies and wise men  
 They leave with her tales filling their heads  
 Seeking them out in their homes, in their beds  
 No one goes near  
 But everyone wonders  
 Who the old crone was.  
 They only hear her haunting song.  
 And having heard, aren't sane very long.

## THE STREETS

The streets are paved with sunlight  
     The skies with gold  
 Each lamp showers you in moonlight  
     And the moon in gaslight  
     You cannot walk  
         Only wander  
         And wonder  
 The buildings reach for the sky  
     The sky for the buildings  
     They'll never meet  
         Never greet  
     The void is unforgiving.  
     The stars always twinkle  
 During wars, murders and love  
     They have no thoughts,  
         No feelings  
         No hopes  
         No dreams  
 But a star is never what it seems



## HUMAN MACHINATIONS HAGAR GAL YEAR 10

There is a wall. As I walk to work, there is a wall. And when I see the beggars, and the starving, I hover precariously on the edge of that wall. The slush churns beneath my boots as I pass the communal fields, filled with angular, coughing scarecrows. There need be no police here to control the people- the jurisdiction is through the mind. It's strange, really- the pushing, the relentless pushing into Europe. Whoever rules Russia faces Europe. Though now we face inwards, inwards as the stiff cardboard figurines of ministers and councillors topple over one another in the realisation that they are losing Russia.

Not to the people, but to hunger.

At work, we carefully move billets to process tubes, remove and return boron rods and arrange plutonium and steel in cylindrical designs. All the while the radio is on, and one of the only benefits of being in a room filled with engineers is that Vasily has managed to tweak the wiring of the battered wooden beast so that it picks up American radio waves. All the while we strain to hear the capitalists speaking of a race to arms, none of us really protesting as he turns the volume down so low that we can barely hear those self-assured voices as we move around slowly.

## TRAVIS STUART YEAR 11

To hold a mirror up to oneself is to reflect on that which has happened to you, and compare your present self to how you were at another time. This was what Mrs D Knebworth of Northampton had believed for as long as her memory allowed, until the events of one frightful day in her twilight years. She lived alone in a small dusty house on the north side of town, isolated from the goings-on of the day. Civilisation changed and society shifted, but she remained within the restrictive shell of her old age. Each morning she would awaken and recall that an old friend was coming to visit, and then prepare two cups of tea in eager anticipation. Checking the time she would see it was almost 11 o'clock, so she would make her way to the dining room where she could have a view out the front window and await her guest's arrival. She couldn't even remember who was coming, but this realisation never dawned on her.

The curious thing about dementia is that the victim doesn't realise that they have it, and what is even more unfortunate is when they don't have someone to look after them in their condition. Every day Mrs Knebworth would wait what felt like hours for a guest that had come and gone almost 20 years ago. She had already welcomed him in, received the mirror and then seen him on his way.

It feels anything but a race.

Outside, though we are surrounded by nothingness in an attempt to keep this trudging leviathan of a project secret, industrial buildings rise quickly; shoddy structures hidden beneath shiny grey facades. Those with privilege loom over us in a great circle, pointing downwards to the melancholy land below them.

Look here, they say, and gesture towards the banks. They are failing us. The economy is in tatters. They think for a moment, and twirl their moustaches and proclaim: Let us build. Russia will be a great nation. And with fists, they build factories and workhouses, spreading splotches of red onto the colourless map before them. They smile and straighten and sit in a heavy crimson halo around Russia, congratulating each other in their burdensome business suits for a job well done; for they survey the construction, not the people, the drab replaceable commodities who man the benches and the machines in long, thin, grey lines.

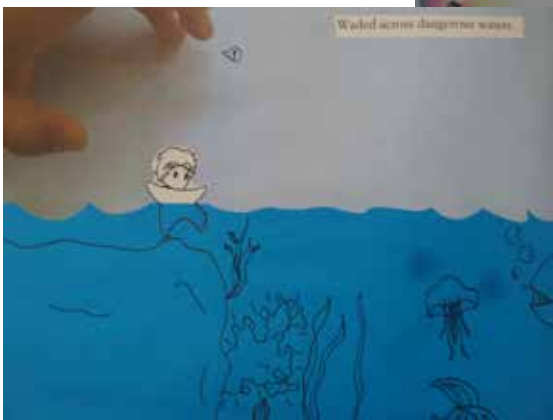
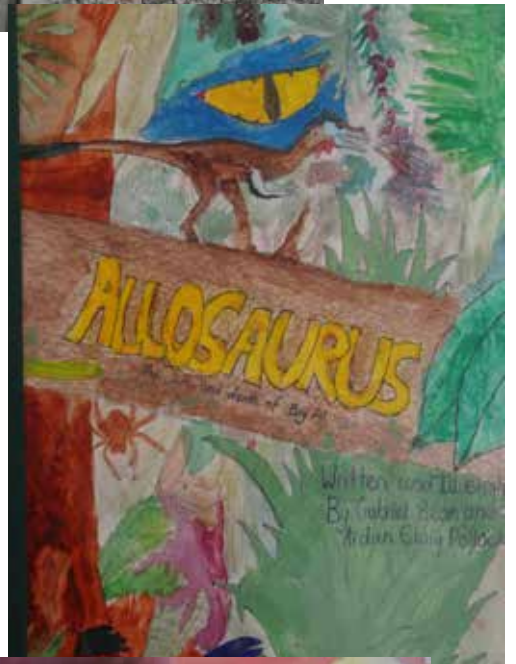
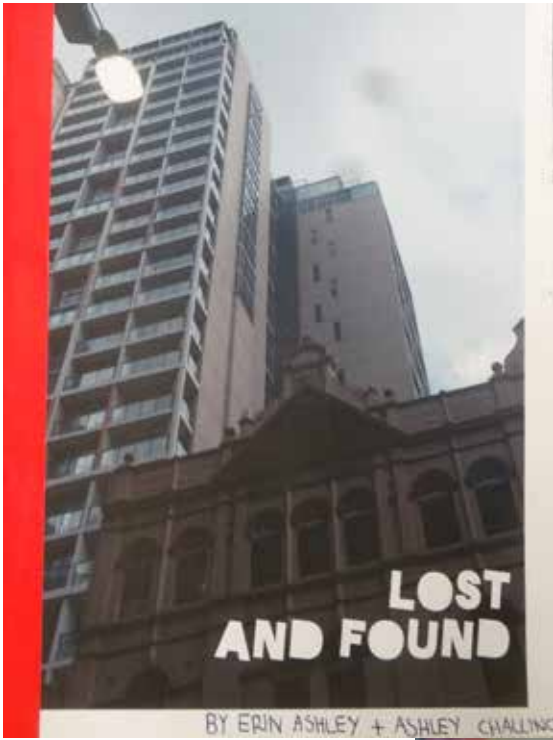
And as the people slowly wither like the crops in the ground, they preen and say: To the Race!

Because Russia must win.

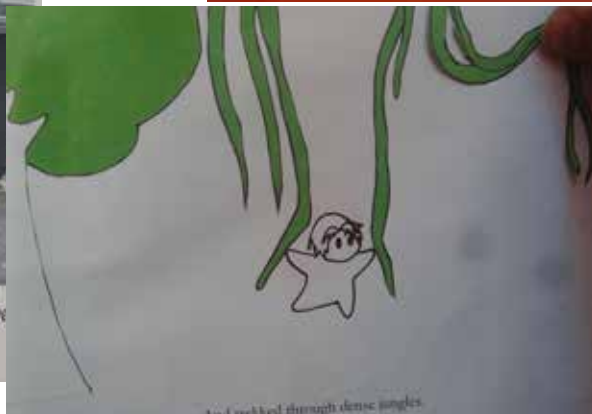
After waiting a good deal longer than she had wished Mrs Knebworth noticed a mirror lying on the table. How strange it was to her that it perfectly resembled the gift she was expecting to receive that very day. She examined the ornate curves that decorated the handle, the fine craftsmanship of the rim, and then of course looked into the mirror itself, where she gazed into... Old eyes stared back at her, and suddenly she was looking into her mother's face. Surely this couldn't be true. Her mother had moved on only a few months ago - or so she believed. It was as if the Ghost of Days Gone By had returned for a final cruel trick, one that tortured the woman's mind. She knew it couldn't be her beloved mother she was seeing, nor could it be anyone else for she was the only person present. That left only one possibility for whom she was seeing, but surely an impossible one. She glanced at the photo she had on the table opposite her, a frame of her daughter on the last day of university. Was this what she still looked like? Had the same curse befallen her? She had to find out.

She hobbled over to the device on the wall that she remembered being given last Christmas. She couldn't remember its name, only that she had to press a handful of buttons and she could be talking to someone in a heartbeat. Fortunately for her the early stages of her condition left gaps in her memory rather than nothing at all, so she still knew the number.

# YEAR 7 PICTURE BOOKS



I have no home. I am the lost, yet to be found.



# YEAR 9 ENGLISH ENRICHMENT

In 2014, the range of projects undertaken by the students brought variety and energy to the Year 9 English Enrichment course, now in its fourth year. Two plays, a short film, four critical essays, two long poems and eight short stories are being prepared for publication early in the first term of 2015.

Mr Brocklehurst's treatment of Jane Eyre conveys Bronte's criticism of social class formalities. His proud declamation "'I have a Master to serve whose kingdom is not of this world: my mission is to mortify in these girls the lusts of the flesh', is an unwittingly salacious piece of rhetoric supposedly about his endearment to God. Yet, when he demands tyrannically that the Lowood girls 'clothe themselves with shame-facedness and sobriety, and have the strings of hair twisted in plaits cut off', in full knowledge of the glamorous apparel and stylish curls which his wife and daughters don, his contempt for the less fortunate social classes is revealed. The blatant hypocrisy in his remarks shows his true feelings: his belief that those beneath him deserve restrictions and control, whereas those of his own social status are allowed the freedom to indulge in luxuries. Moreover, the integration of 'God' in his speech deceives not only the students into believing such boundaries are necessary, but also himself. He is convinced that such 'acts of kindness' will elevate his family to heaven.

Michael Wang, The Bronte's' critique of Victorian values and conventions in *Wuthering Heights* and *Jane Eyre*

My feet dragged as I approached the podium, and I could feel the judgemental eyes. Thomas was sitting next to Stephan, the editor of the school magazine.

"Robert is no longer our leader", I proclaimed. "Lately his decisions have not represented our interests. I have taken his place as leader of the People's Association, and as leader of the General Assembly. We must continue to fight for the ideals that Robert first stood for. Reinstate us at the next general election, and I will not let you down."

I stepped back from the microphone to applause from the audience. Thomas clapped slowly and bowed his head. His mockery fuelled my passion.

Sam Alexander-Prideaux, *Plantmairie*

When my mother comes home she heads straight past Cynthia and me to her quarters to freshen up with a spray of Sophistication. That's what it says on the bottle. She pretends to be beautiful. I keep pretending to watch television. Cynthia pretends to do maths homework. In the reflection on the TV screen, I can see she's not really doing anything. We're all pretending to be happy.

Emily Henderson *Silence*

Although he portrays the elegance, ambition and extravagance that characterise the hierarchal social structure of the era, Dickens expresses darker attitudes toward, and criticisms of, Victorian society. It is demonstrable that Dickens uses differing perceptions of and from the characters in the novel to comment on the effect a class system. The many negative, even destructive, relationships highlight the flaws within and conflict between different social classes, and reveal Dickens' sharp critique of the Victorian ideal of seeking happiness by blindly aiming to ascend the social ladder.

Kevin Zhu, 'A Flawed Society: *Great Expectations* and the Victorian Era'

Hugo hugged the wall; his back pressed so hard against it that his shoulder blades began to hurt. He clutched the long, thin knife to his chest while his thumb followed the shallow engraving of the serpent along the hilt. The blood-red ruby seemed to blend in with the crimson liquid that slowly but surely crept towards him.

"He is dead," said the first voice.

Marcello Neilson, *Untitled*

As the townsfolk dispersed, Calvin and his father headed to the Last Chance saloon. Over draughts of Lightning whiskey, Calvin forced his father to speak about their ranch in Fulton and how they had to leave it and how they were here now, in Jefferson City, and their hopes of starting a new business, like the one they had before.

Aidan Williams, *Whiplash*



Now  
Your words are few  
And I long for the days when your words told  
Sorrows  
For then at least you would speak.

Astha Malik, Part 3, 'Departures and Sorrows',  
Part 3, ix

### Scene One

EXT. DAY

ROBERT MCFLY PARK

FINN sits on a bench in the park looking at the taped off rubble that was once the play equipment. He glares, madly, at the scene. Abruptly, he stands and leaves.

TITLE SEQUENCE - MONTAGE OF BLOCKED-OFF SECTIONS OF THE PARK

### Scene Two

INT. FINN'S GARAGE.

FINN jabs at a punching bag angrily. He knocks it around three times before stopping to catch his breath. AMY appears behind him, in the doorway.

AMY: What's happened?

FINN: Nothing.

Otto Khoo, *Operation McFly*

Prokofiev's introduction begins with a single mournful note on the French horn. The pure sound is quickly matched by a second horn note, sitting just one tone away. The closeness of these notes transforms the original pure sad sound of the horn into one of wariness, conveying a sense of unease and tension. This echoes the prologue in the play. The sonnet which forms the prologue to *Romeo and Juliet* begins with a description of the Capulets and Montagues but quickly moves to the darker side of the play's action, before revealing that the young lovers will die because of it. As Prokofiev adds more notes to the chord via trumpets and other brass, the volume and intensity of the score builds before it crests and explodes in a dissonant chord with woodwind, brass, percussion and strings. The dissonance is created using multiple, semitone harmonies which jar with, and match, the tonal contrast between strings and brass. The sheer weight of the sound creates dramatic tension. Thus, the dramatic irony of Shakespeare's prologue is transformed into music and this prepares the audience for the dramatic first scene of the ballet, the brawl in the market place which also opens Shakespeare's play.

Ruari Campbell, 'Prokofiev's *Romeo and Juliet*'

The counsellor insisted that I share my feelings. I recited the symptoms of depression and allowed her to analyse my behaviour. She was pleased that she knew what was happening. I asked her "Will you kill me, please? My foster parents won't believe me if I kill myself". There was almost a pause from scribbling in her notebook but she covered it expertly by looking at the tip of her pen as if it had unexpectedly dried up. Then she continued to scribble.

Ellie Zheng *Untitled*

SCENE TEN Parliament House, Canberra

*Dead politicians lie on the floor of the House. CUDDLES is standing over them.*

CUDDLES: No! I was too late. *Terror Australis* have won. Why didn't the Agency do something about them before it was too late?

*Enter Spy Agent C Upstage Centre*

AGENT C: Whoa! What happened here?

CUDDLES: *Terror Australis* have killed all the politicians. How could you not have known about their plan?

AGENT C: The Agency is highly trained but very busy.

Rowan Lembit, *Untitled*

They hailed him as champion and raised him up on high  
They showered him with silver coins, the gunshots split the sky  
But Grell's disguise fell over time, he grew fat and old and lazy  
His lilted speech, with false-tuned rhyme, was loud but  
hollowed, hazy

The peasants saw his mirror crack'd, recoiled away in shock  
They sprang, they dragged him to an empty cell  
They broke and burned the lock

Dylan Williams, *Honour*

The digital age marks the development of a conception that the conscious mind can exist and behave independently of the host body. While human beings cannot discard the corporeal confines of their body altogether, dissociating their minds and entering into new virtual spaces offers an optimal scenario in which individuals can utilise their full creative and imaginative potential which would otherwise be useless. It is the position of this paper that dividing the mind and body through the aid of technology is liberating, and even evolutionary. The Body no longer holds any value. At an age when humans can freely upload and download digital avatars to house their consciousness, there is no longer any need to remain attached to their original vessel. The flesh that held humans captive becomes nothing more than a transportation device. Post-human individuals thus emancipate themselves from the pain that "flesh is heir to"<sup>1</sup>. This is arguably the optimal, utopian ideal of self-elevation and self-determination within a 'perfect' environment where one's identity is created and recreated to one's liking—without any moral or social repercussions to oneself, at least within that digital paradigm.

Victor Tsang, 'Enter the Matrix: A Post-Human Attitude toward the Future'

<sup>1</sup> Willim Shakespeare, *Hamlet*

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# YEAR 10 ENGLISH ENRICHMENT

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**PROJECT TITLE: THERMISCRYA**  
**EXTRACT: BLOOD FROM STONE**  
**CHRISTINA NGUYEN**

My major work, entitled *Thermiscrya*, explores the concept of logic over love as an aspect of the human experience that creates internal conflict with their society. Contextually bound to the Amazon warrior civilisation, where matriarchal dominance formed the basis of its social taxonomy, my composition challenges the stereotypes and gender roles of men and women within relationships by establishing the female as the physical superior.

“...Through the subversion of gender roles and emphasis on characterisation through character introspection, *Thermiscrya* examines the definition and puissance of love, intimacy and human selfishness.”

I dug my nails into the flesh of my palm and stared past the obscurity of the water’s ravaging maw to the smooth glistening surface beneath, which was stained by Echo’s tears and haunted by her labored breaths as she pined for the illusion of love that had been the cause of her own sacrifice. I turned to the man beside me, whose gaze appeared to penetrate the gauze that concealed my inner being. I could not sever the gaze between us, nor could I withstand the compulsion to move closer to those turbulent ashen eyes. Had the waters been poisoned? Had Zeus raped the Halai nymphs of the river? What was this overwhelming sensation that surged through my blood?

I pulled away. He simply nodded and his eyes diverted to the face of the waterfall. I watched him closely from my peripheral vision. He did not stare straight through the water blind as I did, but above it... to the stone carvings.

Chiselled into the entire body of the rock was the very history of our people. The intricacy and complexity of these carved designs bore no equal, with the manes and eye of the grotesque Graeae extending beyond the rock canvas from the very edge of the fall. Female figures bearing raised axes, bows and spears danced across the face on horseback. They sang Ares’ hymn as the God’s ichor set fire to the battlefield, which was already soaked with the blood and gore of men. If you listened closely, it was said that, behind the roar of the waterfall, you could hear the shrieks and cries of tortured souls.

“Our Queen did not lie to you when she told you that we were a warrior race,” I told him, irrationally hoping that he would understand... understand what exactly?

I was going to die, Artimedoros thought. He winced at the realisation. He suddenly felt some deep passionate sense of desperation and anxiety. The feeling lashed and contorted about his stomach and leeches into the centre of his ribcage. He was consumed by a desperation so intense that he felt an inability to control both the motions of his body and the workings of his mind, for, incomprehensively, the longing and yearning was not for life, nor was it for escape.

## SEBASTIAN VAN GERWEN

I walked with the warden down the dark steps into the gaol. It was musky down here; the smell of dead animals and sweating, feverish prisoners had no way to escape the dank underground cells, and the stone walls were slippery with a strange green ooze that seeped from cracks between the bricks. Small piles of human vomit and faeces littered the floor, yet the worst sight was the prisoners. Dressed in rags, almost all of the convicts had scabs and bruises all over them.

