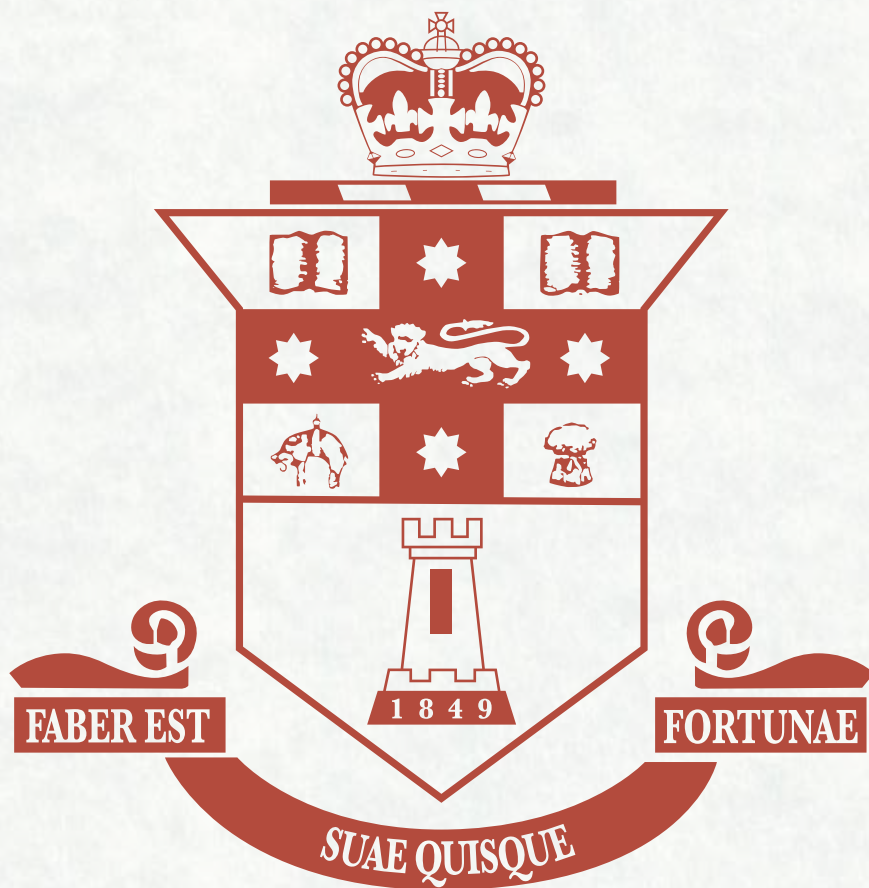


THE FORTIAN



2015



The Fortian 2015



Rachel Lee, Year 9

'Petersham Panoramic'

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Acknowledgements

Fortian Production Team: Catriona Arcamone, Roslynn Moxham

NOTE FROM THE EDITORS



Front Row: Oscar Martin, Imogen Marosz, Moss Johnston, Alexander Migdalias, Simon Tang, Monica Tran, Kevin Zhu
Back Row: Alexander Coombs, Yu Cheng Rachel Zhang, Adrian Castillo, Dominic Smith, Rahel Sahni, Jia Min Guo
Absent: Lochlan Chow, Cole Johnson, Edward Kwag, Ada Zixin Zeng

Welcome, once more, to the pages of the Fortian. This year it's different again, as we have now successfully transitioned from teacher control into the hands of the students. Resistance is futile, you will be assimilated. Our team has now grown in number, allowing twice the work to be completed in a slightly larger amount of time, and giving us the opportunity to chase up double the number of teachers over an even greater period than last year.

This year we were allocated more space for student works, and thus granted the ability to terrorize even more students and English teachers, until they coughed up their life works. You may also have noticed the cover has reverted to the original 1930 Boys' school Fortian, when the magazine was entirely student run. We too have gone back to the future. Despite all the end of year drama running around the Multimedia centre – our temporary headquarters – we soldiered on, article after article and now we bring you our blood, sweat and tears made manifest. Please, enjoy. Or at least find some form of entertainment examining the events of the year that was. Or even take a look at the blood, sweat and tears on your particular copy.

Signing off,

DOMINIC SMITH



Boys School Staff 1930



PRINCIPAL'S REPORT

Fortians and members of the broader Fort Street community. The Fort never fails to throw up challenges at the most unexpected times. This year our Principal Ros Moxham was asked to relieve as Director of Public Schools for the Marrickville network on the first day of term. Karen di Stefano stepped into the role for Term One with two relieving Deputy Principals, Matt Dopierala and Evelyn Manson, assisting her.

At the beginning of Term Two, I returned from leave to find myself in the Relieving Principal role for at least the remainder of the term. Ms Di Stefano and Mr Dopierala were the Deputy Principals and continued in these roles till the conclusion of 2015.

Ms Manson left the Fort during the year to take up the position of Deputy Principal at Chatswood High School and Kylie Salisbury relieved as Head Teacher Languages after Ms Manson left. Mr Mark Backhouse from the Conservatorium High School will take up the position of Head Teacher Languages from the beginning of 2016.

Ms Anderson, Head Teacher Science, also left the Fort during 2015. Ms Anderson joined Wellington High School as their Head Teacher Science at the beginning of Term 4 2015. Mr Brian Webb joined the school at the beginning of Term 4 as our new Head Teacher Science.

Ms Miniutti, our Head Teacher History who has been on leave, also retired this year. Mr Hoekstra has been relieving as Head Teacher History since she left the school last year. Mr Justyn Boyle started at the Fort during Term 4 of 2015 as the new Head Teacher of History, joining us from Chatswood High School.

Other staff movements are: Ms Moss Robinson was replaced by Mr Gabriel Guy in Science, Mr Hall will leave us at the end of the year to move into the private system, and Mr Hilaire Fraser will retire at the end of the year after 37 years as a maths teacher working for the Department of Education. Mr Fraser has spent the last 25 of those years working at Fort Street High School.

Our best wishes to all of those who are leaving us and I thank them for their commitment, inspiration and dedication to the students of Fort Street High School. I am looking forward to working with our revitalised executive team in 2016. This includes Mr Sherwin and Mr Gaal in their continuing roles of Accreditation Coordinator and PDHPE Coordinator.

There have been many achievements from the students. Yashas Bhatt (Year 12 2015) was chosen to receive a John Lincoln Youth Community Service award which was presented by the Governor, his Excellency General the Honorable David Hurley AC DSC at Government House. Daniel Schmoll (Year 12 2015) received a Minister and Secretary's Award for Excellence in Student Achievement. Daniel received his award from the Hon. Adrian Piccoli Minister for Education. Angele Yan was invited to take part in the annual Secretary for a Day Program to celebrate Education Week. She was absolutely thrilled to be chosen as one of two lucky students to shadow the Secretary of the NSW Department of Education, Michele Bruniges.

One of our enthusiastic and dedicated robotics students, Kevin Zhu (Year 10), attended the National Robocup Championships and won the National Lightweight Soccer championship. Rowan Lembit has placed second in the Australian Geography Competition - Intermediate Level. Rowan was placed equal first in the NSW section of this competition.

While other students were studying for their Trial HSC examinations, three of our Year 12 students were taking part in the Australian National Titration competition. At this event Tina Dang won a Gold medal and achieved the best individual score in NSW. Her team mates also acquitted themselves extremely well, with Caroline Yang receiving a Gold medal and her twin sister Christine Yang receiving a Silver medal. The school's second team saw Lindsay Small receive a Gold medal, Aidan Kemp, Silver and Matthew Lihou, Silver.

Tom Jones is the national winner of the Year 10 level Australian History Competition for 2015. He is one of two national winners who achieved a score of 96% this year. Felicity Charls won the Whitlam Institute's 2015 What Matters? writing competition. John Bivell, Vanessa Lam, Aurora Muir, Angela Meneguzzo, all from Year 9, won the Mental Health Public Speaking Challenge and Jason Song (Yr 7) and Vivian Truong (Yr 10) won medals in the ICAS writing competition.

The Theatresports team of Milo Watkinson, Liam Dodd, William Thackway, Patrick Gallagher and Sefa Lagaia won the Newington Cup last term competing against a range of local private schools. A second team consisting of Patrick Gallagher, Dylan Williams, Moss Johnston and Dominic Smith won the IGS Off Broadway Cup in Term 4.