The London warden beckoned me over to him, pointing to a single prisoner. There was nothing special about him; he was looked about 28 years old with bruises covering his body and his clothes were just as dirty and torn as everyone else's. " 'is name's Peter. A thief. 'e doesn't belong to a tithing." I watched as the warden grabbed the man's right hand through the bars and pulled from his belt a hunting knife the size of a boot. As soon as he saw this Peter jolted backward, but the warden's giant grasp held him in place.

The warden rose the huge blade, then brought it down onto the prisoner's arm with surprising accuracy for someone his size. The prisoner's hand hung from his forearm by a few sinews of flesh, skin and cracked bone. Blood gushed from the gaping wound in the side of his wrist. The warden took another swing. This time the bone was cleanly broken, the arm was only held by a tiny thread of skin. A third slash separated the hand entirely.

There was no screaming. Peter just fell to the ground, shocked. He picked up his hand and stared at it like it was something foreign. I stared as the man's face slowly transformed from one of horror to one of pure pain, his cheeks and mouth contorting into demonic expressions. His mouth opened wide in a silent cry of agony. More blood poured from his empty stump, filling the deep cracks in the stone floor.

But the warden was not done. He took a metal rod from his coat and began to heat it under the flames of one of the torches that provided the room with its weak, flickering light. This time the prisoner didn't move. Maybe he was too scared, or knew it was inevitable, or he was simply in too much pain to even be aware of the now red-hot iron that stared at his arm hungrily. The warden thrust the rod at his stump and held it there. Flesh burned and melted, leaving a smell that only blended in with the odours already present, creating a festering concoction that threatened me with unconsciousness.

Peter's face changed again, his muscles relaxing as his eyes rolled backwards and his body dropped limp. He just lay there, unconscious or dead, I wasn't sure, his right stump smouldering as his burnt flesh solidified, now a red and white mess of useless, charred flesh.

# YEAR 12 EXTENSION 2

## EXTRACT FROM FAME FATALE AMANDA LEE

It was in a bar, a reasonably classy place called Dobbin's. A mahogany counter stretched across the room like a polished road leading to debauchery, glasses full of liquid amber guiding the way. She was sitting a few stools down, dark hair almost tumbling into her drink as she defaced a pad of paper with vicious strokes of her pen. Dion thought she looked like a warrior, slashing away at her enemies, slaying them line by line. After a few more drinks had been consumed by both sides, she sidled over to him and introduced herself.

"I'm Mae," she had said confidently. Her confidence was natural-born, rather than artificially induced and temporary. It was one of the things he liked most about her.

She was intelligent too, explaining that her mad scribbling earlier was how she recorded her ideas for a story. She made him snort into his whiskey by pointing out cruel but accurate details about the patrons around them. More drinks were ordered. He started calling her Medea after the fifth, noticing the way she bit into her olive with savage triumph, liking it immensely when her eyes glowed with rage after the bartender ignored her and refilled Dion's glass first. Few people knew this, he told her, but he had actually minored in Classics, Greek literature his expertise. Is that so? Yes, and he'd loved it: the tragedies, betrayals and mayhem; Olympus was like an ancient Hollywood. She'd laughed at that, and he was so pleased she thought he was funny. You're as ruthless as Medea, he told her, with the sloppy affection of a drunk. She acknowledged the compliment by raising her glass in his direction, sloshing the contents over the brim.

When they went outside for a cigarette break, Medea became animated again. "You know," she mused, flicking ash away with a careless twist of her hand, "without science, we never would have realised that smoking is bad for you. Isn't that crazy? Imagine all the people who lived before us, puffing away at their pipes, rolling their own cigars, not knowing."

She paused to inhale and Dion did the same, both of them leaning against the brick façade of Dobbin's, its sign glowing like a false moon.

"I think it'd be nice to have one of these without feeling guilty." Inhale, exhale. "But at the same time I know it's addictive and unhealthy." They smoked in silence.

Dion finally spoke, his voice slightly slurred and ruminative.

"Science ruins everything. We can't drink too much, can't smoke and we can't have more than four cups of coffee a day. What can we have?"

"Coffee!" declared Medea. "I feel like a cup of coffee right now."

"Don't," advised Dion. "They'll probably ban it soon. Addictive, unhealthy, you said it."

"All the more reason to go," she said, grabbing his hand.

They stumbled down the street together, her gait quick and nimble, in search of an all-night diner. In stark daylight they made a strange couple, he in his late forties, overweight, balding. She, slim and pretty with cat-eye glasses, early thirties at most. But in the smoky haze, the street settled and asleep, nothing seemed extraordinary about their meeting.

Enough of the sentimental stuff, I'm bored. Let's return to the girl.



**EXTRACT FROM MORNING  
LENA WANG**

To know an object, it must be measured.  
To measure an object is to change it. This is  
Heisenberg's Uncertainty Principle.

A blind man stands, eyes milky, unseeing.  
He clutches a medicine ball, heavy, quest-  
driven, he needs to know. Where is the chair?  
He throws with surprising strength; he  
hears the sound of a collision, mass driving  
momentum, kinetic energy transfer. Over  
there! The chair is over there. He has heard  
the sound. He walks towards it slowly, surely.  
He lowers himself, but falls to the ground.  
Impossible. He had heard the sound from here,  
precisely.

But the medicine ball had knocked the  
chair further away. He tried to determine its  
whereabouts, but now it is no longer where he  
thought it would be.

She sinks into red cushions, red safety. Red: the  
longest wavelength in the spectrum of visible light.  
Red: the wavelength not absorbed, propagating, striking  
her corneas, focused by lens; an image on the retina;  
electric signals jumping from dendrite to axon, ah,  
yes, that red. As a child, her step mother Deborah had  
pointed at the autumn leaves, and told her they were  
red. Later, she had learned that red was not the object  
that fell from trees. But now she knows. Her mind  
makes the connection between colour and word.

It is red, right? Alice would say pink, Beatrice,  
magenta, Carolina, mauve, Deborah, vermillion. It  
is not red, no, how can it be, how should I know, no.  
Not red. Those curtains, then? White? Cream? Egg-  
shell, says a bride-to-be, brilliant white, says the paint  
swatch, off-white, says the make-up enthusiast. White?

She runs hands through textured fabric, curtains  
falling with the dying light. She looks closely, eyes  
peering, looking for answers-

"Alice, is this white?"

The question is chosen carefully. Nobody, after all,  
asks "Do you believe the sky is blue?" No. The question  
they ask is: "Is the sky blue?" True belief is not a  
belief, but certainty. "Is" instead of "do you think?" Her  
perception will be shown through her reality.

"No," Alice says, "more... a cream colour."

Who is right? Is the blame on the mind, in which  
she connects this colour to white instead of another?  
The special theory of relativity states all frames are  
equal.

She looks up; a print of Matisse on the wall,  
an explosion of red next to the black and white  
photograph. Opulent and oriental florals were flowing  
freely. She imagined his world to be a violent tapestry  
of vibrancy, his skies pink through the open window,  
not blue like she believed. He had determined a reality  
ruled by impression, liberation of colour from object,  
more than a mere imitation of nature. Monet, then, had  
created blue water-lilies as ultraviolet radiation filtered  
through eyes without cataracts, able to perceive colours  
she could not begin to imagine. A whole new spectrum  
of light translated to his fingertips, to his paint.

## EXTRACT FROM TRANSLATOR, TRAITOR, TRENT SLATOR

JANEK DREVIKOVSKY

Franz Kafka awoke one morning to find he had been transformed into a dead, white male. From where he lay—propped up on five pillows—one could see his deathly white skin; it stretched over an emaciated, naked abdomen (not thorax), which ended in a proud standard of masculinity. Some might label this an astute literary inversion; in fact, Kafka was just dead.

He had been since a bit after midnight. But it had taken until now for the smell to become really pungent, and for Kafka to turn quite so ripe a shade of sallow-green. Of course, this steady process would've continued but, like all good things, it just had to be interrupted. The culprit lay in the direction of the door—a gentle rapping tapping, followed by:

'Franz? Is it alright if I come in?' A male voice—breathy and stale, like pulling apart a week old loaf of bread.

Fittingly, it belonged to Max Brod. He pushed open the door, treading softly in its wake.

'Franzie, old friend! Look lively now, eh? I've come to do my master's bidding, as it were. Look, I'm sorry I didn't

reply to your letter, but I thought I'd better come in person. Now where's the stuff you want burnt?'

He stalked around the room, tracking his quarry.

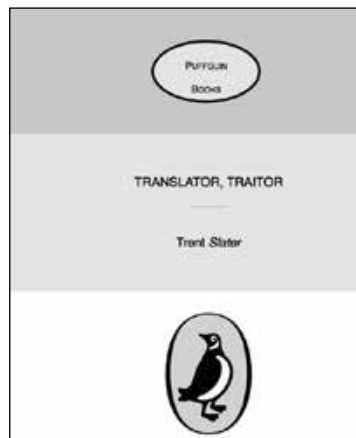
'Sure smells in here, Franzie. Want me to open the window?'

Max approached the window and leafed one curtain aside distractedly: his

the shutters. At last, he turned to face his dear, dead friend.

'Look, Franzie, it'd be a crime to burn this; I'm not sure I understand quite what it means, but it's bloody good. Bloody . . . .'

Max trailed off into uneasy realisation: Kafka—whom he could now see clearly for the first time—was really white. Really white.



eyes were fixed on something at his feet—a tall stack of papers, tied off with string and a menacing label: For Incinerator

'Is this them then, Franzie? Gosh, that's a lot—you're sure you want me to burn them? I know you said so in the letter, but golly, there must be at least four volumes' worth in here. Well, if that's what you want—last will and testament and all that.'

Max flicked through the papers whilst his hand fumbled with

And a bit green.

'Are you ok, Franzie?' But Max knew that Franzie was not ok. He was dead.

Of course Max was upset. His best friend had just died, for Christ's sake. But even as he went over to the bed to make absolutely sure, there was a niggling, guilty presence in the back of his head. An image, tempting him with temptations. The lucrative promise of those papers on the floor—that dusty stack transformed into a

pile of thick, fulfilling volumes. Published volumes. It vied with a snapshot from Kafka's last letter: 'Everything is to be burned unread.'

Even as he felt Kafka's cold flesh beneath his palm; even as he felt—in vain—for any hint of a pulse; even as he struggled to shut his friend's eyelids. After all, it wasn't about the money. No. Not at all. The world had to get to know Kafka—for its artistic welfare. The man was a genius, for God's sake. Max had always known that.

He paced back to the stack of papers, gait furtive. It was a big stack, by God. Metre high, almost. Max bent down, gripped it with both hands: it was a laudable effort. He made it nearly all the way out the door. But, by then, it was clear the mortal had striven too high: the tower—ridiculously oversized—quivered in Newtonian passion for the floor. Individual sheets sailed merrily off the top, and the foundations ached to follow. Max clung on, in vain: the tower came crashing down around him, papers whipping up a cyclone of must.

Max swore. Very loudly.

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“A question exists only to disrupt; to exploit; to break open the fractures in our liar’s language. A question is duplicitous—the plain-faced search for truth no more than a Trojan horse for a brutal tool.”

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Yet even in the cafes they ask, and answer, the question. Disrupt, fragment, deconstruct, liberate, subjugate—their lips moulded to the very phonemes of these words.

But we know there’s a Sehnsucht, a desperation for knowing. Even the decriers of truth want facts; even when the author’s dead, they pore over his corpse.

Declaration: ‘Homer n’a pas existé’: Satisfieds berets, alls grinnings with an unspoken sibilance.

‘Homer is the irony of Western civilisation, n’est-ce pas? The source of our ‘ole literary culture, the inspiration of tous les oeuvres of the classical world. But—voilà la contradiction—he is the antipathy of all that is Western, hm? He is the product of a culture oral—a culture collective and collaborative, for which no one individual Westernised egotist one can take the credit. His name itself is the indicateur of his origins—from h’m’r, the Semitic mot ‘to speak’. ‘Homer’, monsieurs et madames, is nothing more than the speech, tales and myths inherited. Myths, tales and speech, oui, avec les origines in deepest history—from Mycenae and beyond—and myths of deepest beauty. But by this we are unsettled, no? We suppress our admiration for the monde d’Homer, for fear we are but a continuation of its orality and pre-literate barbarousness. Ou, and this has been the course of Homer scholarship, we ascribe to him the literate qualities—just like the early interpolators who altered the dictated text, removed the egregious orality, the worst of the formalism. Or even the scholars actuels who claim Homer is a work of late Alexandrine origin—they too seek literature where there is none, seek to rest our culture on the foundations much more firm, much less disturbing. They, monsieurs et madames, suppress the richness of the truth—that our civilisation is built on contradiction, is defined by contradiction and will always be a contradiction!’

Vive la France! Vive la Republic! vivent les savoirs subjugués!

On Mount Hellicon, Benny looks bored. Why do we bother? Why do we needle the fabric of old papyrus scrolls with our useless question.

Because

Parce-que

Weil

Quod

Perché:

We are the unbelievers desperate for faith.

We are terrified the story ends with the last page—terrified of narrative oblivion.

And we want to believe.

Believe in something that flows off the papyrus and into mortal air.

Believe in someone, who writes and has his own story. Someone who gives hope.

The Testament is of our own making, yes—a catechism of question and a thousand answers. The manuscript flows and cycles, and each mind reads its letters with unfathomable uniqueness.

But we cling to it, even when the men of learning call us fools.

Creation is literature, and Homer is God.

And books are just words.

December, 1967. England.

Cecelia had never sung in front of anyone before. The intimacy of the act stole her breath. Though her red dress brushed against her toes, she felt as though she were naked, exposed as she was before the large crowd. She was outside, her clear voice weaving through a blanket of stars. In her song, she described a man who danced with no music across the surface of the ocean, his footprints reflected into the vast heavens by the light of a torch he held in his hands. Creating the night lights which cover the sky to this very day.

**EXTRACT FROM WOVEN VENTRILOQUY  
HANNAH STEELE**

It seems strange, perhaps, to begin a biography with acknowledgements. The reversal of the structure of an ordinary life.

When I was younger, the musicals my mother watched on television would always begin with a list of actors names. A half an hour celebration of individual achievement. It was a soundscape which in my eagerness to reach the beginning of the tangible story, I always begged to fast forward through. It was only years later I realised that by ignoring the individuals responsible for the performance I viewed, I mistook charade for truth. Those names were a gift that I willingly forwent.

Please, do not make the same mistake. Do not rush past these acknowledgements in your hurry to reach something which seems to be of greater value. The individuals whose voices sound within this fleeting story are those intertwined within the fabric of my life. If you do not listen to them, you will never be able to truly hear me. It is only through them that your ears will hear my whispers.

Robert Pierce was amongst her audience. Eyes closed, she read her own song on his lips.

Her eyes fluttered closed on their own accord, a visual echo of him. Will you look at the stars and follow where his footprints walked?

This book is dedicated to my family. My mothers voice, which sang through the sunburnt country in which we still lived, the childhood dreams which formed this story, one which was supposed to remain untold. To my parents in the hope that one day, you will read my words and understand. And to Aphasia, without whom I never would have found the courage to begin to remember.

We were in the backyard, I was hanging upside down from the gumtree and you stood with your face titled upward, eyes squinted against the glare. It was as I sprung into the sky, finding an impossible balance between the branches of the tree the tree and the dusty ground, that you asked me, your voice serious. 'Will you write everything down?'

As your voice sounded I felt the sensation of being watched by someone unseen. I gasped, turned, but we were alone. Dizzy, my feet touched the ground. Your voice sounded strangely far away, answering the question I hadn't been quick enough to ask. 'Because, if you don't, no one will remember.'



**EXTRACT FROM COMMENTARY ON A NYMPHETTE**

**RUBY HILLSMITH**

*A manuscript of poetry, 'Nymphette', was anonymously delivered to poetry editor Professor D. Dudley's university office. Professor Dudley decided to publish his commentary to attempt to shed light on the identity of the anonymous poet, and the themes and references included within the poetry. 'Commentary on a Nymphette' includes Professor Dudley's personal and critical musings in footnotes.*

Nymph

During the summer night just passed  
a nymph went on hunger strike in Glebe  
her ten year old rosebud lips declaring:  
'I am a sad lady'  
climbing into the bath  
and  
shaving and plucking and bleaching  
her body hair from toenail to tip  
chapped skin crying:  
'what did you let them do to you?'

When interviewed years later, the boy  
across the street  
with pencil shaving curls and  
a chipped front tooth remarked  
'wow,  
I knew her when she was  
I watched her when she was  
I drank her in when she was  
an infant, a sweetheart, a pet'  
(they had never spoken outside his heated dreams)  
her dad saw his stained sheets stiff on the line  
and made sure the boy  
never  
met his daughter

As a child she was poured into the fleshy  
beer mould of her father  
tonight he is halfway across the world  
as she chips away at her exterior  
the professor sits eating German food

He used to pass Chinese restaurants with teary eyes  
looking at the sharks and lobsters in tanks  
sweated and stacked  
he would feel a Robin Hood criminal craving  
but the cretinous crayfish refused him, eyes  
bulging, saying:  
'words are imperfect  
we have taken a vow of silence  
instead come back at 10, see us fried, stretched,  
sweated'  
today the doctor passed the foul tanks without a  
word

in Glebe the hairless sweetheart dreamed of other  
worlds,  
but found herself floating to the restaurant  
staring down 30 obese men  
porky knuckles grasping at pork knuckles  
expired breaths gasping at nymph  
a vision: the boy across the street in 20 years

she let them swallow her  
and hid in the carcasses on their plates  
whispering  
'pigs, I am beautiful'

The doctor parts his greasy hair, his legs, a lick  
this gentle daddy's called in sick

## EXTRACT FROM PULPED FICTION BOLWEN FU

Tony picks up a small bottle of red wine.

TONY

Hey man, check this out. 1933 Moet Chandon. I think I got pop's birthday present sorted.

He slips it into his jacket pocket.

TYLER

Remember, when we make contact, with the inside man, you just keep your trap shut. The last thing we need is your shitty Italian compromising our cover.

TONY

Hey man, Sunday school just wasn't for me, alright?

TYLER

Well you don't need to be Dante to know how to say the moneys in the trunk. I negotiate with our contacts in Italy and I ain't even Italian.

TONY

Man, if I hadn't picked your German Irish ass off the streets thirty years ago you'd still be digging through the trash for food.

TYLER gives TONY a disdainful look

TYLER

Let's go. Our contact's waiting.

They exit the cellar, slamming the door shut

CUT TO BLACK

FADE IN:

INT. AUDITORIUM - NIGHT

Martin sits rigidly in an auditorium full of people. He looks extremely nervous in contrast to the half-sleeping Quentin. In his hand is a copy of Robert McKee's Story and sitting on the stage is Robert McKee himself giving his seminar on screenwriting.

MARTIN (V.O.)