The amazing Chamber Choir won the Choral Grand Prix for the second year in

a row. This year they also were recognised for their arrangement of an Australian composition. Sefa Lagaia and Lauren White were featured artists at Schools Spectacular with William Kinmont and Sam Alexander-Prideaux performing in the stage band. Ros Moxham, Matt Manchester, Rebecca Cameron and John Ockwell took 63 very excited students on a performance tour to Europe.

Yerin Kim (Yr 8) was selected to compete in the All Schools State Golf Championships and Eilish Salmon (Yr 11) was selected to compete in the Pacific Games representing Australia in swimming.

A group of Year 9 students led the school in fundraising for the people of Nepal. The group rallied students and staff to raise over \$3600 to support young people in Nepal to recover from the earthquake, and Sunil Jassal led a team of Fortians in the Seven Bridges walk, raising over \$20,000 for the Cancer Council.

Latin returned to the Fort in 2015 as a co-curricular activity, and a Philosophy course also started in the same fashion. We were very pleasantly surprised to receive over 90 expressions of interest for the 30 places in the Philosophy class. David and Vicki Gillett unveiled the Honour Board dedicated to all Fortians who have served in the armed forces post World War 2. Sadly David passed away later in the year but we remember him for his dedication and enthusiasm for remembering those who served. A new Great War Honour Board was dedicated at our Remembrance Day assembly. This board was commissioned as the original has become difficult to read and the memory of those who fell in the Great War cannot be allowed to fade. I would like to thank Vicki Gillett for unveiling this board.

Phil Harper, Cheryl Beatty and Ian Reid were recognised as worthy recipients of the Fort Street High School Distinguished Service Medal in 2015. Phil was the inaugural coordinator of the very successful Instrumental Music Program (IMP). Cheryl, a long term supporter of the school, dedicated many years of service to the school's uniform shop and Ian was a long term member of the P&C and Vice President for many years.

I would like to thank Ms Moxham for the opportunity to relieve as Principal of this great school. It has been a privilege and I look forward to working with the students, staff and the community next year.

DAVID OSLAND, RELIEVING PRINCIPAL



2015 - AN UNEXPECTED YEAR AS RELIEVING DIRECTOR PUBLIC SCHOOLS NSW

On day one, Term 1, 2015, Executive Director, Murat Dizdar (Fortian and dux 1990) unexpectedly came to visit.

The foyer was full of excited Year 7 students and parents handing in enrolment forms after collecting sparkling new uniforms.

I thought as one does that I had done something wrong!

Not so, instead Murat invited me to work as one of his team of 15 Directors in the Ultimo Operational Directorate and to be responsible for the Marrickville Network of 34 principals (including the Fort) for semester one.

As you know semester one turned into semesters 1 and 2.

It has been a wonderful opportunity to re-focus and to see the system view of education and educational change.

What I have learned will continue to shape me as a principal and hopefully I will be able to share what I have learned with staff, Fortians and parents in order to improve the already fine educational institution that is Fort Street High Street.

I have supervised and worked with 34 wonderful educators who share a passion to offer the best educational experience possible for every child in their care.

I supported new and relieving principals trying to balance the ever increasing expectations of the school and the principal.

I worked with principals of schools with rapidly increasing enrolments to manage the challenging process of changing enrolment policy and practice, including the reduction of non local enrolments and assisted principals to communicate with compassion and sensitivity to parents who could not be accommodated in their schools.

I negotiated the path towards agreement when differences arose between principals and parents in a wide range of circumstances.

I take from my experience in 2015 a heightened awareness of the challenges for principals in the twenty first century.

The challenges, framed by the ever increasing expectations of the whole of society of:

- transparency in school operation
- immediate response to issues
- nothing less than perfection from all staff every day, and
- “the customer is always right”

require leaders in schools to operate in a different manner underpinned by an assurance that clear, effective and timely communication is understood and acted upon by all members of the school staff. Many issues which reached me as a Director would have been better resolved at the school had staff imagined how quickly issues escalate and are taken out of the school.

My writing skills have been honed, as have my listening and negotiation skills. I am an accredited mediator and use the training each and every day in some form or other.

The Director role provided me with an opportunity to work closely in a K-12 context and I hope that strong links can be forged with more of the K-6 schools in and around the fort in 2016.

I confess that I very much missed closely working with the eclectic and often eccentric

mix of Fortians who always challenged my thinking, as well as the wonderfully supportive staff and parent community. I was however, fortunate to be part of the wonderful IMP Tour to Italy in April. I have nothing but praise for the commitment of Fortians and staff who were a well oiled team which produced some truly memorable musical moments each day.

I attended the annual Fortian Union dinner and was privileged to hear Yanek Drevikovsky (dux 2014) speak to former generations of Fortians. He of course wooed them and demonstrated that the current generation of students is continuing the tradition of excellence.

I was also fortunate to attend the 1965 “Boys Class” fifty year reunion dinner. One woman and 75 boys!! A wonderful evening was had by all and I will always treasure the 1965 jersey presented to me at the dinner. I was a guest speaker along with 1965 representative Rodney Cavalier (Minister for Education 1986-1988). Rodney shared some perspectives of a very different education culture and as well as a desire for the 2015 school to do more to preserve the school archives. He and the class of 1965 were appreciative of the updated WW1 Honour Board which graces the hall.

I was pleased to be part of the planning for the 1963 boys’ honour board to acknowledge the service of Fortians post WW2. I worked with David and Vicki Gillett for almost a year. This project set the impetus for us to complete an additional board to acknowledge the service of Fortians in WW1. I was saddened by the sudden passing of David Gillett and along with many of his year group attended the funeral service to celebrate his life and contribution to public education.

I thank you for your support of Ms de Stefano and Mr Osland as relieving principals in 2015. I wish to publicly thank them for their outstanding work in leading and managing the school. It is truly wonderful to have such depth of leadership in this school which allowed me to take on another role with little notice.

I look forward to working with you in 2016 and to share with you the ongoing outstanding achievement of students, staff and parents.

ROSLYNNE MOXHAM, RELIEVING DIRECTOR PUBLIC SCHOOLS NSW 2015



DEPUTY PRINCIPALS' REPORT

Well we had an amazing year and it is testament to the leadership capacity here at Fort Street that we had Evelyn Manson and Matt Dopierala as relieving Deputies throughout Term 1 while Karen Di Stefano was Relieving Principal; then Matt and Karen sat in the deputy chairs for the balance of the year while David Osland was relieving Principal. Throughout these changes the school did not miss a beat.

We were very excited for Ms Manson (although sad for us) when she became a substantive DP in Term 4 at another school. We wish her well and thank her for her dedication to all of the Fort Street students over her years here and her wonderful contribution to the school's leadership team.

Significant educational reforms have brought opportunities for local decisions coupled with greater accountability. Through great teaching, inspired learning (GTIL) and the performance and development framework, all staff have created performance and development plans (PDPs) and engaged with colleagues to observe and reflect on teaching and learning, supporting each other in an informed and professional culture. GERRIC training for all staff facilitated a Certificate in Gifted Education through UNSW and shaped our teaching and learning using curriculum models and a conceptual framework. Staff continue to evaluate and amend programs to reflect current educational research and best practice. We worked with the learning community to implement the new school plan, with the strategic directions of effective learning, excellent teaching, an inclusive and positive culture, and communication. We aspire to meet the highest levels of performance as outlined in the school excellence framework.

Over the last two terms we have worked with parent volunteers as panel members to interview and appoint new staff. It is a very rigorous and time-consuming process and we would like to sincerely thank the parents who kindly volunteered their time and expertise to contribute to these decisions.

Technology has become an integral part of the operation of modern educational institutions. In 2015 we rolled out the reporting section of our web-based management system – Sentral, to align with our use of the welfare and attendance components. This was not without its issues but we are now using this system smoothly. We have also implemented online roll marking during morning roll call and in each lesson. This gives staff real time information about student attendance and enables information to be sent to parents earlier in the day. All of these components of Sentral integrate to best support the smooth operations of the school on a daily basis. We have started to make use of the student and parent portals and will be looking to utilise further capabilities of Sentral over the coming years.