Why did he bring me here? Was my screenplay really so terrible? Oh Jesus, of all the video stores of all the towns of all the world, he walks into mine. What the hell am I doing here?! I should just get out while he's half asleep.

Just as Martin is about to stand up, Charlie Kaufman stands up two rows down.

MCKEE

...and God help you if you use voiceover in your work, my friends! God fucking help you! It's flaccid, sloppy writing. Any idiot can write voice-over narration to explain the inner thoughts of a character. You must present the internal conflicts of your character in image, in symbol. Film is a medium of movement and image.

Charlie Kaufman looks around despondently and sits back down.

MARTIN (V.O.)

Was that Charlie Kaufman? Can this day get any weirder? Is this what they call a Deus Ex Machina? No. It can't be. A Deus Ex Machina requires a

hopeless situation in which God intervenes. My situation wasn't so hopeless before Quentin came walking in. My screenplay was going fine.

Martin's face is full of doubt with regard to what he just said.

MCKEE

...a long speech in a script, say a page long, requires that the camera hold on the actor's face for a minute. Look at the second hand on your watch as it makes one complete rotation around the clock face and you'll get an idea of how intolerable that would be for an audience. The ontology of the screen is that it's always now and it's always action and it's always vivid. Life is rarely vivid. Real people are not interesting.

MARTIN (V.O.)

Maybe God did intervene. Maybe he did answer my prayers. How did they go again? Ezekiel 25:17. The path of the righteous man is beset on all sides by the inequities of the selfish and the tyranny of evil men. Blessed is he, who in the name of charity and good will, shepherds the weak through the valley of darkness, for he is truly his brother's keeper and the finder of lost children. And -

MARTIN

- I will strike down upon thee with furious anger and -

QUENTIN

Why are you quoting Pulp Fiction? Let's get out of here.

Martin looks up to the heavens and mouths "Thank you."

INT. HOTEL ROOM. EVENING

VINCENT MARTINS sits on a bed skimming through the pages of a hefty document, cigarette in hand. The phone rings and he files the documents into an envelope and answers it. Half the screen fills with a close up of ELLE'S red lips.

WE GO SPLIT SCREEN

VINCENT

Hello?

ELLE

Im glad you decided to take this case, Mr Martins.

VINCENT (CONT'D)

Alright, stop messing around. Where are you?

ELLE (CONT'D)

I will be there when I need to be, Mr Martins. Don't you worry. Zero should be at your door just about now. Be nice and do tip him generously.

The doorbell rings. VINCENT answers it to find a lobby boy who hands him a suitcase.

VINCENT (CONT'D)

I don't tip, kid.

And closes the door. He picks up the phone.

ELLE

Go back and tip him

VINCENT (CONT'D)

How did you-

ELLE (CONT'D)

Go back and tip him. Now.

## EXTRACT FROM ROOTS

### ARTHUR THIELE

The first of the branches greets me like an old friend; the worn section above the path sits warm in my gnarled hands, the tree smoothed, my limbs made the rougher by our connection. I feel the familiar pre-emptive surge of energy. One moment I'm hanging limp, still anchored to the earth, and the next my muscles tense, and my toes leave the ground. Already the ligaments in my arms strain, but instinct has taken over. Hand over hand, foothold after foothold. The ground drops away, but the tree stays with me. On all sides, I know, the neighbourhood will be unfolding as I ascend: a carpet of red tiles and roof racks. My gaze remains fixed on the approaching crown, the brightest and greenest leaves signifying the youngest region of the maple. There, I can already see a likely branch: one part thicker, its bark gently cracked through age and weathering, with another higher, stretching across it perpendicularly. I brace myself against it with a sigh, and lean against the sturdy trunk to scrutinise my hands. Rubbed raw by the bark, the nerve endings burn with a visceral pleasure: I feel as though I've left pieces of myself behind on the branches below. As I watch, the redness fades, receding behind beige.

It's only after I feel accustomed to the bark on my feet that I turn to take in my surroundings. On all sides, buoyant leaves dance in the wind, their placid rustle ever present in the cool, early morning air. Above me, a network of branches interlace, splitting into hundreds of twigs, each giving rise to endless whorls of leaves, an intricate fractal illuminated by the golden rays of the rising sun. Beyond the curtain of leaves a city fans out, held in suspended animation by a thousand thousand alarms. I sit far above the qualms of daily life, and unfold my mother's old book in my lap.

Thomas Maddox- D.O.B: Unknown. Place of birth: Unknown, probably London. Charged with larceny: petty theft, sentenced on May 25th 1830 to 'transportation to parts beyond the seas'. Arrived 28th November, 1832, on a dry summer's day. Clouds scudded across the sky, eking out what moisture they could from the alien landscape. Miles of trees traced the shoreline, a coarse greyness in their foliage entirely alien to the observer drifting into the bay with rapidly increasing misgivings. Thomas Maddox stood on deck, watching Terra Australis approach, and tried to find some vestige of home in the coarse, grey trunks, stunted and malformed by the salty onshore wind.

That night, he could hear the trees. Their swaying and creaking, their rustling akin to those of the familiar trees of home, and yet somehow alien. Outside the crude shelter lay hundreds of miles of unkempt wilderness, dark alien trees stooping to obstruct and tether. And here he was, tethered to this alien land, as much by the foaming waves which stretched along the beach as by the guards standing outside, their bayonets illuminated by the piercing moonlight. He calmed himself, a scrap of Wordsworth circling in his mind: "I wandered lonely as a cloud/that floats

on high o'er vales and hills". No vales or gentle hills dotted this landscape, an ever-extending carpet of dry scrub. He had come far, farther than the great poets of home could ever have dreamed. Their nature, the dark sycamores and rolling waters, had given way to a harsher one, which spread out across this ancient continent like a scabrous rash. He couldn't stay here, couldn't bear the thought of being subsumed into the primordial landscape, being drawn down into the mud-tinged sandstone and consumed by the fierce darkness that pervaded this place. He shifted, sliding into foetal position beneath the grimy woollen blanket.

The sunrise came earlier than expected, suffocating night driven back by stifling day. A painful glint reflected from the pale rays through the entrance to the humpy. Thomas rose, letting the blanket fall to the ground. To the west, mountains rose in the distance, a haze of vapour dimming the blue-green hills. Authoritative voices, starkly contrasting with the disarray of his fellow convicts, pierced the frosty air, and in response, he hefted one end of a pit-saw onto his shoulder, the teeth pointing away from his bare neck, and trudged into the forest.

The walk was long, winding under the foliage. Branches curved across the path, archways of steely-grey hardwood, thin and strong. As they marched inland, the voice of the sea receded, giving way to the crackle of twigs beneath their feet and bird-calls in the distance. The tortured scrub yielded to tall, proud trunks, thicker than a man's waist, and smooth too, he thought, running his hand down the iron bark as he passed. He held his hand up to the light; it was covered with a thin layer of dust. In the morning light, dust hung in the air, swirling, dancing, before falling to the ground. Entranced by the patterns, Thomas stood, stock-still, before the great trunk, his eyes tracing the path of the motes of dust, now drifting to one side, now caught in a slipstream, writhing torrents and twisting whirlpools of golden flecks.

A barking voice, and a shoulder knocked him aside, sending him sprawling in the musty leaves. The pitsaw fell beside him and bounced on the corky ground. Hauling himself up, groaning, he took in the scene. The convicts had come to a stop in a small clearing. Four great trees dominated his view, stretching up, their fingers reaching well above the canopy, into the now-warm blue sky above. On the forest floor, his gang had divided into three separate groups. One, equipped with broad, crudely-crafted spades, prepared to dig a thin trench across the clearing. A second, already swinging wooden-hafted hatchets from side to side, cleared the surrounding bush, trampling the undergrowth beneath their booted heels. They tugged at vines, wrenching them from their moorings in the roof of the forest, levelling tree ferns with single blow, prising the shuddering root-balls of the cabbage palms from the earth with crowbars. And a third group waited, all three men glowering at him.

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# MESSAGE FROM THE P&C

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The P&C provides a focus for parent participation at the school. Through the P&C, parents are able to discuss issues, access information and raise funds to support student learning at the school. During the year the P&C meetings have provided the opportunity for discussion of a range of focus items including the 2015 School Plan, asthma and student welfare.

The 2014 P&C was also involved in coordinating the Uniform Shop, the Canteen, and the IMP fundraising, raising much appreciated funds for school programs. During the year the P&C worked closely with the school to facilitate a tendering process for the canteen management in 2015. As a result, the school canteen will be under new management in the New Year. While we are very excited about the new arrangements we would like to thank Donna, the school canteen staff and the canteen committee for their work over the years.

The P&C, in conjunction with the SRC, organised the Fort Fest this year. Under the coordination of Lorena Uriate, the festival was a great success. Not only did we raise over \$14,000 for school programs, but the spirit of cooperation and sense of school community were both very strong.

This year we also farewell several parents who have contributed significantly to the P&C over their years at Fort Street. Cheryl Beatty, Ian Reid and Jennifer Douglas have been important members of the P&C and will be missed.

I would like to thank all the parents and carers who have contributed to the P&C in 2014, whether it was by attending meetings, cooking sausages, baking cakes or in any other way. By being involved with the P&C we hope to build a stronger sense of school community and a shared interest in the education of our children.

DIMANTHA GOONASEKERA  
2014 P&C PRESIDENT

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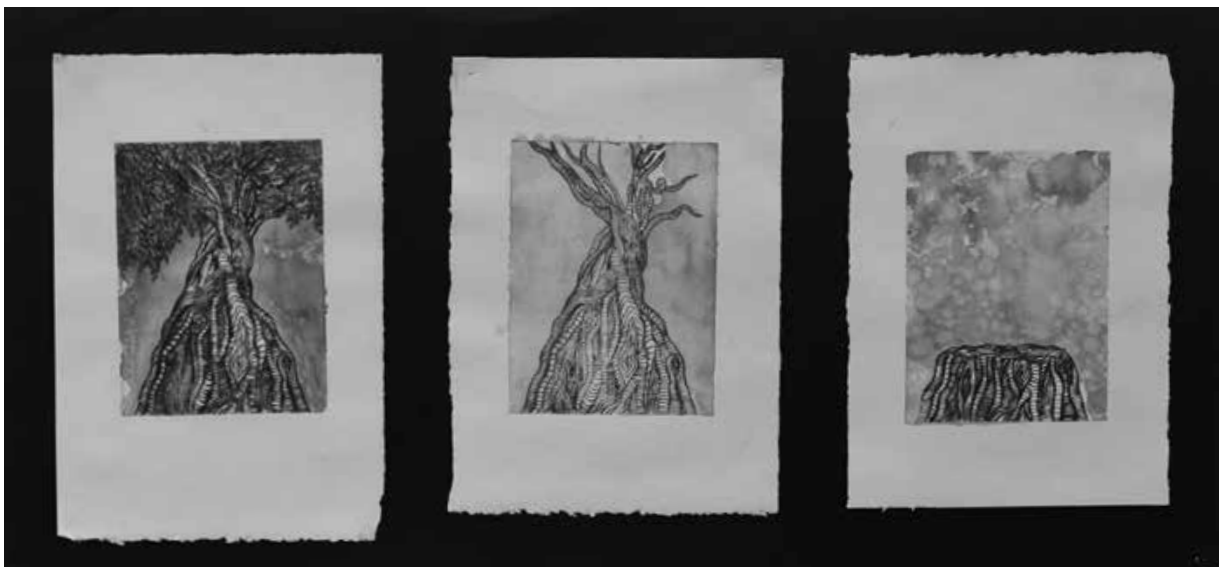
# ENVIRONMENT COMMITTEE

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This year, the environment committee has been working on a number of projects to improve the schools sustainability. One of the main ongoing ones is the Water Bottle refill station project. This project aims to reduce the amount of bottled water being sold at the canteen by installing 2 water bottle refill stations. Through this, we are trying to encourage students to bring in their own water bottles so that they can be refilled. Earlier in the year, the environment committee also participated in green day by selling hand printed canvas tote bags and also badges. Though the results were not as we'd hoped, we still had a great time and learnt many valuable lessons.

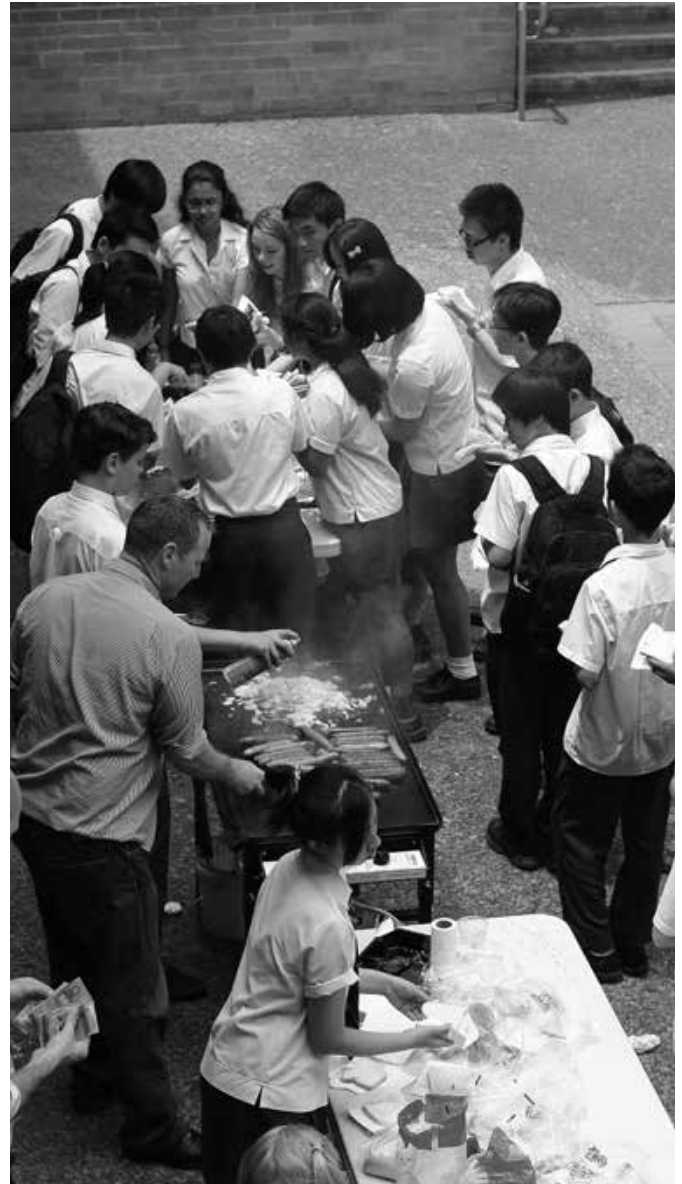
Throughout the year, the environment committee has also been managing the school's recycling. This could only have happened through many days of hard work and great help from volunteers. Through this work and our numerous other projects, we aim to improve the school's sustainability by reducing our carbon footprint and also heading towards renewable sources of energy, such as solar panels. If you would like to join, the environment committee meets every Wednesday lunchtime in K16.

BRIANNA WILSON AND THE ENVIRONMENT  
COMMITTEE





# AMNESTY INTERNATIONAL



For the week of Monday the 8th of December, Fort Street's Amnesty International Committee held several events to raise funds and awareness for World Human Rights Day and Australia centred human rights issues. The week commenced with Amnesty holding a school-wide bauble drive, in which students would buy a bauble for a friend to be delivered that Friday. Students from all years contributed, raising funds for Amnesty International and their 'Weapons and Rights' campaign.

On Tuesday the 9th of December, regular period one classes were replaced by a special Assembly run entirely by Amnesty. The assembly was run by two Year 9 students, Sam Martin and Monica Tran, two of the chairs of the committee. Focusing on the rights of asylum seekers and refugees in Australia, the assembly began with a speech from the organisation Bridges for Asylum Seekers. BAS is an organisation that focusses on providing bridging visas for those who seek asylum to assure safety and competency in transfer into Australia. Janet

Thompson spoke in detail about the organisation and their goals, and the importance of human rights in Australian modern society. Students were then shown a moving video revealing the truths of being a refugee and the dire situation on Manus Island and Nauru. Students and staff were moved by this assembly and it remained a talking point for the day. The last event held was Amnesty's sausage sizzle on Wednesday the 10th of December, World Human Rights Day. Amnesty sold sausage sandwiches and spiders at lunchtime for students, and it was a big hit. Again this was a fundraising event, the profits split between Amnesty International and Bridges for Asylum Seekers foundation.

Our Amnesty International Committee is a student initiative that has raised over \$1,000 for Amnesty International this year. Amnesty hopes to continue to raise awareness and funds in the future.

SAM MARTIN







# TOURNAMENT OF THE MINDS

Congratulations to the Fortian teams who represented the school this year on Sunday 24th August 2014 in Tournament of the Minds at Sydney Girls High School. This year we entered seven Tournament of the Minds teams. We had two Language Literature teams, three Social Science Teams and two Maths Engineering Teams.

Language Literature Team 1: Christina Nguyen 10R, Imogen Marosz 8R, Claudia Nguyen 8T, Sam Martin 9T, Monica Tran 9I, Aarthi Muvva 7F, Jacqui (Frankie) Rawson 7R

Language Literature Team 2: Gracia Clifford 9F, James Wiggins 9I, Sruthi Supriya 8F, Jaimin Guo 8T, Nicole Ngo 7O, Sofia Locke 7I

Social Science Team 1: Chris Cheng 8F, Shavanya Napiev-Rawan 10R, Ellen Waring 10 I, Glamma Chen 7O, Victor Yang 7I, Stephanie Wong 7I

Social science Team 2: Ava McConnell 10 SRC, Emily Yu 7F, Madeleine Huynn 9O, Ellie Zheng 9I,

Vivian Zhang 7O, David Fu 7T, Michael Wang SRC (9)

Social Science Team 3: Kira Horneman 10O, Angela Bivell 10, Barry Li 7O, Ashley Challinor 7R, Gemma Hinton 7F, Alex Guan 8R

Maths and Engineering Team 1: Larissa Yang 7I, Steven Pang 7I, Melody Lee 8I, Bonnie Zhan 7O,

Rachel Zhang 8O, Jessica Song 7I

Maths Engineering Team 2: Georgio Hawi 7F, Rebecca Gismondo 8T, Seung Won Byun SRC (8),

Rowan Lembit 9R, Alison Hwang 7I

Thank you to the Library staff and especially Ms Penniment who hosted the Tournament of the Minds Team workshops leading up to the challenge day.

On Sunday 24th August, the day of the competition, a few team members could not be present due to other commitments. This created some anxious moments for members of these teams but eventually each team was able to compete.

The second Social Science team gained Honours in the Social Science Secondary competition in the Sydney East Region.

The team members included: Ava McConnell 10SRC, Emily Yu 7F, Madeleine Huynn 9O, Ellie Zheng 9I, Vivian Zhang 7O, David Fu 7T and Michael Wang 9SRC. Congratulations to these team members on such an excellent performance.