The operation of our Learning Support Team has moved from strength to strength this year with our weekly meetings coordinating the learning support across the school. In alignment with the Every Student, Every School reform, all staff completed the Disabilities Standards Education training and we have participated in the Nationally Consistent Collection of Data (NCCD). This has ensured best practice in Learning Support across the school to improve outcomes for our students. The Learning Centre continues to be a hub of activity in this regard.

The year 2015 at the Fort has been a demanding but rich and rewarding time. Students, staff and community have worked together to continue our history of academic excellence while demonstrating social responsibility and espousing the values outlined in our exit profile. We congratulate the graduating class of Fortians 2015 and look forward to the further success of all Fortians in 2016.

KAREN DI STEFANO AND MATTHEW DOPIERALA
(RELIEVING DP)



STUDENT REPRESENTATIVE COUNCIL REPORT



Front Row: Eric Zheng, Michelle Cheung, Aurora Muir, Lauren Ashley, Ava McConnell, Sarah Desney, Maksim Stojkovic, Gemma Hinton, Alicia Gao, Jason Philip
Second Row: Lily Thy Lam, Vivian Truong, Alana Hodzic, Ameira Sant, Lochlan Chow, Ricky Nam Mai, Elle Ngo, Angela Ha, Angelina Lee, Victor Yang
Third Row: Brianna Wilson, Anson Lee, Ashley Challinor, Pragash Haran, Victor Tsang, Angele Yan, Moss Johnston, Jia Min Guo, Cole Johnson
Fourth Row: Mali Woods, Aaron Winata, Edwin Lam, Angelo Morton, Jeremy Lim, Zoe Robertson, Michael Wang, Olivia Le Khac, Alistair MacDonald
Absent: Yashas Bhatt, Michael Chiu, Yeeun Cho, Liam Edgeworth, Alex Grady, Naomi Hyland, Lucy Li, Jaden White, Alex Xie, Diana Xue, Jennifer Zhao

The SRC had an amazingly successful year as usual, with our joint efforts going into increasing opportunities for student leadership within the school and fundraising for the Mitrataa Foundation, who run schools and orphanages in Nepal, and with whom Fort St has an ongoing relationship.

We would like to extend a huge congratulations to Victor, Olivia and the rest of the SRC 2016 executive team. We have been privileged enough to spend a few years of our school and SRC lives with them, and we are certain that under their leadership the SRC will continue to excel.

As president and vice-president we have been presented with countless amazing opportunities which we have appreciated beyond measure, for example the NSW Women's Leadership conference, the Fortians Union, International Women's Day breakfast along with many others.

As a team of Year 11s, we've absolutely loved our year leading the SRC; it has been a unique challenge, especially in regard to coordinating with three different principals over four terms.

We have all learnt a lot about event management, group coordination and each other. The two of us, alongside Lauren, Maksim, Angele, Pragash, Jey and Angelo, have worked towards increased student leadership outside of the SRC, which culminated in the 40 Hour Famine committee, a group independent of the SRC that ran the school's biggest annual charity event.

As well as this we ran our usual series of dances, food stalls and other events. The Christmas Dance, our first event, had a huge turnout, and the 'Masquerade' theme was thoroughly enjoyed. Our welcome trivia and dance night for Year 7 and 8 was a raging success with the help of our very own DJ Cotton (who has sadly since left us), the annual Valentine's Day Rose Drive was enormously popular, and we sold over 900 roses. We held a variety of cake stalls and barbeques throughout the year, with all of the funds going towards the Mitrataa Foundation. A new event for the SRC, which proved to be very popular, was our Ultimate Frisbee competition! We had eleven senior teams and seven junior teams, and the competition ran over three weeks. It was hugely successful and we hope everyone who participated - whether playing or just supporting the teams - had lots of fun.

None of this would have been possible, though, without our great team of students from across the school who have patiently sat through meetings that frequently ran over time, sacrificed many an afternoon for an event, and cut up 30 kilograms of onions. They have done it all with the enthusiasm, hard work and commitment we know they will show when it's their turn to run the SRC.

We also need to thank the teachers who have made it possible - who turned up to our events, sacrificed sleep to supervise us, and a shout out to Mr Melser for bringing his dog to the 40

STUDENT LEADERS 2014-2015

Hour Famine Sleepout. We'd also like to thank Ms Moxham, Mr Osland, Ms Distefano and Mr Dopierala for each stepping into the role of Principal at one time or another, and helping us organise everything we've done. The office staff have been endlessly patient dealing with the finance system, letting us make announcements and printing off countless posters. The biggest thank you, however, goes to Ms Ryan. She has been an incredible support for the SRC - she puts up with us every morning in roll call, letting us turn the Learning Centre into the SRC's personal cupboard (including at one point storing 10 kilos of jelly). She has been an amazing coordinator, and nothing we did would have been possible without her there every step of the way.

We have had a lot of fun this year - new opportunities, meeting new people and trying new things - and we are certain that the new executive team will have just as much fun. We could not be more proud that we are handing our jobs to these Year 10s - not only are they smart, capable and confident, they are deeply passionate and are going to do amazing things at Fort Street. So Victor, Olivia and the rest of the SRC, congratulations from the executive team of 2015. Michael Kirby once said: "the best leaders are those who serve." We hope we have served you well, Fort Street.

AVA MCCONNELL AND SARAH DESNEY
OUTGOING SRC PRESIDENT AND VICE-PRESIDENT



Sarah Desney and Ava McConnell

DISTINGUISHED SERVICE MEDAL



Phil Harper with Ros Moxham receiving Fort St High School Distinguished Service Medal

SPEECH DAY AWARDS 2015

2014 - Year 7

GEMMA ALANA HINTON The Alma Hamilton Prize for Dux; The Class Prize for 7F; The Prize for German; The Prize for Technology

ELOISE RUBY KERSHLER The Fortian Prize for 2nd in Year 7

JACQUELINE MAI RAWSON The Fortian Prize for 3rd in Year 7

NICOLE DIEM ANH NGO The Major-General Fewtrell Prize for English and History; Year Advisor's Award for Excellence; The Prize for Visual Arts

SARAH THIEN KHANH TRAN The James Baxendale Memorial Prize for English

NEMO MATTHEW GAGE The Dr William Gailey Prize for Science

SUNYOUNG HWANG The Sanjay Seth Prize for History

ASHLEY JANE CHALLINOR Year 7 Peritus Omnium Artium Award; The Prize for Drama; The Prize for PDHPE

RENA GAO Year 7 Peritus Omnium Artium Award

YOLANA MARIA SIDWELL TRUSCOTT Year 7 Peritus Omnium Artium Award

SUNIL NAVIN JASSAL Year 7 Leadership Award

BONNIE HUANG Year Advisor's Award for Excellence; The Prize for Geography

ROSEMARY RACHEL HEARNE Year Advisor's Award for Excellence

TARA JAMUNA LUCKOCK The Class Prize for 7O

ERIN ELIZABETH ASHLEY The Class Prize for 7R; The Prize for Music

SIMRAN KATHURIA The Class Prize for 7T

MALI DANE WOODS The Class Prize for 7I

YUNTAO GEORGE JIANG The Prize for Mathematics

GEORGIO HAWI The Prize for French

RACHEL SIU The Prize for Japanese

ERIC HAO HUA DENG The Prize for Chinese

AARTHI MUVVA The P&C Prize for Academic Excellence in 7F

GLAMMA XINYUAN CHEN The P&C Prize for Academic Excellence in 7O

HUGO JOHN DEGOTARDI The P&C Prize for Academic Excellence in 7R

SOFIA MAY LOCKE The P&C Prize for Academic Excellence in 7T

LARISSA QIAN HUI YANG The P&C Prize for Academic Excellence 7I

2014 - Year 8

JIA MIN GUO The 1953–57 Boys Prize for Dux; The Class Prize for 8T; The Prize for German; The Prize for Visual Arts; The Prize for Technology

COLE GRAY JOHNSON The Fortian Prize for 2nd in Year 8; The James Baxendale Memorial Prize for English; Year 8 Leadership Award; The Prize for History; The Prize for Drama (aeq.)

OSCAR MARTIN The Fortian Prize for 3rd in Year 8; The Class Prize for 8F (aeq.)

CHRYSTAL YAN LIN The Dr William Gailey Prize for Science (aeq.)

ZACHARY SOMY The Dr William Gailey Prize for Science (aeq.)

DANIEL LEE WARK The Dr J Bradfield Prize for Proficiency in Science (2nd); The Prize for Geography (aeq.)