Each year senior students who have previously participated in Tournament of the Minds nominate to facilitate a Tournament of the Minds team. This year as we had seven teams we were indeed fortunate that three Year 11 students came forward to support the Tournament of the Minds teams: Tanwee Shrestha, Jessica Truong and Ligaya Quibuyen. These three students were highly organised and supportive of each TOM team, taking a collegial approach in supporting all the teams at lunchtimes and in a workshop context. They brought treats to workshops and again on the day of the competition and supported each team in the competition. They are to be congratulated for their outstanding leadership as facilitators.

PENELOPE STARR,

TOURNAMENT OF THE MINDS CO-ORDINATOR



Pictured from left to right: Sofia Locke, Sruthi Supriya, Jimmy Wiggins, Gracia Clifford, Nicole Ngo, Jia min Guo

# JAPANESE EXCHANGE

On the 27th of July a group of 22 Japanese students from our sister school Sugunami Sogo High School arrived in Sydney geared up for an adventure with the 20 Fortians who had the honour of hosting them. For many of us the first meeting may have been awkward but spending 24/7 with each of these wondrous people for so long has created a connection so deep that none of us will ever forget. The Sugunami Sogo students were able to experience a Fortian's daily life. They sat in our classrooms with us, calculating maths, reading Shakespeare and making our boring classroom lives much more entertaining. The exquisite lunches known as bento boxes in Japan were switched for our dull sandwiches which they seemed to thoroughly enjoy. Our crammed schedule included an exploration of Sydney's most famous landmarks together. A visit to the Blue Mountains led to a very windy walk where photos had to be timed for the girls to avoid their hair from obstructing the photo whilst a barbeque and picnic at Bicentennial Park allowed our Sugunami Sogo friends to enjoy a peaceful social gathering surrounded by the beauty of an Australian park. Tours through our supermarkets resulted in lots of high pitched squealing where numerous Cadbury chocolates and the various flavours of Tim Tams were fawned over and purchased by our Japanese counterparts. Numerous trips to karaoke allowed us to hear each other sing in our respective languages immersing ourselves further into each other cultures. Even though it was during the freezing mid winter of Sydney, beaches were a highly requested destination where we would all stand ankle deep in the freezing water screaming when the waves wet our clothing. The connection we have forged cannot be expressed in words. How amazing everything has been and even though we cram packed our days so much that we were extremely fatigued it was all very fun and rewarding.

ALFRED LEE





# GERMAN TRIP

It was only after 20 hours of flying and 2 hours of waiting in the cigarette smelling Abu Dhabi airport that we landed in Berlin. Immediately met with warm welcomes from our host families, we were quickly swept into a fleet of Volkswagens and ferried (most of us in a catatonic sleep-deprived state) to our new homes.

The next two weeks were a flurry of guided tours, Currywurst stands, and functional public transport systems. We walked through the gate of Ishtar at the Pergamon Museum, looked out over the city from the TV Tower and rode hired bicycles through the Tiergarten. The trip was only interrupted by a brief stay in Cologne, where we reconnected with the much loved Frau Baus, who showed us the many different sights that Cologne had to offer.

After chocolate factory tours and river cruises to mountaintop restaurants, we were back in Berlin. It was only a few days later, after a bicycle tour around Potsdam (the historic heart of Prussia), that we bid a farewell to those families that had sheltered us from the frosty bite of German early autumn. We arrived in Salzburg, birthplace of Mozart, only an hour later, suffering from notably less jetlag than we did after the previous flight. We met our jolly tour guide and took a short bus ride through the centre of the city. The next few days consisted mostly of exploration of the city's narrow alleys and wide piazzas. We took bus tours to historic palaces, visited nearly every location used in *The Sound of Music* and made the trip to Hallstatt, a small town by a large lake, where we toured the salt mines, slid down what was apparently the longest underground slide in Europe, and finally ate a hearty lunch on yet another mountain top, transfixed by the vista below us.

The last stop of our trip was Munich, where after yet another walking tour, we were given relative freedom to explore. We ate and shopped, and lamented our trip coming to an end. Dinner that night was a fairly emotional affair, with many toasts and tears, and a mutual feeling of friendship. The next day we were ushered away from the country that had welcomed us so warmly, and were "soon" back home in Sydney, depriving ourselves of much needed sleep to fill our families in on all our adventures.



We would like to thank Ms Reynolds and Mr De Bres for organising and making the trip as special as it was, and also express our gratitude to our hardworking parents who financed the trip.

JACK OKEY AND ANGELA BIVELL

# VOLUNTEERING REPORT

The volunteering program began at Fort Street in 2010, and has since become embedded in the life of the school and will continue in 2015.

Our program is part of the DEC Students' Volunteering Awards scheme, and volunteering hours are logged to count towards Bronze, Silver, Gold or Diamond awards. However many Fortians are now committed to their volunteering activities for the intrinsic rewards – the fun of being out in the community meeting and working with people they might not normally meet, the lift to their self-image that comes from being warmly appreciated, and the knowledge that the skills they are sharing are highly valued.

In 2014 we continued our long-standing association with our local infants school Taverners Hill, with students assisting teachers in the classroom and the playground on Tuesday afternoons. The staff there are full of praise for our volunteers and we intend to continue this positive relationship into the future.

One of the most significant aspects of the program has been the initiative shown by several students in organising their own volunteering experiences, advertised on the school's volunteering noticeboard (between rooms W3 and W4) or via the students' DEC email address. Many students gain their first experience of volunteering as part of their Duke of Edinburgh commitment and others through their involvement in community organisations such as the St John's Ambulance cadets.

Students in Years 9 and 10 are encouraged to join the Premier's Volunteering Challenge, and students in other years are most welcome to take part in any of the school's volunteering programs or to speak with me about organising their own independent activities. The rewards for all concerned are enormous!

KYLIE SALISBURY,  
STUDENT VOLUNTEERING CO-ORDINATOR



# STUDENT INTERVIEWS WITH TEACHERS

## Ms Christine Kemp

Ms Christine Kemp, Deputy Principal, retired at the beginning of 2014, having worked at the Fort since 2009. She has, however, continued to work at school, in the learning center, some days of the week.

Before her time at Fort Street Ms Kemp worked as a Deputy Principal at Concord High School, where she set up their gifted & talented program.

We interviewed her on Wednesday the 5th of December, to find out about her career at Fort Street.

Ms Kemp's initial impression of Fort Street was of amazement, and that opinion still holds true. We asked Ms Kemp what the most major change was, and in her opinion, it was the students. When she arrived, we were told, there was a sort of legacy of 'we can do whatever we like', and over the years, it's become more cooperative, and willing to go along with the others. This, she believes, is a change for the better.

When asked what she had changed about the school, Ms Kemp replied that she had changed a lot about the literacy courses that students do over the course of their education. The courses focus particularly on writing, because in NAPLAN examination results, the writing marks were considerably lower than the other areas of assessment. This, in turn, has affected the year 12 HSC writing mark noticeably. The program began in 2009 in the senior years, then in 2012 it shifted to begin in year 7. This class continues, with each student having at least one lesson a week dedicated to literacy, which has led to improvements, not only in writing results but in all areas of study.

There has been a major shift within the staff, as well. The average age has dropped significantly, with the older members of staff retiring, and younger teachers joining. This, she believes, is important, as so that new people can bring new ideas.

Also, a large change has taken place regarding the technological resources, with the end of the government's DER program. This initiative provided laptop computers for students in year 9 and above. Ms Kemp told the Fortian that she believes that it important that students have electronic resources. They make life easier for the teachers, and make learning easier for the students.

One of Ms Kemp's favourite memories is of William Hales, Fortian 2013, playing an audio file of the Last Post over and over in a history lesson on WWI. To Ms Kemp, that is the whole point of the laptop system. On the other hand, she doesn't believe that laptops or tablets will replace books anytime soon. Studies have proven that the act of physically writing down notes transfers information into one's longterm memory, whereas typing is much less effective. Ms Kemp also noted that learning, to be effective, must be done person to person, so computers won't replace teachers either.

When asked what she had gained from her experience at Fort Street, Ms Kemp told the Fortian that she had gained a lot of grey hair, and bags under her eyes. There was a lot of stress involved, and commitment. All the executive staff are expected to attend the night time concerts, such as the IMP

concerts, MAD nights and drama productions.

As a Deputy Principal Ms Kemp was under pressure from students, parents and the rest of the executive staff. She did, however, get to know a lot of the parents.

Now that she has retired, Ms Kemp is indulging in her interests. She is studying Italian, and attending lectures and courses on literacy and pattern-making at the Art Gallery of NSW and TAFE, respectively. She will travel, and spend more time with her children. Despite retirement, she will maintain contact with the school, and does some part time work.

Fort Street has a unique ethic, said Ms Kemp. The students have a completely different and new culture to themselves. She says that teaching at Fort Street was the best end to her career that she could possibly ask for.



Ms Christine Kemp

## Ms Trish Bresnahan

Ms Bresnahan is to formally retire February 2015, but is currently on long service leave until then. Though she says that she didn't entirely wish to retire, she feels she is at the age where it is time to stop teaching. Her memory in particular she, feels is the largest factor in this decision, because remembering key dates and events is one of the main parts of teaching history. She has taught for over 35 years, the majority of which she has spent at Fort St. Starting off as a humble English and History teacher at Deniliquin, then Wellington NSW for eight years, she then moved to Sydney where she started at Fort St, in 1985.

Ms Bresnahan says her favourite thing about teaching History is teaching her enthusiastic and crippled students, who, since they are not necessarily there just to have another HSC subject, tend to be the students who truly care about and are passionate about learning history. She agrees that it is imperative that we learn the lesson of history from the mistakes of our predecessors and enjoys teaching her students about how people lived in the past, and, as an overarching topic, why things are the way they are now as a result of the past. It is this that she will miss the most when leaving Fort St. Currently, Ms Bresnahan is enjoying reading the works of Plutarch, and plans to travel and perhaps do some volunteer work.

We wish her all the very best for her retirement.

## Ms Deb Miniutti

How long have you been at Fort Street?

I've been at Fort Street for 14 years.

Have you always been in the History faculty?

No. Here [at Fort Street] I have been, but I actually started my teaching career as an English teacher, because in the year that I came out of teaching college, all History teachers were English teachers, and vice versa. Then when you were appointed, they didn't take much notice of your preference. What was your initial opinion of the school?

It's very positive; I'd actually taught in disadvantaged schools before I came to Fort Street, and there were good things about those schools, but sometimes there were students there who were violent, or, I don't know, had lots of problems. My most vivid memory at Fort Street - I had two year 8 classes, and in one of those year 8 classes, in my first week, one student had this amazing discussion about politics with me, and I absolute couldn't believe that he knew and he cared. That was one of my first memories. I also remember walking through the gate and wanting to drop to my knees and kiss the ground. I used to have nightmares that they'd made a mistake and I'd have to go teach somewhere else. I loved it!

What's your opinion now?

I still love it - I was really really glad that I finished my teaching career at Fort Street, and anything I didn't like about teaching had nothing to do with Fort Street, and a lot to do with the Department of Education's policies. I love being a teacher, but I guess I didn't like the things that came with being a head teacher and all the things that I had to do. Responsibilities?

No, not so much responsibilities, but you're dealing with things that wouldn't really improve things or make a difference. I still really liked being a teacher.

What has changed over the course of your career?

About Fort Street?

Yes - specifically the History faculty.

Well, sadly the History faculty has grown a lot smaller, which possibly has a little bit to do with a change in the student population. So, I suppose the thing that changed is that, for me, the students became more compliant, they were less, if you like, questioning, or rebellious, or much more focused on, you know, the maths/science sort of thing. The students that were here when I first came were much more oriented to the liberal arts. There was a better balance between the students who were interested in science and math, and the students who were interested in the creative arts. So that really has meant my department got smaller, and kids subject choices became really driven by whether they can hang a subject to a career.

You want to be a lawyer? You do legal studies - which is rubbish - no one's going to give you a job as a lawyer because you've done legal studies!

Building on that last question, what have you changed about the school?

At my previous school, from time to time, I got to teach a student that was very bright, but when I was at Fort Street in my second year here, I did a course with the gifted education unit at New South University, and I very much got interested in the way that students learn, and particularly the way that gifted students learn, so I tried to incorporate my knowledge about that into the way history was taught, but also, as head teacher, I taught other teachers how to cater for the learning needs of gifted students. That's probably the thing I enjoyed most. I really enjoyed doing that.

Do you notice anything about the change in staff?

Well, when I got here, I was probably one of the younger staff members, and I suppose over this time I've gone from one of the youngest to one of the older ones. The staff did actually change a lot in fourteen years, so I ended up being the longest serving head teacher, so no head teacher had been at Fort Street as long as me when I finished up this year. We actually saw a big turnover in that in particular. The history staff stayed relatively stable while I was here. Ms Bresnahan was here when I got here, and Mr Debres got here the in the second year. The three of us taught for [13 years], and Mr Hoekstra came in 2007 or 2008, I can't remember. Over the years there was quite a change in the staff as a whole.

I'd heard that the average age for staff had dropped considerably.

All the teachers that are, say, my age, were part of an old government super scheme, so when I was 21, I had to decide what age I would retire; either 55 or 60. All of the teachers of my era would be retired by the time they were 60, or in my case 55. It does mean that those teachers turn over.

Any highlights of you career at the Fort?

There's not one particular thing that stands out for me, but I really did get to teach some really great kids while I've been here, that have been smart and clever and amusing. I do remember when I first got here things like speech day really struck me. At a school I had been teaching at, my first role as a head teacher, that school didn't have a school hall, and we had to have presentation day in the school canteen. It was stinking hot, and we brought in some fans, so people didn't die from the heat. Imagine that! I will never forget the first one I had at Fort Street.

There were a lot of firsts for me at Fort Street, like Speech Day at the Town Hall. You probably take that stuff for granted because you don't necessarily know anything else, but for me it was amazing. My first swimming carnival. I remember looking at the banners - Barton, Preston, Mawson, Kennedy, and speaking to a teacher from the history staff who I'd known before. I said, "What are the houses named after?" and she said, "they're the names of ex students" and I looked and said



“Barton, as in Edmund?” and she said yes, “Mawson, as in Douglas?” and she said yes, and, you know, you start to realise, when you’re here, this real tradition, and history. For me that was amazing. [Fort Street] in comparison to where I’d been teaching before, had so much history and tradition, I suppose. There were those lightbulb moments when I realised those amazing things about this school’s history, and I loved that, as I’m a history teacher.

[The Hetherington house] really amused me, when, one year all the students came in black, with their Hetherington banner, to that swimming carnival, and I just cracked up, it was hilarious. The students that were here when I first arrived were just that little bit more creative, and naughty. It’s not that those students don’t exist anymore, but it’s that they are smaller in number. There were more kids in Hetherington than [any other house]. You really did have to be there.

So, you were Head Teacher as soon as you came?

Yes, I came into that position - Head Teacher of History.

Is it unusual to immediately become the head teacher?

No, you generally apply. They’re advertised state-wide. So yes, you apply for those positions, and that was my third [job as a] head teacher of history.

Do you have anything to add?

I really did love being here, and I loved a lot of the staff I’ve worked with as well. There’s some absolutely lovely people here, and if I missed anything about not going to work, and I don’t miss going to work - it’s not that I don’t miss the work, I miss the people. I really miss seeing those people every day, and there are some lovely people here, and you do need that day to day contact, but I do get over it. Instead of getting up at a quarter to six, I get up when I feel like it.

Must be bliss.

It is, it’s just bliss. All the things that you want to do; you can do them. If you’re in the middle of a good book, and you’ve got nothing to do, you can just sit down and read it, for hours, and not feel guilty. I actually get to sit and read everything I want to read in the paper, rather than glancing over the headlines. My husband and I usually get the Herald delivered, and, honestly, more often than not, apart from on the weekend, we would take the plastic off it and put it in the recycling. We never got the chance to [read] it.

My work day would start at a quarter to six, you get up then, and get home at a quarter to six in the evening, I’d stay back here [at school] until five thirty, and it’s very nice not to have to do that.

Do you have any plans for the future?

Oh yes. Travelling: my husband and I are already booked for a tour of Turkey next year, and we’re are going to combine that with a bit of travel in central Europe. I’m going to go to

Prague. I hope as History students you know that it’s one of the few cities in Europe that was not destroyed in World War Two. Some of the cities have been rebuilt, out of the rubble, so they don’t look different, but Prague is actually as it was. I learnt French at school, [and] I’ve already started my French course. I’ve done a term of that, and I’m going to continue to study French.

Next year, Ms Kemp and I are starting lead-lighting, we’re both going to do [it]. I’m rebuilding, well, not me personally, but my husband and I are having the house rebuilt, and one of the windows of the house - we’ve got lead-light windows at the front, and the plan it that I will be able to lead-light that window to match the windows at the front.

When I was at school, my electives were French and art, so in a way, I’ve returned to my electives.

There we go! What a fascinating life I have.

Thanks

## Mr Jim Robertson

At the end of July, Mr Jim Robertson and his wife, Mrs. Lillian Robertson visited Fort Street. Mr Robertson is the principal of London Central Secondary School, in London, Ontario, in Canada. He and his wife were in Sydney with the Leaders Around the Planet (LEAP) program. We interviewed him on one of his last days at Fort Street, to see how his stay had been, and what he thought of Australia.

London Central Secondary School is the one of the oldest schools in the city, with roughly 1000 students attending it. It is not a selective school, but more importantly its students are motivated and the school community is very supportive.

Mr Robertson was in the school for 10 days. He visited classes, rehearsals and interviewed teachers, head teachers and the Director of Schools to learn about our system. He also participated in school executive meetings. Mrs Robertson visited the school for a day and attended French classes and spoke with the Careers Advisor Ms Salisbury. They were pleasantly surprised to find the locals friendly and kind, and were impressed by our extensive and convenient public transport system.

In the short time we had with Mr and Mrs. Robertson we learnt of some of the differences between Canadian and Australian education. First at London Central Secondary School there are no uniforms. This is the case in almost all the schools in Canada. Also, high school, or secondary school, starts from Year 9 rather than Year 7. One of the very interesting differences is the lack of any external exams in Year 12. Canadian students graduate with marks based on their in-class tests.

After visiting Fort Street, Jim and Lillian were off to Port Douglas, Cairns and the Great Barrier Reef. Having enjoyed their stay immensely, they left Fort Street on Monday the Fourth of August.