ALISON KING Year 8 Peritus Omnium Artium Award

EVALENA MIA CHILAS Year 8 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in 8I

VANESSA LAM Year 8 Peritus Omnium Artium Award

ALICIA GAO Year 8 Leadership Award; The Class Prize for 8R; The P&C Prize for Academic Excellence in 8R

AURORA MAE MUIR Year 8 Leadership Award; The Prize for Geography (aeq.)

ADA QIU Year Advisor's Award for Excellence

CLAUDIA NGUYEN Year Advisor's Award for Excellence; The P&C Prize for Academic Excellence in 8T

YASMIN NATASHA KIRK Year Advisor's Award for Excellence; The Prize for Japanese

EMMA DOAN The Prize for PDHPE (aeq.); The Class Prize for 8F (aeq.)

MICHELLE HOI YING CHEUNG The Class Prize for 8O; The Prize for French

ANGELA ISABELLA MENEGUZZO The Class Prize for 8I; The Prize for PD.H.PE (aeq.)

WILLIAM WANG The Prize for Mathematics

EMILY MAI TRAM NGUYEN The Prize for French Continuers

YU CHENG RACHEL ZHANG The Prize for Chinese; The P&C Prize for Academic Excellence in 8O

JULIAN VAN GERWEN The Prize for Music

MOSS THEO BELL JOHNSTON The Prize for Drama (aeq.)

DALENA LY The P&C Prize for Academic Excellence in 8F

2014 - Year 9

JIM LONG YU NG The Year 12 1994 Prize for Dux; The P&C Prize for Academic Excellence in Engineering

MONICA TRAN The Vimal Seth Prize for 2nd in Year 9; The Prize for Mathematics; The Prize for Chinese

MICHAEL MAOLIN WANG The Fortian Prize for 3rd in Year 9; Certificate for Academic Excellence in Science

DAWNLICITY CHARLS The James Baxendale Memorial Prize for English; The Dr William Gailey Prize for Science; The Prize for Geography; Certificate for Academic Excellence in Commerce;

SAMUEL JOHN ALEXANDER-PRIDEAUX The Bishop Kirkby Prize for Australian History (aeq.); The Prize for Elective Geography; The Prize for Music; The P&C Prize for Academic Excellence in Elective History; The P&C Prize for Academic Excellence in PDHPE (aeq.); Certificate for Academic Excellence in English

ALANA TOHKO YONEDA TARRANT Year 9 Peritus Omnium Artium Award; Certificate for Academic Excellence in German

EASON XIA Year 9 Peritus Omnium Artium Award; The P&C Prize for Academic Excellence in Mathematics

EMILY KATHERINE HENDERSON Year 9 Peritus Omnium

Artium Award; Certificate for Academic Excellence in History; Certificate for Academic Excellence in Music; Certificate for Academic Excellence in Drama

OLIVIA AIDUYEN LE KHAC Year 9 Leadership Award

SAMUEL JAMES MARTIN Year 9 Leadership Award

ZOE MAY ROBERTSON Year 9 Leadership Award; The Prize for Drama; Certificate for Academic Excellence in French; Certificate for Academic Excellence in Visual Arts

JEFFERSON LEE Year Advisor's Award for Academic Excellence; The Prize for Elective History; The Prize for Commerce; Certificate for Academic Excellence in PDHPE

REGINA WANG Year Advisor's Award for Academic Excellence; Certificate for Academic Excellence in English; Certificate for Academic Excellence in Chinese

VIVIAN TRUONG Year Advisor's Award for Academic Excellence; The Prize for Food Technology; Certificate for Academic Excellence in Geography; Certificate for Academic Excellence in PD.H.PE

ROWAN DENISON LEMBIT The Prize for French; The P&C Prize for Academic Excellence in Science; Certificate for Academic Excellence in Geography

ANGELA ZHA The Prize for German; The Prize for Visual Arts (aeq.); The P&C Prize for Academic Excellence in Geography

MARTIN LIANG The Prize for Japanese (aeq.)

UMA CHOUDHURY The Prize for Japanese (aeq.)

DAVID IMMANUEL SULISTO The Prize for Electronics Technology; Certificate for Academic Excellence in Elective History

GEOFFERY NI The Prize for Graphics Technology

KEVIN YANDA ZHU The Prize for Engineering; Certificate for Academic Excellence in Science

BRANDON WONG The Prize for Information Processes and Technology; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Engineering; Certificate for Academic Excellence in Food Technology

BRIANNA WILSON The Prize for PDHPE; The P&C Prize for Academic Excellence in Drama; Certificate for Academic Excellence in History; Certificate for Academic Excellence in Geography

SELINA KAI XI ZHANG The P&C Prize for Academic Excellence in English

DARRUN SURESHKUMAR The P&C Prize for Academic Excellence in Elective Geography; Certificate for Academic Excellence in Mathematics

ELLIE ZHENG The P&C Prize for Academic Excellence in Commerce; Certificate for Academic Excellence in Geography; Certificate for Academic Excellence in Elective Geography; Certificate for Academic Excellence in PDHPE

LINCOLN HOANG-LINH NGO The P&C Prize for Academic Excellence in French

MADELEINE ROSE HUYNH The P&C Prize for Academic Excellence in German

VICTOR WING CHI TSANG The P&C Prize for Academic Excellence in Japanese

JOY LI The P&C Prize for Academic Excellence in Chinese

HARVEY LING The P&C Prize for Academic Excellence in Music

OSCAR WINTON COWDERY-LACK The P&C Prize for Academic Excellence in Electronics Technology; Certificate for Academic Excellence in English

MINH MICHAEL CAM The P&C Prize for Academic Excellence in Graphics Technology

THIEN-AN ALEXANDER PHAM The P&C Prize for Academic Excellence in Information Processes and

Technology

BONNIE PAK KWAN OU The P&C Prize for Academic Excellence in Food Technology

ANKITA RAO Certificate for Academic Excellence in English

SAMUEL ANTHONY FALZON Certificate for Academic Excellence in English

KARINA BUI Certificate for Academic Excellence in Mathematics; Certificate for Academic Excellence in Information Processes and Technology

LUKE CHEN SIMMONDS Certificate for Academic Excellence in Mathematics

SYLVIA LI Certificate for Academic Excellence in Mathematics

ASTHA MALIK Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Commerce

MONICA THU TRAN Certificate for Academic Excellence in History

RACHAEL FRANCES HWANG Certificate for Academic Excellence in History

SCHICHEN TONY MAO Certificate for Academic Excellence in History

GIACOMO RICHARD DEGOTARDI Certificate for Academic Excellence in Elective History

HENRY JAMES LEE Certificate for Academic Excellence in Music

JESSICA ELLEN BOYLEY Certificate for Academic Excellence in Visual Arts; Certificate for Academic Excellence in PDHPE

JIARUI LU Certificate for Academic Excellence in Electronics Technology

HANS PING HAN CHOY Certificate for Academic Excellence in Graphics Technology

MINH CAM Certificate for Academic Excellence in Engineering

OTTO ALEXANDER HOLENG KHOO Certificate for Academic Excellence in PDHPE

2014 - Year 10

CHRISTINA QUYNH-NHI NGUYEN The Judge Redshaw Prize for Dux of Year 10; The Major-General Fewtrell Prize for English and History; The George Mackaness Prize for History; The P&C Prize for Academic Excellence in Elective History; Certificate for Academic Excellence in English; Certificate for Academic Excellence in Drama;

MAKSIM STOJKOVIC The Molly Thornhill Prize for General Proficiency (2nd); The Dr William Gailey Prize for Proficiency in Science (2nd); The Prize for Electronics Technology; The Prize for Engineering; The Prize for PDHPE; Certificate for Academic Excellence in Geography

KIRA BILLIE HORNEMAN The Vimal Seth Prize for 3rd in Year 10; The Joseph Taylor Memorial Prize for Geography; The P&C Prize for Academic Excellence in English; Certificate for Academic Excellence in Elective History; Certificate for Academic Excellence in PDHPE

ANGELE YAN The University of Sydney Year 10 Academic Excellence Award; Year 10 Peritus Omnium Artium Award; Certificate for Academic Excellence in Commerce

WILLEM CHARLIE PROOS The James Baxendale Memorial Prize for English; Certificate for Academic Excellence in History; Certificate for Academic Excellence in Elective History