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# MONKEY MAGIC

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On the 10th of October 2014, Year 7 was fortunate enough to attend the show Monkey Magic at the Riverview Theatre around the Parramatta precinct. We arrived at school at around 8:15am and we got our names checked off. We only left at 8:50am, meaning we needed to hurry up if we didn't want to miss our show. Most people on the bus entertained themselves with hastily downloaded music, videos or games. Students, in their excitement were very noisy, I tried to drown out the pandemonium and mask it with listening to my own music. The traffic unfortunately lengthened our bus ride, and it felt like ages before we reached Parramatta. We stopped at the park, having morning tea like a mini picnic. Monkey began with ancient Chinese-Japanese music, and entertained us with smoke. Following the adventures of Tripitaka, Monkey, Pigsy and Sandy, the story is about four pilgrims on a voyage to India, collecting sacred texts and spreading Buddhism throughout China. The group grows along their journey, and also encounters demons and

monsters along the way. Monkey is forced to accompany and protect Tripitaka along the way, while collecting the sacred texts. Along the way of the obstacle-filled journey the two meet Pigsy, who convinces them that he is the second disciple to accompany them. Agreeing, they set off only to find the last disciple at the lake. Originally designated to be together, the group overcome many obstacles, only to strengthen their friendship and trust for one another. The performance was fantastic - a hybrid of acrobatics, dance, song, poetry, street theatre, puppetry and acting, all done with such vibrant energy. The story was full of comedy but also grief, and we were all bubbling with excitement, laughter and anticipation for what was going to happen. As the show finished, Year 7 travelled by bus back to school, and again we watched an episode of the old Monkey series shown "back in the day". It was an incredible day overall, and we all enjoyed watching the show very much.

JACQUELYN HUANG

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# WEAR IT PURPLE DAY

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Our annual Wear it Purple Day was on the 29th of August, 2014. Wear it Purple Day is a national day which is based on the idea that sexual and gender diversity should be respected, supported and celebrated. It was established in 2010 in order to raise awareness for the challenges and issues faced by same sex attracted people within schools, workplaces, universities and the general community. On this day people are asked to wear purple wherever they are to show their support towards rainbow (sexuality and gender diverse) young people in the community.

The main message of this event is: "You have the right to be proud of who you are. Sexuality and gender identity does not change this. Wear it purple if you agree."

With the help of the general community this message was able to go viral, holding the power to improve countless lives within the rainbow community. Hopefully we can work towards a brighter future where people will understand the need to eradicate bullying caused purely by sexual and gender diversity.

SEUNG WON BYUN

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**SHAVE FOR A CURE 2014** (Opposite page)

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# MICHAEL KIRBY



On the 22nd August, the Hon Michael Kirby AC CMG visited Fort Street High School during our Friday assembly. The students had the honor to listen to Michael Kirby's speech. Walking around the school hall, Michael Kirby made his intention clear. As Fortians, we are fortunate to be exposed to such a harmonious, diverse, accepting and academically thriving environment. Words of profound wisdom and encouragement were said, as students listened to the Fortian himself reflect on his days, where he sat in the exact same school hall and began his journey of academic pursuit. Michael Kirby also emphasised the need of giving back to the community, a small act of gratitude from attending a school like Fort St. We were inspired to hear his latest achievement of being appointed as Chair of the Human Rights Commission in North Korea.





# FORT STREET TOUR DE FRANCE 2014

In May Fort Street students hosted 15 French students from the Lycée Arbez-Carme in Bellignat near Lyon in the south-east of France. In September, it was our turn to travel to France as part of our new exchange program. Twenty-seven Year 10 and 11 French and/or Visual Arts students and three teachers, Ms Manson, Ms Cameron and Mr Sherwin, set off on a three week exchange trip. Some students were being hosted by French students who had come to Australia so there were a few very happy reunions when we met up at the school on the first Sunday. For some, the whole homestay idea was a bit nerve wracking as they met their hosts for the first time. However, off they all went to get settled in their French homes for the next two weeks.

The Australian flag was flying to welcome us at 8am Monday morning ready for those first lessons in a French high school. The school days were long (except Wednesdays) and much time seemed to be spent in our designated room playing cards. Sports lessons were popular and Fortians got down and dirty on the rugby field. Whilst at the school we were given a lesson on screen printing, got to do some rock climbing and were given a guided tour of the *Musée du Peigne et de la Plasturgie*. *Vive le plastique!* That will be something we never

experience again. Our outings whilst in Bellignat included a day trip to Geneva with a guided tour of the United Nations that we all found incredibly interesting. We also visited the quaint lakeside town of Annecy, had a guided tour of Lyon, visited a Resistance museum and learnt much about cheese making in a local factory. In fact, much of the food consumed during the two weeks in the region consisted of a variety of cheese, potato and ham dishes. On weekends Fortians were shown around the region, visiting the ski resort of Chamonix, nearby towns and going on walks, bike rides and bowling. What would a trip to France be without some time spent in Paris? We spent a week there and walked our socks off! Highlights included a drawing class at the Louvre, a guided tour of the Musée D'Orsay, climbing the Eiffel Tower, as well as spending a rather cold day at Versailles. From the top of the Arc de Triomphe at night we got to see the beautiful lights of Paris and the night lights of the Eiffel Tower. We caught the metro, we shopped for dinner in a typical market, we shopped along the Champs Elysées, we 'selfied' all over the place. In short, we packed as much as we could into our week there. A memorable trip for all of us.

EVELYN MANSON, HEAD TEACHER LANGUAGES



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# MOCK TRIAL

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In 2014, nine Year 11 students had their first taste of court based advocacy through their participation in the NSW Law Society's Mock Trial competition. The 2014 team was really impressive with both its ability to work together, as well as the amount of effort team members put in to the competition.

Our barristers, Daniel Schmoll, Lachie and Tanwee showed excellent skills in being able to develop and deliver our arguments, craft cross examination questions, and put forward objections to the other team's case. In particular, their ability to think on their feet, as well as stay composed and courteous, whilst being challenged by the magistrate during the trial was admirable.

Our highly organized solicitors, Jhony and Enrica were the glue of the team, doing lots of work in the background and lead up to the trial, and kept the group on task when developing our cases. Look out Mike Ross.

Dharshu, Travis and Vish were outstanding witnesses, learning their lines and playing either pipe wielding assailant or Kmart supervising vigilante or dog tormenting victim with disturbing ease. It gave me a real sense of what it must be like for these students' parents, with their steadfast commitment to their script and their ability to not yield to a single line of questioning.

Dianna must also be acknowledged for her role as either a Magistrate's Clerk or Court Officer, both roles that she made her own and earned valuable points for the team.

Lastly, a very big thank you must go to our coaching solicitor and honorary tenth member of the team Andrew Ta (Fortian Class of '02). Andy generously volunteered his time throughout the year, providing guidance and legal insight for all of the team's trials. Further, he gave students a taste of the corporate litigators life by hosting a monthly strategy meeting in the Phillip Street offices of the law firm Allens, a real highlight for the team.

The team should be proud of their success in getting to the knock out stage of the competition. More importantly the team developed confidence and skills in advocacy that will remain with them throughout their lives. They did this with humour, intellect and grace. It was a pleasure to be part of this team.

HUGH O'NEILL, MOCK TRIAL COORDINATOR

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# CARLO PANE

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Beginning his volunteer work for St John Ambulance Australia at the age of eight, Carlo Pane has had a full seven years of experience of First Aid, treating ailments and injuries ranging from allergic reactions and epileptic fits to burns, grazes and bleeding. As aforementioned, Carlo joined St John's at the age of eight where he began Junior basic training learning to deal with low level injuries and how to interact with members of the public.

At fourteen Carlo was put into the Senior Cadet First Aid group and was finally able to put his training into practice with real injuries and people. Though no specific patients strike him as having been particularly difficult to deal with either because of temperament or the severity of their injuries, he remembers fondly when he was given the chance to volunteer at this year's Easter Show for which he received

free entry. Despite having to stay within the volunteer area in was still a fun day all round. Carlo encourages young people enthusiastic about volunteering and making a difference to contact St John's to ask about training and a position.

When asked what his plans were for the future Carlo says he has no intention of pursuing a career in nursing or doctoring however he feels he has gained invaluable skills and lesson so far from St John's and feels it is very important for others to do the same. This means that even when not on duty, those trained by organisations such as St John's can provide first aid where otherwise immediate help would not be possible. This year, for his long-term commitment, Carlo received his Black Opal award commending over 200 hours of community service. Congratulations to Carlo Pane of Year 10 for consistent effort in this field.

ADRIAN CASTILLO

# NAIDOC WEEK

The theme of 2014 NAIDOC week was “Serving Country-centenary and beyond”. It honoured all Aboriginal and Torres Strait Islander men and women who have fought in defence of country, and all of Australia’s military conflicts across the globe.

Mr Fred Reid, a member of the Daingattie tribe, located in the north-western area of NSW was the main performer of the day. Fred, his son and other family members spoke to the students about issues facing Indigenous Australians as well as performing and explaining various dances associated with their tribe. At the end of their performance, several students were invited onstage to perform an impromptu dance of a brolga to the delight of all the other students in the hall. NAIDOC week once again helped Fortians understand the richness, traditions and importance of the world’s oldest living culture – something all Australians can be proud of.

GARTH CHAPMAN



# REMEMBRANCE DAY - 11TH NOVEMBER 2014

This year marks the first in a 4 year cycle of centenary commemorations for the First World War.

In Australia, there have already been commemorations of the first departure of troops from Albany in 1914, and the sinking of the German cruiser Emden by the HMAS Sydney.

We have already heard from politicians and commentators alike about how our identity as Australians was forged by the ANZAC troops, and we are likely to keep hearing that message on days like this over the next 4 years.

This contested idea is not, however, what Remembrance Day is about. Indeed, I was somewhat disappointed to note the event being commemorated at sporting fixtures over the weekend.

You might ask why; and the answer, I think, is because Remembrance Day is a day loaded with symbolism; moving the ceremony with which it is attached around to suit ourselves dilutes this symbolism, to my mind.

Remembrance Day is a commemoration of the war dead from World War One, the countless war dead from subsequent conflicts, the sacrifice this represents, and the terrible consequences of armed conflict.

Nothing can symbolise this futility more than the way, at the stroke of a pen, the guns stopped abruptly at 11AM on the 11th of November, 1918, after 4 long and bloody years in which virtually nothing was gained.

100 years ago this was all in the future. History students from Year 9 and above will perhaps remember well the excitement with which countries the world over entered the war.

Reading the Fortian magazine from 100 years ago there is actually very little mention of the war. Aside from a special "Belgian Day", on which students were encouraged to spare a thought for their wronged European cousins by raising money, life appears to have gone on.

A correspondent from the University – we can only assume this was Doc Evatt – mentions a number of Fortians who have signed up.

In May 1915, the magazine gave detailed accounts of the deaths of Albert Maguire, Edwin Cheal, William Wardrop, and Herbert Williams, all at Gallipoli. Herbert Williams had written a letter which was published in which he hoped to be able to visit the old school again.

Before too long, with copy space limited, these obituaries were much more brief.

Not yet in 1914, the awful reality; picking up a fortian magazine from a year later – and keep in mind that the magazine was closer to Mercurius in nature then, and published several times a year - and there are two sections devoted to the war.

The "Fighting Fortians" section, detailing news of old boys in the armed services – and the roll of honour, with the names killed or wounded.

But In 1914, one hundred years ago, these sections of course, are absent.

Also in 1914, On November 11, the King Opened Parliament with a speech devoted to the war. He concluded by saying that "the whole empire was determined to secure at whatever cost the triumph of our arms and the vindication of our cause".

It is difficult to imagine what anybody reading this in 1914 might have calculated the cost to be.

We know the cost.

In the words of Billy Hughes, 60,000 Australians.

But also 65,000 Canadians.

75,000 Indians.

18,000 New Zealanders.

900,000 British.

1 and a half million French and Belgian.

650,000 Italians.

2 million Russians. 115, 000 Americans.

1 and a half million Austro-Hungarians. Three quarters of a million Turks.

And over 2 million Germans.

It is their memory that we commemorate today, at the appropriate time.

As is traditional I will now read the ode. It is somewhat striking to note that this was written in 1914, when the cost as I have said, was not yet realised. I am going to read an extended version for that reason, because it gives us a sense of the jubilation of the time, and some of the foresight of its author, Laurence Binyon. At the conclusion of the ode, as tradition dictates, you will repeat the last line, which is "we will remember them". This will be followed by the last post. We will have a minutes silence and then the rouse.

They went with songs to the battle, they were young.

Straight of limb, true of eye, steady and aglow.

They were staunch to the end against odds uncounted,

They fell with their faces to the foe.

They shall grow not old, as we that are left grow old:

Age shall not weary them, nor the years condemn.

At the going down of the sun and in the morning,

We will remember them.

TOM HOEKSTRA



# YEAR 7 REPORT

The incoming cohort of Year 7 was initially shy in the face of all the information and expectations levelled at them during their first forays into high school life. Judging from their attentive and respectful demeanours during Speech Day, I would have thought we were in for a quiet year. They were not able to keep their exuberance in check for long though, as their first term then saw them hit the ground running at their first ever high school camp. Obstacle courses, team-building exercises, archery, go-carts, games and discos became the norm for three days of excitement away from the newfound pressures of high school life. Year 7 students also engaged with Year 11 peer support sessions and most of all each other, many forming meaningful and lasting friendships. Year 7 proved themselves able to look beyond their own circles with a sense of social responsibility. When called upon to organise a Y7 charity event, an eager 60-strong charity committee was formed and managed to coordinate a variety of fundraising efforts for the Cancer Council. Between hosting an Australia's Biggest Morning Tea at the school, selling baked goods, hot drinks and raffle tickets and canvassing local businesses for donations, Year 7 managed to raise a grand total of \$1117.60. Clearly some students felt that that figure was not enough as later in the year, a further \$420.45 was raised for the Cancer Council through a sausage sizzle initiated and run by students.

Excursions to supplement subject learning took Year 7 abroad, from Taronga Zoo to Sculptures by the Sea. When approached by members of the public during these sojourns I would be worried at first that they had not been charmed by the cohort's eclectic mix of personalities. However, they invariably wished only to express how impressed they were with the manners and positive attitude displayed by these students. I could only agree, and now I look forward to seeing how these youngest Fortians grow and what they accomplish in 2015.

TIM HASENBEIN, YEAR ADVISOR



# YEAR 8 REPORT

The Year 8 Charity Committee was a special addition to the Fort St High School community this year. Not only did they make a valuable contribution to charitable causes around the world, they added colour to the School with fabulous events such as Crazy Hat Day.

Proceeds from this and other fund raising events were donated to the Adara Group. The Adara Group is an international development organisation working with communities and children in remote areas of Nepal and Uganda to improve their lives through health, education and other development projects. Each year Adara provides services to more than 20 000 people living in poverty.

On the 8th of September, six intrepid Year 8 students left Fort Street to take on two other schools in the International History Bowl. The six students (Moss Johnston, Dominic

As the years fly by certain significant experiences distinguish one year from the next. One such experience this year was the Year 8 science excursion. Not only did the students enjoy an interactive science show and a visit to the museum, they also had the thrill of watching the 'Unseen World' in 3D at IMAX. The School Indoor Girls Soccer Competition was a complete success for the year 8 girls' team, 'Germany Version 2' as they won the whole competition in many thrilling games against all years in Fort St High School.

The annual Year 8 excursion to celebrate the end of the year was scheduled for the 4th of December to Wet 'n' Wild Water Park. This was the first time that any Year 8 group had been to Wet 'n' Wild, as in previous years they had always gone to Jamberoo. The event was shadowed by storm clouds, but they cleared up later in the day to make a wonderful end to a very



Smith, Anne Dillion, Cole Johnson, Oscar Martin, and Imogen Marosz) were split into two teams and each team played three rounds. The Fort Street teams won all of their rounds and had to face off in the final. The teams of Dillion, Martin and Marosz (Team A) and Johnston, Smith, and Johnson (Team B) took their places and the battle began. The teams were tested by questions such as "Which European City had its streets widened by Prefect Georges-Eugène Haussmann?" (Paris) and after a close tussle the final scores were settled and the Fort Street Team B students returned home triumphant.

fun day. Several teachers including Mr Melser, Mr Begg and Mr Gillespie joined students on rides to make the day a more enjoyable event. The excursion allowed Year 8 to relax before the end of the year and ease them into Year 9.

I am looking forward to 2015, when this talented group of students will commence their Year 9 studies and start to lay the real foundations for academic success in Year 12 and beyond.

A special thank you to Mr de Bres for his assistance in running the charity activities this year.

SALIMAH WOODHOUSE, YEAR ADVISOR



# YEAR 9 REPORT

2014 was the year that Year 9 got that little bit more serious. They got more serious about study. They got more serious about real world issues. And they even got more serious about relationships and social lives.

At the beginning of the year students got more serious about their studies. Some embarked on HSC courses, grappling with senior school concepts and learning the craft of evaluating, analysing and assessing.

Throughout the year students became more serious about real world issues. This was seen with the gusto Year 9 gave in supporting the Legacy Day fundraiser. Fortians raised \$21,404 which is an incredible amount which will help provide essential services to families of soldiers (and equalled Fort Street's record fundraising effort of last year). Special mention goes to Eason, Ivan, Gabriel, and James Moran whose groups raised almost \$1000 each.

Of equal importance was the maturity shown by students in navigating the CBD during peak hour, approaching workers and selling Legacy merchandise without badgering them (thanks M. Wang). In particular, Jordan Woods showed promise as a salesman with his charisma and charm.

Year 9 students also began to develop their relationship and ability to support each other. For example, students went on the Great Aussie Bush Camp which challenged them to overcome fears and demonstrate skills. Students impressed not merely with new found Frisbee skills, but showed how they can support their peers around daunting, and at times dangerous, obstacles (just ask Roger Lu). In addition, the Second Day Crew emerged with the ability to evaluate effective relationship building.

2014 was littered with many other wonderful Year 9 achievements, both in and out of the classroom. Jefferson, Henry and Ruari showcased their impromptu campfire jamming skills; Kevin Li and Olivia showed off their historical dance moves; Clayton hit a four of the penultimate ball of the Opens Cricket final to win the flag for Fort Street; Sam and Monica stood up for Amnesty and started down the same path President Obama took in becoming community organisers; Ruari owned his Honour, Kirby J, with his tough line of questions; Sam AP blew his own trumpet at the Remembrance Day ceremony; Angela impressed with her Chinese traditional dance at the Fort Street Open Day; in the middle of the night on camp, Seamus and Behzad almost won a staring competition with a tree; Curtis discovered his entrepreneurial spirit and barista flair; Lillian hiked along a cliff face for the Duke of Edinburgh; Michael Wang showed he's not good at everything, like drinking Coke at the Commerce stalls; Jim Tang wowed with his pirate/garbage bag modelling skills; Eddison broke my ankles on the basketball court; and throughout the year, all of Year 9 showed how they can be intelligent, creative and have fun.

Lastly, I'd like to acknowledge Ms Mattick and Ms Kerr for their work in enabling Year 9 to have these experiences. Further, I'd like to acknowledge Year 9's generosity in letting me pretend to be their Year Advisor for the last term of 2014. As a result I have lots of fond memories of the year and trust that they too will take away many fond memories of 2014.