NADINE THANH MAI NGUYEN The Emily Mouldsdale Prize for Science; Certificate for Academic Excellence in Commerce;

DOMINIC LIAM DYWER The Ross McBride Prize for Visual Arts; The Prize for Elective History; The Prize for French;

Certificate for Academic Excellence in History; Certificate for Academic Excellence in Geography

DENISE CHAN Year 10 Peritus Omnium Artium Award; Certificate for Academic Excellence in Geography; Certificate for Academic Excellence in Food Technology

EILISH CATHERINE SALMON Year 10 Peritus Omnium Artium Award; The University of Sydney Business School Award for Commerce; Certificate for Academic Excellence in Science; Certificate for Academic Excellence in Geography

CLAUDIA LOUISE STONE-STACEY Year 10 Leadership Award

LAUREN JEAN ASHLEY Year 10 Leadership Award

WESLEY JI FENG LAI Year 10 Leadership Award; The P&C Prize for Academic Excellence in Visual Arts

NAOMI KIDA MURN Year Advisor's Award for Academic Excellence; Certificate for Academic Excellence in PDHPE

TRAN NGOC NGUYEN Year Advisor's Award for Academic Excellence

JAMES TUAN VU Year Advisor's Award for Academic Excellence; Certificate for Academic Excellence in Science

DAWNLICITY CHARLS The Prize for Mathematics

AVA LOUISE COOMBES MCCONNELL The Prize for Elective Geography

MICHAEL SENTHILNATHAN The Prize for German (aeq.)

WILLIAM THOMAS THACKWAY The Prize for German (aeq.); The P&C Prize for Academic Excellence in History; The P&C Prize for Academic Excellence in Geography; Certificate for Academic Excellence in English

RICHARD LIN CHEN The Prize for Japanese

ZHI CHAO DAVID LI The Prize for Chinese

SARAH VIOLET DESNEY The Prize for Music; The P&C Prize for Academic Excellence in French (aeq.); Certificate for Academic Excellence in English; Certificate for Academic Excellence in History

SHARANYA NAPIER-RAMAN The Prize for Drama

ROY RONGHAO ZHANG The Prize for Graphics Technology

MIN HEE ALEXANDER KEANE The Prize for Food Technology

LI XU The P&C Prize for Academic Excellence in Mathematics; Certificate for Academic Excellence in Chinese

MATTHEW CHOO The P&C Prize for Academic Excellence in Elective Geography

VINCENT DIN The P&C Prize for Academic Excellence in Commerce

FRANCIS VALENTINE DWYER The P&C Prize for Academic Excellence in French (aeq.); The P&C Prize for Academic Excellence in Drama

ANDREI CRKVENCIC The P&C Prize for Academic Excellence in German; Certificate for Academic Excellence in Science

ANTHONY LIN The P&C Prize for Academic Excellence in Japanese

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

WINNIE SU The P&C Prize for Academic Excellence in Music

CARLO PANE The P&C Prize for Academic Excellence in Electronics Technology; The P&C Prize for Academic Excellence in Engineering

MATTHEW XU The P&C Prize for Academic Excellence in Graphics Technology

JESSICA NGOC LE The P&C Prize for Academic Excellence in Food Technology

ALAN MINH CHAU PHAN Certificate for Academic Excellence in English; Certificate for Academic Excellence in

Geography

ZACHARY JON EDWARDS Certificate for Academic Excellence in English

WINSON CHEN Certificate for Academic Excellence in Mathematics

ERIC DAI Certificate for Academic Excellence in Mathematics

JEFFERSON LEE Certificate for Academic Excellence in Mathematics

JIM LONG YU NG Certificate for Academic Excellence in Mathematics

REGINA WANG Certificate for Academic Excellence in Mathematics

KEVIN YANDA ZHU Certificate for Academic Excellence in Mathematics

CHANG HYUN LEE Certificate for Academic Excellence in Science

HELENA TING KE Certificate for Academic Excellence in History

VIVIEN YEN LE Certificate for Academic Excellence in History; Certificate for Academic Excellence in Food Technology

BENJAMIN GAHOLT LAM Certificate for Academic Excellence in Elective Geography

LAURA YUN ZI CHEN Certificate for Academic Excellence in Japanese

SEBASTIAN VAN GERWEN Certificate for Academic Excellence in Music

DOMINIC ROSS BICEGO Certificate for Academic Excellence in Visual Arts

SADDHA KETHAKIE FERNANDO Certificate for Academic Excellence in Visual Arts

AIDAN MCGREGOR KEMP Certificate for Academic Excellence in Electronics Technology

ARTHUR SHING HIN SZE Certificate for Academic Excellence in Graphics Technology

IKE PRINGLE SCHWARTZ Certificate for Academic Excellence in Engineering

ROHIT JAYCHANDRAN NAIR Certificate for Academic Excellence in Engineering

JESSICA MINGRAN YANG Certificate for Academic Excellence in PDHPE

LILLIAN HE Certificate for Academic Excellence in PDHPE

PHAEDRA RUBY ROSE CARROLL Certificate for Academic Excellence in PDHPE

2014 - Year 11

JESSICA TRUONG The Lilian Whiteoak Prize for Dux; The P&C Association Prize for Physics; The Catherine, Janet and Pauline Calver Prize for Geography; The Ross McBride Prize for Visual Arts

SPENCER HARRY FERRIER The Lodge Fortian Prize for General Proficiency (2nd in Year 11); The Prize for German Continuers; The P&C Prize for Academic Excellence in Ancient History; The Williamson-Coutts Prize for PDHPE

ANNIE SHU The Girls of 50–54 Prize for 3rd in Year 11; The Dr William Gailey Prize for Biology; The University of Sydney Business School Award for Economics; The Anna Kennedy-Smith Memorial Prize for Japanese Language and Cultural Studies

DOROTHY MADDOX SYMONS The Old Girls' Literary Circle Prize For English Extension 1; The Louise Herzberg Prize for Creative Writing; The 1961 Fort Street Girls' Prize for French Continuers; The P&C Prize for Academic Excellence in Advanced English (aeq.); The P&C Prize for Academic Excellence in Drama; The P&C Prize for Academic Excellence in Visual Arts

DANIEL JUERGEN SYJIN SCHMOLL The James Baxendale Memorial Prize for Advanced English; The Warren Peck Prize for Modern History; Year Advisor's Award for Academic Achievement; The Prize for Legal Studies; The P&C Prize for Academic Excellence in Mathematics 2Unit

CHRISTINA QUYNH-NHI NGUYEN The David Verco Prize for Mathematics Extension 1

ANNIE CAI The Elvie Selle Prize for Chemistry

SINEAD GEORGINA BORDER The UNSW Computing Prize in Mathematics 2Unit

KASHIF AHMED SHEIKH The Michael Kirby Prize for Drama

SIMON BERNARD ZWI GORTA The Michael Kirby Prize for Music; Year 11 Peritus Omnium Artium Award

THOMAS ROBERT VLAKIC The Institute of Engineers, Sydney Division, Prize for Engineering Studies

JIN-WEN DYLAN WONG The Thomas Cooke Memorial Prize for Software Design and Development; The P&C Prize for Academic Excellence in Engineering Studies (aeq.)

ALEX XIE Year 11 Leadership Award; The University of Technology Creativity and Innovation Award

GAYATHRI SHANKAR Year 11 Peritus Omnium Artium Award

TANWEE SHRESTHA Year 11 Peritus Omnium Artium Award; The Prize for Ancient History

LIAM VARLEY Year 11 Leadership Award

LUCY LI Year 11 Leadership Award

DANIEL FAN The Year Advisor's Award for Academic Achievement

LIGAYA LEILANI QUIBUYEN The Year Advisor's Award for Academic Achievement; The P&C Prize for Academic Excellence in French Continuers

ESTA QIU The Prize for Studies of Religion

ERIC DAI The Prize for Business Studies

DIANA YIN XUE The Prize for Heritage Chinese

AILSA LIU The Prize for Photography

MARIA ESMA TALARICO The P&C Prize for Academic Excellence in English Extension 1; The P&C Prize for Academic Excellence in German Continuers

TRAVIS ANDREW STUART The P&C Prize for Academic Excellence in Advanced English (aeq.)