HUGH O'NEILL, YEAR ADVISOR

# YEAR 10 REPORT

## The Dance Assessment: Blood from Stone

Upon their arrival, the newly inducted year 10s were subjected to five weeks of intense military-style dance training. For this five week period, it appeared that there was a grotesque infestation of Year 10 students under the Rowe building as they sacrificed their food and dignity for the sole purpose of passing Year 10 PDHPE. Through the sweat, blood and pain, what I have personally learnt is that behind every girl, there are two boys- understandable considering the year's 46:104 girl to boy ratio. However, it could not have been that torturous considering the deceptively happy photos taken on the day. With the smiling girls in the beautiful gowns and the boys in their smart suit attire, with nostalgia, we look back on the dance assessment in Term One as a fun and truly unforgettable experience.

## Exams: Blood from Students

It is strange how one can aspire to celebrities, politicians etc. for sixteen years only for those hopes and dreams to be lost in a scape of emotional detritus and devastation within a week of Year 10 examinations. During those five days, Year 10s were exposed to the selection pressures of high school life and reduced to their primitive selves. Collectively, as a year, we would like to offer a proposition to the Board of Studies to abolish the HSC so that, by the end of 2016, we would be exempt to the horrors of exam periods. However, since it is rather unlikely that representatives of the adult world would seriously consider the profound psychological impacts of these tumultuous periods on us adolescents, we will continue to voice our pains through teenage whinging.

## Peer Support Camp: Pulling Strings

Year 10 Peer Support camp was alright, I guess.

Over the course of two days, we experienced stratospheric highs and crushing lows, forging new friendships and putting our existing ones to the test. A high point for many was the Tops' monumental giant swing, which provided us with endlessly replayable videos of English teachers expressing their great masteries of language as they wailed in



the most flowery of terms. Perhaps the most challenging task we were faced with was the night activity, with our initial mission of creating an architecturally sound construction from spaghetti and marshmallows proving far more difficult than we had anticipated. It resulted in multiple angry piles of mush that we passed off as testaments to the Liberal government's leadership. We returned from the Tops with finely honed leadership skills and memories that would endure long after Year 10 had ended.

Formal: Do you hear the people sing?

This was the culmination of our year; a night of blissful release from the stress which was exams and the mental and physical exertion of camp. It was mostly as expected- carefully plated food, an immensely bored photographer (and her DJ counterpart) and an awkwardly conducted first half hour of repeated greetings and compliments. However, despite these foreseen setbacks, it quickly progressed into the night of enjoyment and exemplified adolescent antics we all hoped it to be, with dancing and photo-booths and fist pumping deep into the wee hours of night where the boys took off their shirts in a passionate and tearful rendition of "Take yo shirt off". As a year, we

give thanks to Vivien and Anthony Le, who sacrificed much of their own time to allow us to experience such. Into the Senior School: We have all matured and grown as a group and have shared and will continue to share unforgettable memories together as a cohort. However, we cannot decide whether to embrace the idea that we will soon be the leaders of the school or

be very concerned about the future of the school. Either way, it would be futile to fear the inevitable, and thus, we look forward to another year as we officially enter the senior school.

NOAH MELSER, YEAR ADVISOR  
WRITTEN BY: CHRISTINA NGUYEN,  
HAGAR GAL AND WILLEM PROOS



# YEAR 11 REPORT

With the preliminary year done and dusted, it's a great time to pause and reflect on what a year it has been preparing for the big light at the end of the tunnel – the HSC. Over the last 2 years of being your Year Adviser, I have been telling you about this light how it is getting closer and brighter so now comes the time to face it head on. Although Year 11 is only three terms, many events and milestones have occurred. Year 11 has been a year to prepare and get into a new rhythm of hard work and achievement. We welcomed new students from far and wide to the Fort who settled seamlessly and became part of the Fortian family. This year in particular I have been impressed and proud of you all especially with outstanding academic performance, individual achievements and the willingness to embrace all aspects of school life.

First term began with the important Crossroads program held at Homebush Tennis Centre. The program supports students in situations related to identity, independence and their changing responsibilities as they become less like adolescent individuals and more like young independent adults. The 2 day program involves sessions on binge drinking, intimate relationships, drug use, sexual health and coping with change. The other important aspect of the course is road safety as students will soon be independent drivers on our roads. Students have the opportunity to be passengers in a car to experience safe stopping distances at different speeds. The most memorable session was an inspirational talk from a survivor of a car accident who described his experiences and struggles with recovery and how one event changed his life forever. Thank you to Mr Fisher and all the teachers that make Crossroads informative, important and memorable.

This year marked the first year of the Year 11 Seminar Day. This day was created to assist all students in Year 11 with studying and personal wellbeing during the senior years. The day included topics such as motivation, success, self-reflection, mindfulness and a series of workshops in differing subject areas that addressed ways to approach the HSC. The most memorable aspect of the day was hearing from a panel of past Fortians who have been successful in many expected and unexpected ways

in their lives after the HSC. We were so grateful for the insight that they provided and the new contacts that came from the panel. The day could not have been such a success without Ms Moxham, Ms Starr, Ms Kidd, Mr Osland, and all of the head teachers who conducted the workshops.

The Year 11's support and contribution to the school community came out when we hosted the Year 12 graduation ceremony and barbeque. Students had the huge task of hosting the barbeque breakfast, setting up the hall for the graduation presentations and the ceremony in the evening. Their commitment truly demonstrates the Fortian spirit. We must thank Mr Leondios the 'barbeque king' for assisting us all on this very important day.

A special note of appreciation goes to Mr Fisher. He has been the assistant Year Adviser for this group since Year 7. With his ongoing commitment to the army, he has stepped down from this role and Ms Tidon who was Year Adviser before she went on maternity leave is now in his place. Mr Fisher has always been a great support and we are very grateful for his contribution and guidance. We also welcome Ms Tidon back to assist with this wonderful year group.

So to all Year 11 students, I wish you all the best for the holidays, keep up with your studies during the break, make the time to read a good book or two and relax so that when you are back in 2015 you are fresh and ready to drive yourself into the HSC light.

**RHIANNA BLAKE, YEAR ADVISOR**  
**MELISSA TIDON, ASSISTANT YEAR ADVISOR**

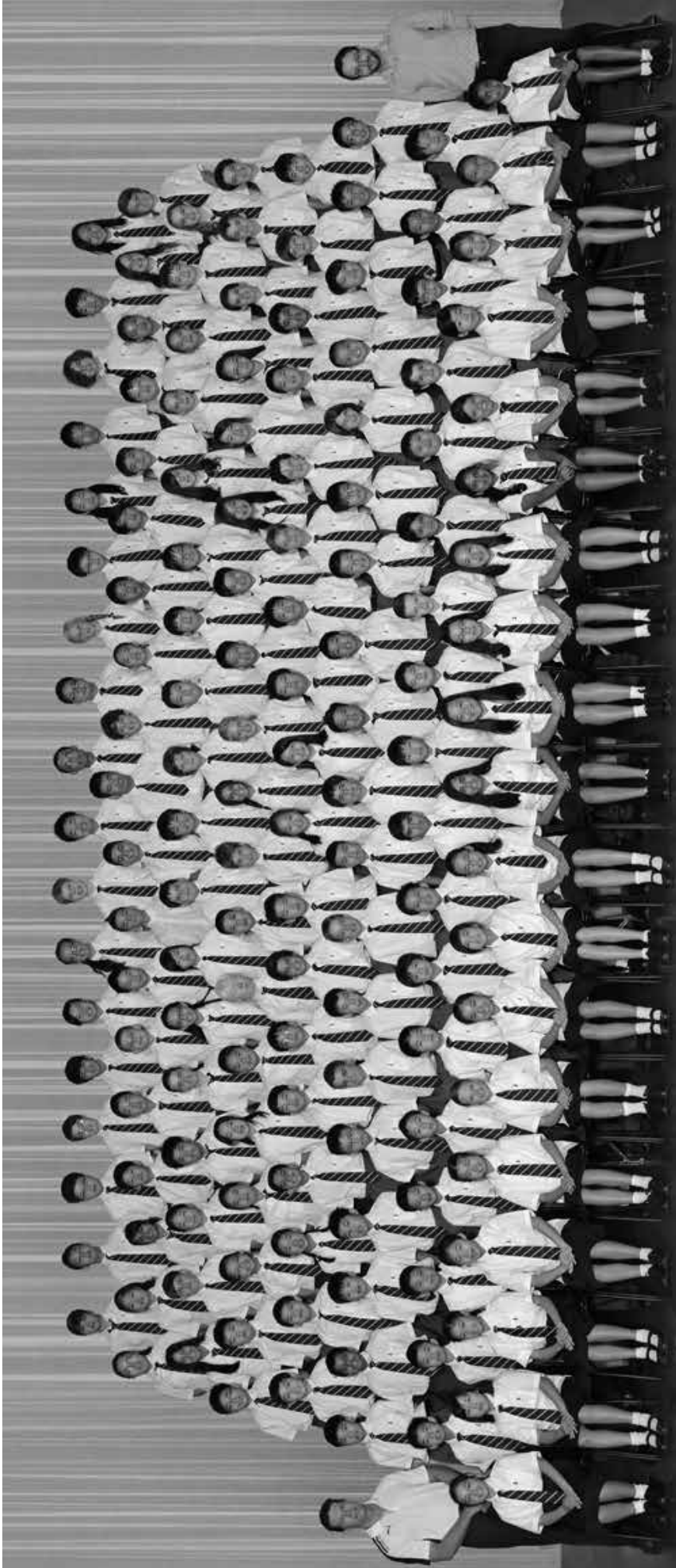


# Staff



**Seated Row:** Caltriona Arcamone, Janette Levy, Phil Niven, Leah Anderson, Matthew Dopierala, Christine Kemp, Ros Moxham, David Osland, Garth Chapman, Rebecca Cameron, Deb Miniutti, Evelyn Manson, Janice Eastment  
**Second Row:** Eddie Iran, Eva Jambale, Celia Batista, Irish Bresnahan, Theo Leonidios, Mark Egan, David Grant, Hilaire Fraser, Sally Baker, Rowena Pennington, Zorka Lacmanovic, Aurelie Serre, Petronella Flutisma  
**Third Row:** Sali Woodhouse, Penelope Schlamm, Kristina Reynolds, Teng Fei Dong, John Ockwell, Kyrsty McDonald, Allison Woodley, Kylie Salisbury, Chris Egan, Clare Cotton, Jill Ryan, Mary Stamoulos, Joanne Ruth  
**Fourth Row:** Lynn Santamaria, Rhianna Blake, George Dowle, Richard Strauss, Ken Gillespie, Bryan Hall, Owen Brown, Carolyn Mattick, Dianne Debreczeni, Carolyn Jerrems, Annette Mit  
**Fifth Row:** John de Bres, Simon Pike, Tom Hoekstra, Tim Hasenbein, Shane Fischer, Randev Uppal, Matthew Manchester, Robert Hayes, Peter Scudds, Hugh O'Neill  
**Sixth Row:** Paul Pagani, Noah Melser, Peter Van de Hoek, Denis Do, Rodney Carritt, Robbie Begg, John Gaal, Amelia Lawson  
**Absent:** Ross Anderson, Robyn Bartolo, Paul Barton, Ted Bayas, Hugh Cotton, Petra Harper, Christine Humphrys, Claire Kendall, Amelia Kerr, Jean Kidd, Bill Lioutas, Kellorin Long, Veronique Middleton, Fiona Schubert, Brett Scovell, Miori Shino, Denise Sloss, Penny Starr, Jo Zhou

# Year 7



**Seated Row:** Jacqueline Rawson, Emily Yu, Lily Lam, Min Kim, Bonnie Zhan, Marlana Stanhope, Chloe Tran, Tracy Qin, Denise Lin, Aarohi Tanawade, Sarah Tran, Sunyoung Hwang, Bonnie Huang, Vikneshwari Kadiresane, Risa Otsuka-Cooper, Karen Xue, Jacquelyn Huang, Ashleigh Macrae, Aarfi Muvva

**Second Row:** Matthew Lau, Felix Tran, Justin Wu, Paul Vu, Eric Zheng, Victor Yang, Aaron Rahardja, Runkai Hong, Rohin Soni, Justin Shu, Sung Cho, Luca Tropea, Monash Sapkota, Nicholas Utojo, Aidan Martin, Yu Wern Choo, Justin Phan, Yuan Hao Liu

**Third Row:** Sebastian Chen, Hasibul Alam, Zi Shan Pang, Dzan Au, Jacky Mei, Andreas Papadopoulos, Jonathan Lai, Hugo Giles, Raymond Pham, Georgio Hawi, Thu Htet Maw, Matthew Nguyen, Samuel Xu, Ha-Ram Woo, Julian Williams-Kelly, Ethan Koit, Richard Oh, Barry Li, Brendon Cai

**Fourth Row:** Liam Graham, Allan Zhou, Rachel Siu, Sumil Jassal, Eric Hao Deng, Daniel Hon, Hanif Vastani, Paul Choi, Youn Jae Lee, Mavis Yau, Humphrey Guo, Brian Lee, Alek Spasovski, Robert Hart, Kelvin Trinh, Yash Shah, Gabriel Bean, Halil Aslan

**Fifth Row:** Jayvier Ng, Oscar Chong, Lavender Lin, Yerin Kim, Xian Tin Chen, Rena Gao, Allen Zi Zeng, Maxwell Tesoriero, Lara Luckock, Aidan Sheils, Ricky Nam Mai, Dennis Xu, Nicole Ngo, Kristy Yeats, Kyu Lee, Rosemary Hearne, Hugo Deguardi, Mali Woods

**Sixth Row:** Angela Ha, Nicholas Andresen, Giamma Chen, Joshua Quek, Lucy Bailey, Chantelle Johnstone, Erlin Li, Nemo Gage, Danny Kwok Lai, Aidan Elwig Pollock, Da Wei Fu, Johan Kim, Jessica Song, Niamh Elliott-Brennan, Gemma Hinton, Michelle Yang, Harrison Pritchard, Eloise Kershler

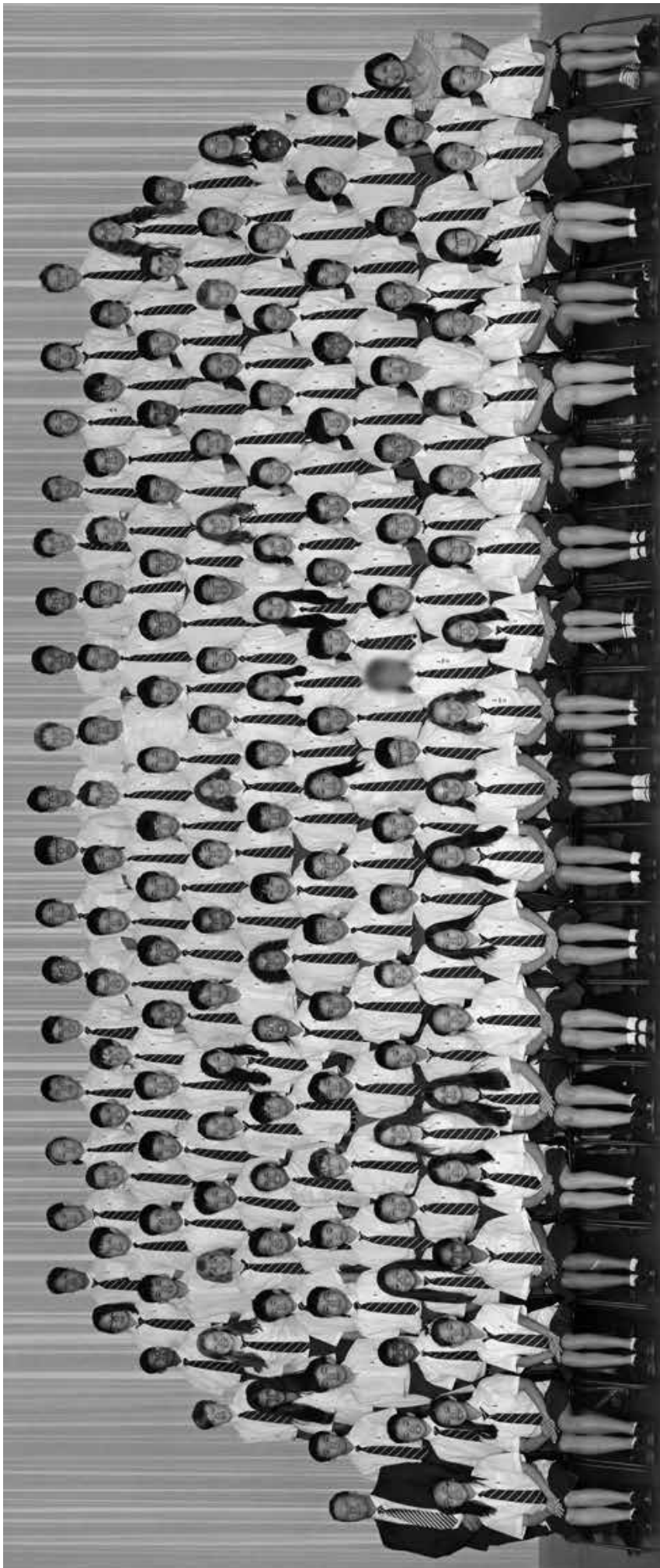
**Seventh Row:** Yun-Jung Hwang, Angie Khuu, Simran Kathuria, David Hoang, Zhen Jia, Anthony Meneguzzo, William Huynh, Caleb Yukovic, Christian Burrello, Ivan Li, Maxwell Bennett, Lufan Zhang, Daniel Wang, Weiji Xu, Leon Stokes, Sunny Wang, Stephanie Wong, Erin Ashley, Oliver Reucassel

**Eighth Row:** Stella Lee, Zizhuo Zhang, Patrick Wu, Finnegan Collins, Dylan Petrozzi, Larissa Yang, Ashley Challinor, Julien Parry, David Lin, Yuntao Jiang, Nicholas Mok, Yolana Maria Truscott, Ryan Roberts, Eileen Wu, Tony Ding, Alexander Mead, Frank Jia, Grace Shan

**Absent:** Gabriel Haslam, Jocelyn Hu, Sofia Locke

**Year Advisers:** Mr Peter Van de Hoek (Assistant), Mr Tim Hasenbein

# Year 8



**Seated Row:** Tam Thanh Yu, Claudia Truc-Mi Nguyen, Yuanwei Zhang, Sruthi Supriya, Vanessa Wihng Keith Lam, Evalena Mia Chilas, Sophia Sun, Samantha Pei Yee Chia, Alison King, Elif Halici, Aurora Muir, Eileen Yongxin Li, Vivian Jin, Ka Yi Tong, Annaliese Mcguirk, Yuxiao Hong, Emily Mai Tram Nguyen, Chrystal Yan Lin, Tiana Tsang Ung

**Second Row:** Joshua Lam, Sejeevan Saravanamuthu, Katrina Chan, Lucky Zhan, Ailish Campbell, Daniel Zhi Lin Guo, Oscar Martin, Ian Diep, Bruno Wu, Gia Duc Luong, Lochlan Davis Chow, Le An Tran, Vincent Chen, Richard Quach, Anthony Vu-Anh Nguyen, Yuanrui Zhang, Gaurav Madhani, Jason Dang