HARALAMBOS PERICLEOUS The P&C Prize for Academic Excellence in Mathematics Extension 1 (aeq.); The P&C Prize for Academic Excellence in Chemistry

JUDY CHEN The P&C Prize for Academic Excellence in Mathematics Extension 1 (aeq.); The P&C Prize for Academic Excellence in Physics; The P&C Prize for Academic Excellence in Biology

ZAIN MEHDI The P&C Prize for Academic Excellence in Modern History

CAROLINE MENGYUAN YANG The P&C Prize for Academic Excellence in Studies of Religion

CHUN FUNG WONG The P&C Prize for Academic Excellence in Economics; The P&C Prize for Academic Excellence in Geography

WEI HONG CHEN The P&C Prize for Academic Excellence in Legal Studies

MONICA TRAN The P&C Prize for Academic Excellence in Business Studies

NANCY LIN HUA The P&C Prize for Academic Excellence in Japanese Continuers

AUDREY ZHANG The P&C Prize for Academic Excellence in Heritage Chinese

LAUREN AIMEE WHITE The P&C Prize for Academic Excellence in Music

BEN TANG The P&C Prize for Academic Excellence in

Photography

VICKNESWARAAN RAMAKRISHNAN The P&C Prize for Academic Excellence in Engineering Studies (aeq.)

DAMIAN BERBERU The P&C Prize for Academic Excellence in Software Design and Development

LACHLAN JAMES WHITE The P&C Prize for Academic Excellence in PDHPE

2014 - Sports Awards

RAHIM THOMAS VASTANI Johnson Memorial Prize for Senior Sportsman; Northern Suburbs Zone 17 Years Cross Country Age Champion

EILISH CATHERINE SALMON The Jan Stephenson Memorial Prize for Senior Sportswoman; The Most Outstanding Girl in Swimming; Northern Suburbs Zone 16 Years Swimming Age Champion; NSW CHS 2nd Place 16 Years 100m Backstroke; NSW CHS 1st Place 16 Years 100m Breaststroke; NSW CHS 2nd Place 16 Years 100m Butterfly; NSW CHS 1st Place 15 – 16 Years 200m Individual Medley; NSW CHS 16 Years Swimming Age Champion; All Schools Championships 2nd Place 100m Breaststroke; All Schools Championships 2nd Place 200m Individual Medley; All Schools Championships 3rd Place 50m Backstroke ; All School Championships 1st Place 50m Breaststroke

AIDAN MICHAEL SHEILS Johnson Memorial Prize for Junior Sportsman; The Most Outstanding Boy in Cross Country; Northern Suburbs Zone 12 Years Cross Country Age Champion; NSW CHS 2nd Place 12 Years 3000m Cross Country

NAOMI KIDA MURN The Jan Stephenson Memorial Prize for Junior Sportswoman; The Most Outstanding Girl in Athletics; Northern Suburbs Zone 16 Years Athletics Age Champion

KEVIN XINGAO LE Premier's Sporting Challenge

JOSHUA KYLE HINTON The Most Outstanding Boy in Athletics

LUKAS SATRIA POSUMAH The Most Outstanding Boy in Swimming; Northern Suburbs Zone 14 Years Swimming Age Champion

ZOE MAY ROBERSTON The Most Outstanding Girl in Cross Country; Northern Suburbs Zone 14 Years Cross Country Age Champion

ANGELA HA Northern Suburbs Zone 12 Years Athletics Age Champion

OTTO ALEXANDER HOLENG KHOO Northern Suburbs Zone 14 Years Cross Country Age Champion

JASON LIU Northern Suburbs Zone 17 Years Swimming Age Champion

MARIELA ELIZABETH POWELL THOMAS Northern Suburbs Zone 17 Years Cross Country Age Champion

IKE PRINGLE SCHWARTZ Northern Suburbs Zone 16 Years Cross Country Age Champion

ALANA TOHKO YONEDA TARRANT Northern Suburbs Zone 15 Years Cross Country Age Champion

2014 - Year 12

JANEK OTTO DREVIKOVSKY The A J Kilgour Prize for Dux; The Francis Killeen Memorial Prize for the Best Student proceeding to the University of Sydney; The 1925–29 Girls' Prize for the Best Student entering the Faculty of Law; The Annie Turner Prize for English and History; The Charles Harrison Memorial Prize for English Extension II; The Peter Kennedy-Smith Prize for English Extension I; The James Baxendale Memorial Prize for Advanced English; The Herbert Percival Williams Prize for the Best HSC Question on Shakespeare; The Harold Jones Prize for Modern History; The Michael Kirby Prize for Legal Studies; The Prize for German Continuers; The Prize for German Extension; The Prize for Latin; 1st in the State in English Extension 1; 1st in the State in English Extension 2; 1st in the State in German Continuers; 1st in the State in German Extension; 1st in the State in Latin Continuers; 12th in the State in Modern History; 15th in the State in Legal Studies; Premier's Award for All Round Excellence

FINN FRANCIS BRYSON The Ada Partridge Prize for 2nd in the HSC; The Joseph Taylor Memorial Prize for Geography; The Helen Gwynneth Palmer Prize for French Continuers; The Prize for French Extension; 3rd in the State in Geography; 4th in the State in French Extension; Premier's Award for All Round Excellence

MARLOWE MCCULLAGH FITZPATRICK The Fanny Cohen Prize for 3rd in the HSC; The Girls of 1953 Prize for Music; 1st (aeq.) in the State in Music 2; Premier's Award for All Round Excellence

JOSHUA XU The Constance Frith Memorial Prize for the Best Student proceeding to the University of New South Wales; The Dennis Austin Prize for Mathematics Extension II

SHIVAM KALRA The Macquarie University Prize for the Best Student proceeding to Macquarie University

PUNEET NANDA The John Hunter Prize for the Best Student entering the Faculty of Medicine; The Sir Bertram Stevens Prize for Economics; 1st in the State in Economics; Premier's Award for All Round Excellence

DARCY LEANDER THOMPSON ALTAVILLA The Kilpatrick Memorial Prize for the Best Student entering the Faculty of Economics at the University of Sydney

STEPHEN ZI YANG HUANG The Laurence Goddard Prize for the Best Student studying Mathematics at University; Premier's Award for All Round Excellence

RAVI ALEX STEPHENS The John Henry and Glad Hopman Prize for the Best Student studying Engineering at University; Year Advisor's Award for Academic Excellence; Premier's Award for All Round Excellence

SIOBHAN EILISH RYAN The Terry Glebe Prize for the Best Student studying History at University; The Michael Kirby Prize for the Most Outstanding Student studying Drama at Tertiary Level; The Emily Cruise Prize for Extension History; The Val Lembit Prize for Drama; 10th in the State in History Extension; Premier's Award for All Round Excellence

ROSHAN DANIELE KUMARAGE The Michael Kirby Prize

for the Most Outstanding Student studying Music at Tertiary Level; The Olga Sangwell Prize for Extension Music; Premier's Award for All Round Excellence

PHIL YI JUN LU The Anne Weston Prize for Mathematics Extension I; Premier's Award for All Round Excellence

KELVIN LIN The 1961 Fort Street Girls Prize for Mathematics 2Unit

ARTHUR BENJAMIN THIELE The Dr Bradfield Prize for Physics; Year 12 Peritus Omnium Artium Award; Premier's Award for All Round Excellence

JUDY CHEN The Alma Puxley Prize for Chemistry

ANTHONY CHRISTOPHER VASSIL The Dr William Gailey Prize for Biology; Premier's Award for All Round Excellence

PAMELA DEMI VASSIL The Evelyn McEwan Rowe Prize for Ancient History; The Prize for Financial Services; 1st in the State in Financial Services; Premier's Award for All Round Excellence

AMANDA LI The Gail Salmon Memorial Prize for Japanese Continuers; Year Advisor's Award for Academic Excellence

BOLWEN FU The Christa Kennedy-Smith Memorial Prize for Heritage Chinese; Premier's Award for All Round Excellence

GRACE MONIQUE BERG The Ross McBride Prize for Visual Arts

EDBERT BA TO The Institute of Engineers, Sydney Division, Prize for Engineering Studies

DARREN NGUYEN The University of Technology Creativity and Innovation Award

STEPHANIE HUIYI CHEN The Prize for Hospitality

ALAN MINH CHAU PHAN The Prize for Business Studies

KAYLA LIN Year 12 Peritus Omnium Artium Award; Premier's Award for All Round Excellence

LENA YI WANG Year 12 Peritus Omnium Artium Award; Premier's Award for All Round Excellence

LEWIS LE DINH TRAN Year Advisor's Award for Academic Excellence; Year 12 Leadership Award; Premier's Award for All Round Excellence

ALEXANDER MAXIMILIAN LEAL SMITH Year 12 Innovation Award

RUBY FRANCES HILLSMITH 9th in the State in English Extension 2

WASIM AWAL Premier's Award for All Round Excellence

HENRY YING JIE CHEN Premier's Award for All Round Excellence

AMANDA LEE Premier's Award for All Round Excellence

YUNA LEE Premier's Award for All Round Excellence

MANESHA ESTELLE MAHENDRAN Premier's Award for All Round Excellence

ISLA TALIA MILLER Premier's Award for All Round Excellence

HUGH KEITH PEARCE Premier's Award for All Round Excellence

JOSHUA XU Premier's Award for All Round Excellence

JENNY XUE Premier's Award for All Round Excellence

2014 - Fortian Awards

WASIM AWAL
FINN FRANCIS BRYSON
HENRY YING JIE CHEN
JANEK OTTO DREVIKOVSKY
MARLOWE MCCULLAGH FITZPATRICK
PHIL YI JUN LU
MANESHA ESTELLE MAHENDRAN
ISLA TALIA MILLER
PUNEET NANDA
JUSTIN QUOC PHU
SIOBHAN EILISH RYAN
SIDDARTH SADASIVAM
RAVI ALEX STEPHENS
ARTHUR BENJAMIN THIELE
ANTHONY CHRISTOPHER VASSIL
PAMELA DEMI VASSIL
LENA YI WANG
JOSHUA XU
JENNY XUE

2014 - Special Awards

BOLWEN FU The Rona Sanford Pepper Prize for Service
ANTHONY VASSIL The Old Boys' Union Prize for Scholarship and Service
PAMELA DEMI VASSIL The Charles Christmas Prize for Scholarship and Service
CHLOE CHOY The 1976 Year 12 Prize for the Best All Round Contribution to the School
ARTHUR BENJAMIN THIELE The Len Carroll Prize for the Outstanding Individual Achievement of the Year
JOEL DANIEL SMITH The Principal's Prize for Outstanding Contribution to Student Leadership
MARCUS THORNTHWAITE MCCULLOCH The Principal's Prize for Outstanding Contribution to Student Leadership; The Phillip, David and Robert Lindsay Prize for Debating
MARLOWE MCCULLAGH FITZPATRICK The Principal's Prize for Outstanding Contribution to Student Leadership; The Fortian Prize for the Best Individual Performance in the Performing Arts (Music); The Gareth Ivory Memorial Prize for Outstanding Achievement in Languages/The Arts together with Significant Contribution to Student Leadership

ROSHAN DANIELE KUMARAGE The Principal's Prize for Outstanding Contribution to Student Leadership; The Raymond Sly Memorial Prize for Music
FINN FRANCIS BRYSON The Caltex Best All Rounder
YIWEI MAO The Reuben F Scarf Prize for Commitment
JENNIFER ZHAO The John Hills Memorial Prize for Leadership and Service (Peer Support)
ALEXANDER LEAL SMITH The Major Isador Sender Memorial Prize for Service; Australian Defence Force Long Tan Higher School Certificate Course Award
ROSE CLARE COUSINS The Ladies Committee Prize for Service; The Instrumental Music Program Prize
KRIS CHOY The Boys of 1950-54 Prize for Commitment to the School Community
EVONNE VOUKIDIS The Girls of 1964-69 Prize for Commitment to the School Community
YASHAS BHATT The Elizabeth Cayzer Prize for the President of the SRC
HUGH KEITH PEARCE The Elsie Ferguson Prize for Consistent Service to the SRC; The Raymond and Frank Evatt Memorial Prize for Australian History
CHRISTINA QUYNH-NHI NGUYEN Australian Defence Force Long Tan School Certificate Award
JOSHUA XU The UNSW Prize for Excellence in Mathematics and Problem Solving
PHIL YI JUN LU The UNSW Prize for Excellence in Mathematics and Problem Solving
ELIAS HEMZAL The Clive Coogan Prize for his work in the National Titration Competition
DOROTHY MADDOX SYMONS The Gombert Prize for French and German
IOSEFA FRANCIS NEWLAND LAGA'AIA The Bruce Leonard Memorial Prize for Outstanding Achievement in Music
LIAM VARLEY The David Anthony Prize for Contribution to Music
WINNIE SU The June Anthony Prize for Contribution to Music
YUNA LEE The Liberty Jools Prize for Originality in the Arts
FREYA ALISON MCGAVOCK The Fortian Prize for the Best Individual Performance in The Performing Arts (Drama)
DANIEL JUERGEN SYJIN SCHMOLL The University of Western Sydney Most Outstanding Year 11 Student Scholarship
ANGELE YAN The Soroptimist International Club of Sydney Prize
LAUREN JEAN ASHLEY The 2002 Year 12 Prize for Leadership in the Junior School
ADA ZENG Fortian Commendation for Contribution to the Design of the Fortian Magazine
EILISH CATHERINE SALMON Northern Suburbs Zone Blue Award

SPEECH DAY

Good morning, and thank you for welcoming me back to Fort Street's Speech Day. Thank you Principal Ros Moxham for the invitation. It's an honour to be able to address you.

Thank you also to the MC's, and good morning also to the parents who have travelled to this occasion, including my own Mother, and to you, Fortians.

I completed Year 12 at Fort Street in 2004 – and even though mathematics was my weakest subject I make that 10 years! So after a decade, I'd like to share with you a little of my own story, yes, but also our story. As a Fortian – and once a Fortian, always a Fortian, goes the refrain – there's a unique link to a rich heritage and tradition. And over the past decade, I've been drawing on the characteristics I learned at school that shape me every day.

The history is everywhere, such as in the School Houses at sports carnivals – Barton, named after Edmund Barton, the first Prime Minister of Australia; Mawson, named after Sir Douglas Mawson, the great Antarctic explorer; Kennedy, named after athlete Clarice Kennedy, a record-breaker in the 1920s and 30s; and Preston, named after artist Margaret Preston, known for her Aboriginal artworks.

Or, you may be in the rebel black Hetherington House – named after Norman Hetherington, the creator of Mr Squiggle. Fort Street's history dates back to 1849, on the site at Observatory Hill. According to "Maroon and Silver", a book published for the 150 year Sesquicentenary Celebrations, the original school building was in a Military Hospital – and described as a Model School.

The school later split into Boys and Girls, before they eventually came together to the Taverners Hill site we know today. But not before many notable episodes, that demonstrate how the school's life is so etched into the history of Sydney itself.

The first school gates had to be removed because of the building of the Sydney Harbour Bridge. They were thrown in a dump until a Fortians Union campaign resurrected them near their current place. They were opened by Mr Alexander Kilgour, a long serving Principal, on Speech Day 1937. Now, there is a Kilgour Building and Quadrangle – where I used to play handball every recess. All thanks to the Union – which I strongly encourage you to sign up for once you graduate, and one day join me on the Committee!

There's the fountain in the quadrangle outside the Memorial Hall. A gift of the Lord Mayor in 1857, it had a beautiful, intricate canopy that was sadly crushed in the 1950s either by an elderly man who took a wrong turn towards the Harbour Bridge or a careless delivery truck driver reversing into a garden party without checking his rear view mirror.

There were even up to 28 recorded school songs - including of course "Fort Street's Name Rings Round The World" and "Gaudaemus Igutur".

And, through it all, the great motto, *Faber est suae quisque fortunae* – Latin for "To each craftsman is his own fortune", or that you are the maker of your own destiny.

I think that Justice Michael Kirby, a Fortian and High Court judge of great renown, has an interesting insight. He says that despite all the history of Fort Street, no human institution is perfect. But that Fort Street teaches us about opportunities that we have to shape our future. And this is not for private advantage alone - but for service to others. Service that comes with the opportunities, obligations and rare chances that Fortians have enjoyed for over 160 years.

It's something that I've learned – and am still refining every day as I head to work, a decade later.

Ten years ago, when I was sitting here in my finest blazer, it

was hard to imagine what was to come. Have you ever dreamt about your next decade?