**Third Row:** Marcus Yee Ly, Vincent Lin, Edward Yang, Skyleer Zou, Alexander Coombs, Nathan Cao, Lukas Satria Posumah, William Kwong Ming Li, Kelvin Hieu Trung Hua, Renee Xie, Johnny Quan, Alex Guan, Damian Di Wen Feng, Brendan Nham, Kevin Tran, Sai Nehal Nukala, Chris Chung Yan Cheng, David Hei Leung Ting, Justin Ly

**Fourth Row:** Ava Shree Adhikari, Richard Leng Trang, Bradley Deng, Anne Dillon, Martin Deng, Tina Tingting Chen, Raphael Muranty, Marina Qian Li, Justin Jiateng Weng, Richard Ly, Rena Deng, Dalena Ly, Alicia Cao, Leonardo Fan, Kevin Xuan, Claire Fan, Andrew Mao Li, Zachary Somy

**Fifth Row:** Cole Johnson, Lauren Berg, Yasmin Kirk, Eric Minh Quan Phan, Ada Qiu, Farrah Lin, Tianlong Feng, Dharmesh Desai, Dante Arthur Lian Hui Burn, Anna Stone-Stacy, Morris Chun Ki Cheng, Matthew Tieu, Winston Sun, Imogen Marosz, William Wang, Emma Doan, Lachlan Purvis, Michelle Hoi Ying Cheung, Rebecca Gismondo

**Sixth Row:** Gihan Kavinda Pereira, Erwen Zhao, Michael Chen, Jordan Shen, Seung Won Byun, Johan Hamzah Annon, Aaron Winata, William Yifong Ma, Sean Yao, Frank Su, Kevin Zhuo, Alan Vien, Stephen You Wei Lowe, Daniel Hoan Nguyen, Abhinandan Khosla, Joshua Jo, James Tripovich Green, Owen Tang

**Seventh Row:** Grace Chen, Ollie Chang, Moss Johnston, Liam Duy-Luong Vo, John Bivell, Daniel Wark, Jeremy Chhor, Elijah-Hyunsu Lee, Adam Stuart, Ethan He, Matthew Chen, Hei Lung Mok, Dominic Smith, Eric Ly, Adrian Castillo, Yu Cheng Zhang, Angela Meneguzzo

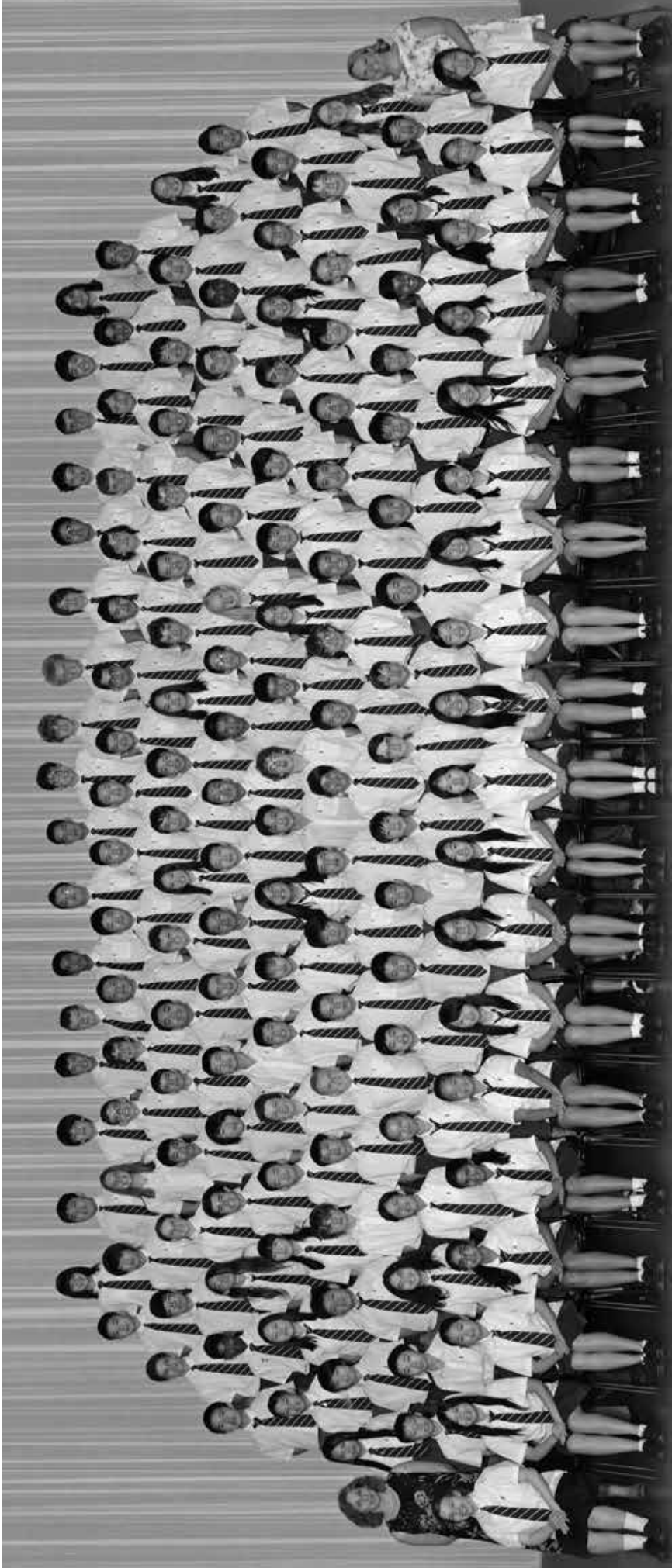
**Eighth Row:** Jason Huang, Shirley Si Min Zhou, Angela Fang, Tao Zheng, Edward Kwag, Edwin Tang, Teng Fei Jian, Max Xue, Jamie Cheng, Harry Brook, Alexander Migdalias, Rahel Sahni, Luke Magee, Cassius Hopkins, Jiamin Guo, Cherry Qirui Wang, Julian Van Genwen

**Absent:** Edmund Wen Feng, Yuet On Lee, Ke Jia Li, Scott Lin, Ethan Qi Chao Wong

**Year Advisers:** Mr John de Bres (Assistant), Mrs Sali Woodhouse

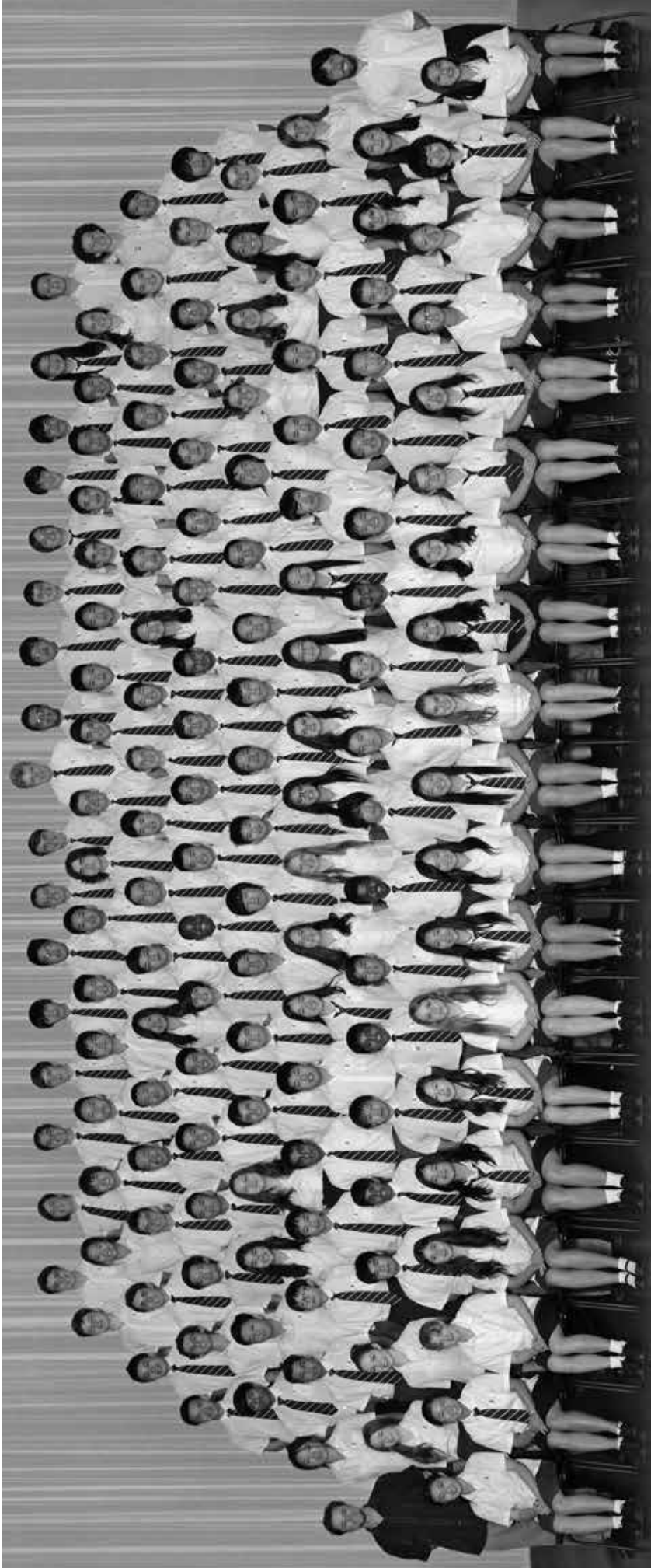


# Year 9



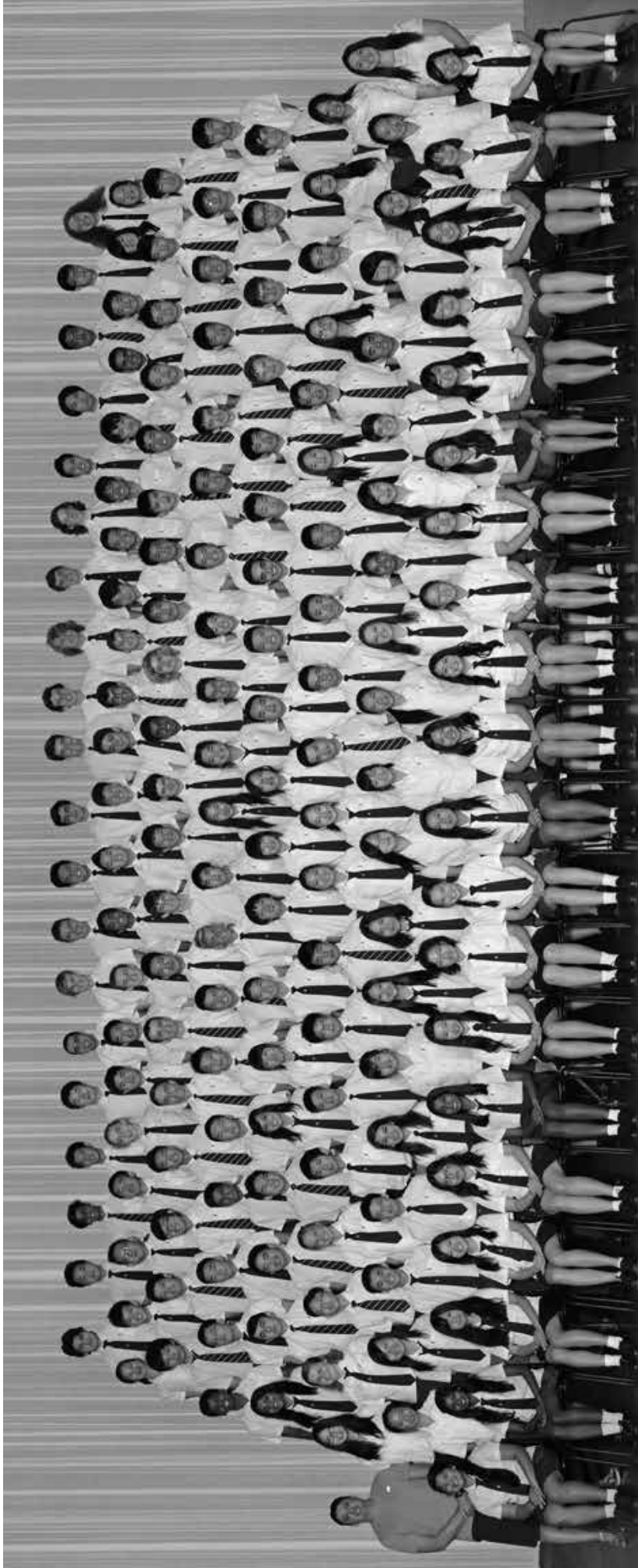
- Seated Row:** Gracia Clifford, Bonita Chen, Doreen Zheng, Uma Choudhury, Ankita Prakash Rao, Regina Wang, Sugie An, Bonnie Pak Kwan Ou, Monica Tran, Joy Li, Olivia Le Khac, Mabelle Jessie Duong, Victoria Zheng, Hillary Tho Anh Tran, Ellie Yafang Zheng, Monica Iran, Hattie Shu Xin Hua, Karina Bui, Athena Hou-Lam Lee
- Second Row:** Brandon Wong, Danny Zhao, Dawnlicity Charls, Lillian Wang, Selina Zhang, Nicholas Daniel Nguyen, Ivan Hei Yin Chu, Haohan Cuo, Thien-An Alexander Pham, Thomas Jones, Giacomo Richard Degotardi, Terry Huynh, David Sulisto, Jeremy Lim, Marcello Neilson, Kedaran Santhakumar, A-Jin Kim, Justin Sheng Yang Cheah
- Third Row:** Vivian Truong, Patrick Ka Chun Lee, Patrick Thien-Phuc Nguyen, Oscar Cowdery Lack, Enoch Sim, Aidan Williams, Nhat Huy Dang, Hans Ping Han Choy, Hyunbin Kim, Samuel Martin, Harvey Ling, Rowan Lembit, Jefferson Quoc Bao Vo, Anthony Kwee Kartawardana, Kevin Yan-Da Zhu, Adam Chen Kim, Charles Boyd, Conor Romen O'Neill, Emily Henderson
- Fourth Row:** Edwin Hong Lam, Jessica Kim, Wanganlan Zha, Ryan Min Jun Kim, Benjamin Strom Collins, Anthony Tuan Tran, James Ho Ching Luo, Madeleine Huynh, Jayden Viet Minh Nguyen, Owen Silver, Lincolin Hoang-Linh Ngo, Rachael Hwang, Samuel Li, Jason Yeun Dong Kim, Otto Alexander Ho-Leng Khoo, Anastasia Cao, Siming Han, Jim Ng
- Fifth Row:** Richard Jingyang Shi, Darrun Sureshikumar, Leon Davey Beare, James Moran O'Donnell, Henry Kinkai Wen, Jerry Haixiang Xiong, Jason Ius, Dennis Thanh-Lam Do, Daniel Felix Yang, Martin Liang, Boyuan Liang, Andrew He, Zoe Robertson, Jia Xi Lu, Phan Anh Vu Luong, Curtis Godfrey, Athyban Kumanan, Jordan Woods, David Duc Hieu Du
- Sixth Row:** Gabriel Beswick, Austin Taemin Kim, Brianna Wilson, Jefferson Lee, Samuel Falzon, Eddison Liang, Igor Djurdjevic, Lucillia Alison Yin Wai Lam, Linus Urbanik, Marcus Hin Luong Chan, Sylvia Li, James Wiggins, Chengyan Feng, William Kimmont, Oscar Luan, Michael Maolin Wang, Jeffrey Yi Fei Lu, Jessica Boyley
- Seventh Row:** Alvin Cheng, Eric Yao Dai, Arielle Atkin Bolton, Rory Maley, Oliver Locke, Shichen Mao, Chang Min Ross Her, Justin Trinh, Eason Xia, Victor Tsang, Behzad Pierzad, Gordon Yiyang Xie, Henry Lee, Ruari Campbell, Jim Jing Lei Tang, Diren Navin Goonasekera, Geoffrey Ni
- Eighth Row:** Alana Tarrant, Jiarui Lu, Andrew Stevenson, Bill Tiger Lam, Rex Collin, Sameer Rehan Jassal, Hans Sun, John Liu, Ji Woo Jung, Seamus Kirk, Samuel Alexander Prideaux, Dylan Williams, Jin Lee, Luke Simmonds, Mitchell Clayton, James Hong, Astha Malik
- Absent:** Michael Minh Cam, Zhong Liang Chen, Natalie Jiang, Xingao Le, Rachel Li
- Year Advisers:** Miss Annelia Lawson (Assistant), Ms Carolyn Mattick

# Year 10



**Seated Row:** Rachel Ma, Denise Chan, Elish Salmon, Naomi Murn, Tran Ngoc Nguyen, Lauren Wang, Kira Horneman, Erin Long, Lillian He, Winnie Zhang, Claudia Stone-Stacy, Christina Quynh-Nhi Nguyen, Renee Stainer, Kate Anne Cousins, Catherine Tran, Serena Taing, Kiona Verrall, Helena Ting Ke, Nadine Thanh Mai Nguyen  
**Second Row:** Phaedra Carroll, Ellen Waring, Dennis Cheung, Yash Kasbekar, Alan Minh Chau Phan, Pragash Haran, Brendon Ly, Karthik Vetcha, Richard Long Pham, Ruth Lin, William Anthony, Michael Senthilnathan, Richard Lin Chen, Matthew Choo, An Li Duke Fong Hee, Winson Chen, Sharanya Napiet-Raman, Hae Ran Jung  
**Third Row:** Sabrina Zeng, Tahmid Chowdhury, Benjamin Gaholt Lam, Eldon Xiao Fan, Rohit Nair, Jitian Chen, Winnie Su, Eleanore Goodwin-Ward, Zoe Taylor, Bettina Liang, Angela Bivell, Karen Wang, Jessica Mिंगran Yang, Willis Lau Kwok, James Vu, Matthew Xu, William Yang, Vincent Din, Ava McConnell  
**Fourth Row:** Mahmudul Islam, James Viet Lam Nguyen, Lisa Chen, Hagar Gal, Maksim Stojkovic, Adrian Guo, Derek Sun, Jasper Deja Chen, Edward Song Fu, Kevin Chak Kui Wong, Zhi Chao Li, Kaizhao Liang, Roy Ronghao Zhang, Michael Yunzhen Sung, Sarah Desney, Poppy Duwenbeck, Jessica Le, William Thackway  
**Fifth Row:** James Kuang, Efim Fevgelson, Jason Ho-Yin Pang, Cong Thanh (John) Lai, Anthony Le, Carlo Pane, Rishi Le Hunte Colembiewski, Praise Onome O Akuete, Steve Sun, James Hua, Stepan Bashkirov, Aradhya Bhattarai, Francis Manychurch, Dean Hou, James Ho Kuen Lee, Daniel Sun Woo Park, Steven Qian Yi Deng, Aidan Kemp, Kueben Mon  
**Sixth Row:** Jason Nguyen, Thomas Eccles, Lindsay Small, Samuel Hai, Matthew Kit-Ho Trevitt, Laura Yun Zi Chen, Ben Zhi Wang, Huw Jin Morgan, Michael Tan, Dominic Bicego, Chang Hyun Lee, Rebecca Jeong Mo Kang, Li Xu, Junhyun Oh, Kevin To, Angelo Morton, Kevin Zhu, Charlton Chen  
**Seventh Row:** Liam Dodd, Christy Xie, Jey W Cho, Kevin Wang, Andrew An Jun Lee, Min Keane, Chao Lin, Ailin Gist, Alexander Wright, Andrei Crkvenec, Aiden Cheung, Richard Wang, Milo Watkinson, Arthur Shing Hin Sze, Hui Lun Shu, Wesley Lai, Rosemary Mylrea, Lyndon Wale  
**Eighth Row:** Sebastian Van Gerwen, Lauren Ashley, Dominic Dwyer, Zachary Edwards, James Ianitto, Jonathan Cai, Ike Schwartz, Martin Thiele, Willem Proos, Iosefa Laga Aia, Anthony Lin, Amir Harambasic, Patrick Galagher, Francis Dwyer, Shintaro Hagiwara Messer, Angele Yan, Ethan Zagarella  
**Absent:** Christine Chen, Vivien Le, Sri Lakshmi Praveenkumar, Kelly Ann Hui Xian Yoon  
**Year Advisers:** Mr Peter Scudds (Assistant), Mr Noah Melsler

# Year 11



**Seated Row:** Tanwee Shrestha, Praveena Baheerathan, Lucy Chen, Flora Yu, Enrica Tsui, Priyadharshini Sreeram, Janet Wang, An Hong, Naomi Jae Hyland, Jennifer Zhao, Esta Qiu, Chelsea Iglesias, Annie Shu, Nancy Lin Hua, Elaine Kong, Judy Chen, Ailsa Liu, Krystal Lim, Jemima Khoo, Eunike Utojo

**Second Row:** Christine Yang, Anna Li, John Chan, Jordan Yap, Maria Talarico, Li Qin Lu, May Chen, Zi Xi Xin Zeng, Nami Shi, Annie Cai, Alice Zi Ying Tang, Lauren White, Gayathri Shankar, Zoe Zuo, Sinead Border, Kevin Nguyen, Christopher Chen, Ligaya Leilani Quilbuven, Caroline Yang

**Third Row:** Lisa Zhang, Emmalene Baker, Chun Fung Wong, Tyla Bickley, Austin Lai, Zi Chong Xu, Young Jin You, William Zhe Yin Zheng, Sim Pearl Yang, Ying Min Wu, Kevin Yan, Siyang Chen, James Wang, Eric Trinh, U Jin Cho, Juwin Tay Lee, Jenny Trinh, Edward Le, Crystal Wong, Francine Arellano

**Fourth Row:** Raelene Emmanuel, Damian Berberu, Daniel Fan, Jhony Phuong Van Vo, Angeleh Morris, Amy Feng, Jeffrey Wu, Jonathan Lam, Jessica Pueh-Maeng Truong, Alison Truong, Zhi Yi Huang, An Phuoc Tan Ho, Zain Mehdi, Daniel Wu, Wilson Chen, Sy Dyson Kahn, Haralambos Pericleous, Andy Zhao, Alex Grady

**Fifth Row:** Syamalan Soma Devan, Andy Phung, Daniel Sung-Hoon Lee, Vishal Repaka, Yuqi Fu, Richard Han, Kevin Zhang, Jack Okeby, Jin-Wen Dylan Wong, Ying Qin Zhou, Yi Wen Wei, Rahim Vastani, Daniel Hung Tran, Joe Young, Jack Chen, David Smith, Albert Ong, Justin Gene Chun, Hyungsik Kim, Edward Nguyen

**Sixth Row:** Mathew Lynn, David Khang Sy Bui, Wei Hong Chen, Brandon Min Lee, Joshua Vukovic, Riley Loneragan-Stewart, Jim Tong, Patrick Coleman, Kelvin Lin, Liam Edgeworth, Vickneswaraan Ramakrishnan, Huw Cox, John Savage, Daniel Tran, Jianshi Dai, Andrew Hou, Allen Su, Eric Zhang, Clinton Nguyen Huynh, Raymond Zhitou Wang

**Seventh Row:** Linda Xu, Leon Tan, Xin Rui Huang, Xiangxi Zhang, Dorothy Symons, Nathan Zhang, Kaimin Zeng, Liam Varley, Sam Johnson, Raymond Xia, Daniel Juergen Syjing Schmolli, Illya Conn, Nicholas Newton, Eliash Malina Hemzal, Lucas Chang, Hugh Lam, Bill Shan, Marc Jianyou Fan, Yashas Bhatt, Kenny Liang, Luxi Lin, Lucy Li

**Eighth Row:** Harcharan Dhillon Pack, Lachlan Fung, Kashif Ahmed Sheikh, Alex Xie, Denis He, Adam Saker, Thomas Vlakkic, Matthew Bass, Hui Ling Shu, Simon Corta, Hamish Tranter, Travis Stuart, Joshua O'Loughlin, Spencer Ferrier, Thomas Wilson, Vincent Hsu, David Lu, Rahul Sunil Kapadia, Wilson Yin, Marcus Vitlin

**Absent:** Josephine Armiger, Yelin Chen, Tina Dang, Vidhun Premkumar, Ben Tang, Jonathan Wang, Lachlan White, Diana Yin Xue, Gary You, Audrey Zhang

**Year Advisers:** Mr Shane Fischer (Assistant), Ms Rhianna Blake

# PARENT SPEECH GRADUATION

In 2009, a new group of Year 7 students came to Fort St. When Ms Moxham addressed them, she called them Fortians, she called them the class of 2014. 2014, I thought at the time, what a strange thought, what a distant year. And yet here it is and here they are: the class of 2014. I can hardly believe it! In many ways, the path to Fort St is not an easy one. Entry to the school is by academic merit: it is difficult and competitive and many miss out. And once you are in, there are still hurdles to overcome.

Like travel.

Now I know that many of you live in the heart of the groovy, vocal, happening inner west. But many of you don't. Many of you live a long, long way away.

I remember a small Year 7 boy from Malabar up at 530am, struggling with a heavy bag and trumpet trying his level best to make it by bus, by train, over hill and under dale to get to vocal ensemble by 730am. And then, over the years, to wind orchestra, to wind ensemble, Jazz ensemble and French extension. So, I salute you, travellers to Fort St from far flung places.

For me, Fort St is a school of students driven to succeed but happy to celebrate the success of others. Perhaps this is because it is a school united by music and by the joy of playing and performing together.

And so for me, you, the class of 2014, are musicians.

But not only are you musicians, so too are you linguists. Many of you have been bilingual since birth – what a gift, what an achievement – while others have come to languages later. How lucky to have found a school prepared to run extension language classes for a small but committed group of students; You, the class of 2014, are scientists and mathematicians and historians.

You are sportsmen and you are sportswomen.

You straddle different cultures and histories and upbringings and with this, you bring such opportunity and such potential to break down barriers of nationality, race and gender.

You are students who read widely and who question often. Keep questioning, keep learning, keep striving – for whenever I hear about you – whenever I hear about the studies you are undertaking, the places you are visiting, the people you are caring for, the children you are rearing, the music you are making, the science you are discovering, the maths you are exploring, the history you are considering, the books you are writing, the leaders you are becoming, the efforts you are making, the inspiration you are giving and finding, I will smile and say, they're from the class of 2014, you know.

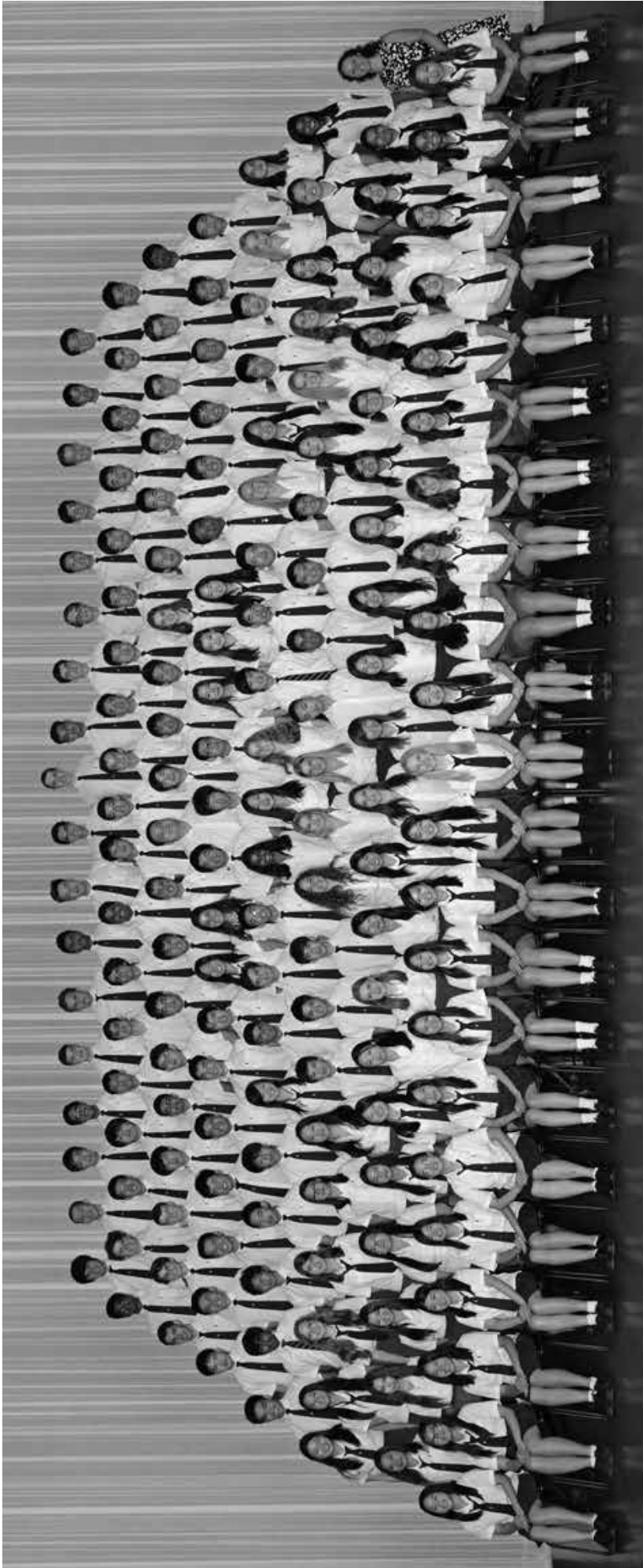
And so, on behalf of the parents, the carers, the supporters here tonight, I congratulate you, our class of 2014.

SUSAN LEAL





# Year 12



**Seated Row:** Wing Hay Dianna Lam, Selina Le Khac, Samantha Mi Zhong, Bessie Zhang, Amanda Li, Alice Meiying Xu, Monica Huynh, Katie Lin, Veronica Lin, Rachel Lee, Claire Liang, Madeleine White, Baihua Feng, Alisha Tang, Pamela Vassil, Siobhan Ryan, Ellis Cheng, Kayla Lin, Emily Choong, Satia Jean Montalbo, Mamisha Kumar, Chloe Kai Yee Choy

**Second Row:** Valentina Duong, Carmen Tran, Mai-Tran Thanh Tran, Solek Hu, Susan Hoang, Karen Wei, Stephanie Chen, Grace Berg, Emily Deng, Shuang Xu, Beatrice David, Jiachen Han, Ellia Chen, Jenny Xue, Elaine Lau, Ha Nguyen, Yeo Jin Yoon, Jennifer Liu, Yuna Lee, Christine He, Sohini Chakrabarti

**Third Row:** Amanda Lee, Karen Law, Rose Cousins, Alice Bridges-Webb, Sharon Wu, Angela Lan, Benjamin Tze Fong Yap, Henry Ying Jie Chen, Brandon Ta, Ayshe Sahinovic, Chitone Iona Sofianidis, Grace Rubinic, George Shulin Wu, Wasim Awal, Brendan Li, Alfred Shek Kwan Lee, So Aee Jung, Elizabeth Ray, Isla Talia Miller, Lena Yi Wang, Cathy Ma, Manesha Mahendran

**Fourth Row:** Felix To, Swapnil Gundoji, Darren Nguyen, Jason Wooi, Brandon Liu, Caroline Kaotong Shan, Roshan Kumartage, Darcy Allavilla, Kris Yu Hin Choy, Geirthana Nandakumaran, Wanqi Li, Helen Douglas, Khrystal Charls, Edward Jiang, Deane Lin, Hannah Steele, Diana Xulin Wei, Daniel Zhang, Sean Hou, Freya McCavock, Leya Reid

**Fifth Row:** Jeremy Sun, Derek Wu, Terence Mui, Jason Liu, Jerome Duque, Matthew Jun Yen Ooi, Samuel Wong, Cathleen Jia Hui Lin, Evonne Voukidis, Andrew Wu, Tony Yulin Jin, Youshi Zhu, Isabelle Choi, Lucy Du, Christina Shao, Eduard Luis, Justin Phu, Lewis Le Dinh Tran, Mushan Zhou, Bolwen Fu, Jason Xiao Zhou Sun

**Sixth Row:** Dean Dimarti, Joel Smith, Finn Bryson, Edbert To, Siddarth Sadasivam, Sun Woo Han, Xiang Lin, Joshua Thein, Anthony Vassil, Rean Shi, Calvin Zhou, Albert Mai, Phil Lu, Mariela Powell Thomas, Addison Han Wen Zhang, Jin Tian Zhang, Luke Xiao Lu Wang, Hugh Pearce, Alexander Leal Smith, Kabir Mody

**Seventh Row:** Krishan Jayamoorthy, Arthur Thiele, Alvin Wai Kin Wong, Franklin Xia, Alexander Chau, Joey Bassil, Gabriel-Henry Younes, Puneet Nanda, Joshua Xu, Thomas Dunwei Zheng, Marcus McCulloch, Leon Chan, Yiwei Mao, Tristen Feng, Wilson Wen Jun Xie, Chan-Hyuk Park, Andrew Hai Qing Zhang, Jack Owe-Young, Futa Kobayashi

**Eighth Row:** Marshall Duong, Jackson Zheng, Edward Lin, Shivam Kalra, Jasper Lourey-Gregory, Maxim Tretthewey, Aqib Mosen, Clinton Chen, Ravi Alex Stephens, Joshua Hinton, Romaan Dulloo, Marlowe Fitzpatrick, Janek Otto Drevikovskiy, Stephen Zi Yang Huang, Anthony Jun Hong Ooi, Edmund Bale, Jet Hanlee, Johnny Li

**Absent:** Jacqueline Dawkins, Ruby Hillsmith, Rajesh Isaacs, Annie Ng, Jerry Yan

**Year Adviser:** Ms Kristina Reynolds

# GRADUATION SPEECH

*Ms Kristina Reynolds assumed the role of Year Advisor when students began Year 10.*

## Year 10

I'd like to thank Mr Carritt for being your year adviser for the first 3 years. When I took over the job in 2012 he left some ridiculously large shoes to fill. Although you might not have been as cute as you were in Year 7,

He left me with a group of mature, responsible and engaged students. In Year 10 you played a much larger role in the school – really getting involved in the SRC and the Student Anti-Racism Network. We had champion debaters and our robotics teams really started to hit their stride. The music class wrote and performed the score for the Senior Drama production and I had the pleasure of taking some members of my German class to Germany and Austria and where I got to see a different side to their personalities.

Year 10 also saw you taking a more focused and dedicated approach to your studies. For example, one student, leaving school for the day noted that not many other students were waiting at the bus stop. In fact, there were no other students waiting at the bus stop. Unperturbed he patiently waited for his bus, which was also strangely empty. Vaguely curious, the boy called a friend to ask why his friend wasn't on the bus, to which the friend replied: "But it's still lunchtime!"

At the end of the year, we all headed off to Kincumber for Year 10 Camp where you completed peer support training. You also tested out your bravery on the terrifying power fan and your problem skills with a lot of activities that didn't have much purpose but kept you quietly occupied for hours on end.

## Year 11

Year 11 was the year of getting serious and many of you did in fact get very serious. We had state debaters and national "titrators", Latin readers and robot leaders, science Olympians and ...um...outstanding ...Fortians. Veronica and Pamela led a brilliant SRC team who took care of business. Many students took leading roles in the IMP and were also involved in Arts Unit ensembles and the Schools Spectacular. The Senior Drama Ensemble staged an amazing production of Wilde Tales.

Always ones to raise money and awareness for a good cause, you continued the excellent work in Year 11. Grace and Alex ran the school's first ever Wear It Purple Day promoting acceptance and diversity and celebrating the LGBTI community. A truly beautiful day.

Your dedication to volunteer work was shown to its best when dozens of you turned up the morning after your informal – let's take a moment to admire some of your costumes – That's right, you turned up the day after the informal to help out at the Yr 12 breakfast and graduation ceremony and you did a brilliant job.

## Year 12

The stresses of the HSC have definitely weighed heavily on you this year but they haven't come close to defeating you. It was wonderful to see that a large number of you have continued your involvement in a range of activities both in and out of school, despite the heavy workload. Most notably our Robocup and titration champions competed at a national level and Arthur travelled to Kazakhstan to participate in the international Physics Olympiad.

Your passion and dedication to charity stepped up a notch this year and many of you shaved your heads to raise funds for the Leukaemia Foundation or donated blood for the Red Cross. We've also had a few opportunities to have some fun and let off some steam. Year 12 Picnic Day was a great opportunity to enjoy each other's company and appreciate the close friendships that you have developed over the years. You've also found a few more novel ways of celebrating during the last week.

So Year 12, now is the time for us to say goodbye. It's been an enjoyable journey and I feel privileged that I've been able to witness you grow into such open-minded, generous, socially engaged, talented and thoughtful young men and women. It's a tradition at Fort Street to end speeches with a quote. So I'm going to quote one of the many school songs and remind you: "Vita nostra brevis est" – Our life is short. I'll also quote your very eminent assistant year advisor, Mr Bayas, who also says: "Life is short and then you die." We could debate exactly what point Mr Bayas is trying to make, but the fact is you should seize the day and make the most of all the wonderful opportunities you are lucky enough to have. Go out and live your lives, travel, see the world and all it has to offer. Take risks and make mistakes. There is a lot more to life than study and work. However, I wouldn't be a German teacher if I didn't finish with a quote from Wolfgang von Goethe – the most famous German poet. He said: "The person born with a talent they are meant to use will find their greatest happiness in using it." So, Year 12, do what you are good at and what you love. Don't be seduced into doing a uni course or pursuing a career path just because you have the right marks or because other people expect it of you. If you follow your passions and talents, there may be the odd pot hole along your path but your destination will be the correct one. Thank you.

KRISTINA REYNOLDS, YEAR ADVISOR















# Fort Street High School Annual Chronicle

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