While I can't predict what will happen in your next 10 years – here are some things I have learned.

Firstly, I pursued a passion – to be in the media and tell stories. So I began with a humble TAFE course on Wednesday afternoons at Petersham. It was light years from being heard on commercial talkback radio, where I was to end up, but it was a start and it was where I began to learn vital skills – in particular, that it's the hard work building a foundation that will eventually reap rewards.

After I finished at Fort Street, I completed a Media & Communications degree at Sydney University. Again, there I jumped at any intern opportunities there were on offer. In the media, not unlike many professions, the best way to learn is to get hands-on, practical experience, and not to cut corners. So I signed up to do weekly movie reviews once a week on 2RDJ, a community radio station in Burwood. It was a great excuse to go to the movies, and it led to me hosting my own show for about 18 months. I called it "Time With Tim", my brother wrote the theme song, and for two hours I was playing my favourite songs, reading weather updates and talking about community events – while importantly getting used to the sound of my own voice!

Meantime, intern work at University led to several dead ends, but it was at 2GB where I was given my first major break.

I started on the bottom rung – as a producer for the summer overnights show – essentially answering the phone as talkback callers rang in, doing shifts from 10pm to 6am. For a few years it was a case of eating Christmas Dinner, then going to work, doing the job nobody wanted. But a trusted mentor told me that if I hung in there for six months – I'd be reading news bulletins live on air. And that's exactly what happened.

By now it was clear that the hard work was paying off, but it required patience. By the time I finished at 2GB five years later I was reading sport bulletins on the Alan Jones Breakfast Show, listened to by half a million people across Australia every weekday morning. By this point, my alarm was set to 3:30am, Monday to Friday.

There were thrills, and plenty. Securing interviews with rugby league stars, grilling politicians on the phone to get the key grab to confirm a morning newspaper leak, calling the winning goal live on air as the Socceroos qualified for the World Cup, and travelling to London to cover the Paralympic Games, in a city sizzling with energy.

But these events alone weren't what got me up in the morning. Being a reporter means you are still part of a team – a body that has several parts, all with a separate function. When out on the road reporting, I'd have to condense a 30 minute press conference into 30 seconds in 5 minutes. Then, on the other end of the phone at 10 to the hour is the editor. Then, as the clock strikes the hour, the panel operator has to switch the announcer off and turn on the news booth so that at exactly 8 seconds past the hour, the newsreader begins to read. It's a team effort, and has to run like clockwork, but we all know our roles, our passion and our vision for what we want it to sound like.

Now, working for a Federal MP, Lucy Wicks, I'm still telling stories and pursuing my passion. I'm setting the framework for what the journalists are looking for, but above all helping to serve the people of our community on the Central Coast and working for Lucy Wicks' re-election because we believe it's for a better future for our region.

In politics, as any astute observer will know, the unity of a team is also paramount. This applies to long days in the office

folding envelopes, as well as the excitement of strolling the corridors on Capital Hill.

And 10 years on, I'm still finding that hard work is paying off – not always in ways I expect. Within a year in politics, I'd received an internal award from the Prime Minister and, just three weeks ago, was promoted from Media Adviser to Office Manager – throwing me a whole new set of skills to work at, including demonstrating to my colleagues what it looks like to work hard.

And if that's not enough, in six weeks from now I will become a Father for the first time. So if you ask me what my life will look like in 10 years I've got very little idea!

But even if my little boy or girl doesn't go to Fort Street, I hope

and pray that they carry with them some of the same values and characteristics that were instilled in me.

Because as the song goes:
Our predecessors wrought
Great deeds that will not perish,
And by them we are taught
The old school's name to cherish,
And ne'er forget
To her our mighty debt!
Then hip, hip, hip, hip, hip, hurrah!

TIM SOWDEN, FORTIAN 2004

LYNDON SAYER-JONES 1953-2015



In his recently republished book *Media Law for Non-Lawyers*, Lyndon Sayer-Jones pondered the question: what does one call a typical lawyer? Answer: a hedgehog. And, what does one call a lawyer of his own ilk? Answer: a human being. The Arts Law Centre of Australia described his book as a must read in non-legalistic plain English. Sayer-Jones had a very clear vision to demystify media law in Australia. While his

two editions are probably his most enduring legacy, he was also a pioneer of Australian film law, along with Lloyd Hart and Bill Marshall. With him, said Bryce Menzies, goes a whole generation of stories.

Lyndon Sayer-Jones' career included a stint as a photographer and he also founded his own intellectual property firm. Photo: Supplied
Lyndon James Jones was born in Sydney on January 18, 1953, the middle child of three sons to Jim Jones, an Anglican minister then a successful business entrepreneur, and his wife, Beth. In Lyndon's childhood the family lived in a heritage sandstone cottage in Parramatta.



Lyndon was a very bright student and gained entry to the selective Fort Street Boys' High School in Petersham in 1966. He was 185cm and quickly attained a profile as an all-round sportsman, especially excelling at swimming. He was also interested in English and Modern History classes. He had the gift of the gab and excelled in the school debating team. He was vice-captain of the prefects and won a school blue in 1971 in the prestigious Hume Barbour inter-school debating competition. Fort Street's annual play days in mid-term attracted Lyndon to many leading roles over his six happy years there. His nickname was Chook (because of his shuffling gait). From 1972 to 1986, Sayer-Jones attended the University of

Sydney and graduated with a Bachelor of Arts and Bachelor of Law degrees, with honours. He was also an avid member of SUDS, the Sydney University Dramatic Society.

For several years he worked as a fashion and showbusiness photographer with *Mode* and *Vogue* magazines as well as Fairfax press then, in 1984, became the in-house lawyer for the NSW Film Corporation, then in later years, the first director of the NSW Film and Television Office. For many years, Sayer-Jones wrote professional articles for *Encore* magazine, the entertainment bible in Australia and the *Law Society Journal* (coincidentally the same LSJ initials as Lyndon's name).

From 1978 to 1980, he was married to Moya Sayer and he adopted the double-barrelled surname for two reasons. He wanted it to be distinctive and not be one of the common "Joneses", and he liked the prestige of a new and unique name. In 1984 he met and later married Rhonda Hemmingway, a successful wedding dress couturier.

Sayer-Jones started his own intellectual property firm, LSJ and Associates in the late 1980s and it was a very respected legal practice working with celebrities, advertising agencies and IP professionals until it closed at the time of his death.

He was a raconteur and IP lawyer par excellence. Often he would call his mates at 3am to tell them a joke or two. No-one ever complained at such eccentricity.

As a child Sayer-Jones suffered Stills Disease, a rare juvenile illness that causes high fevers and long-term chronic arthritis but he never complained. He went into remission in his teenage years and became a great swimmer and all-round athlete, but in his late forties the condition accentuated into a very serious and debilitating ailment, which caused him untold pain and severe anguish. He was physically very challenged. In his recent years Sayer-Jones spent much time coping with a myriad of medical procedures and survived day by day with a smile on his face. Nothing ever rattled him.

At his star-studded funeral, many Australian media celebrities attended, including Mike Munro (from Japan), Gordon Elliott (from New York City), Sandra Sully, Ann Sanders, Maggie Tabberer and John Waters. His lifelong mate and well known musician, Stewart D'Arrietta, whom he had met at law school, sang a song he had written as a tribute.

Lyndon Sayer-Jones is survived by Rhonda and their children Robert and Katherine, and his older brother Graham.

GEORGE JAKSIC

| sydney Morning Herald on Facebook

CAREERS

At the entrance to the Careers office is a poster with a quote from former US President Woodrow Wilson:

“You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget that errand.”

This statement informs the Careers service here at Fort Street. All the interviews, activities and interventions that are part of the service are underpinned by an expectation that Fortians will be assisted to develop their own unique narrative, and come to an understanding of how they will make their contribution to the wider world.

In our conversations we look at articulating each individual’s core values, and we focus on the broadest possible interpretation of “employment skill sets”, preparing students for the world of tomorrow not just for the careers of tomorrow.

After all, we are living through the fastest period of workplace change in human history, and focussing too narrowly on a particular career could well prove counter-productive. As US billionaire Jeff Greene has said, “What globalisation did to blue-collar jobs and the working-class economy over the past thirty years, big data, artificial intelligence and robotics will do to the white-collar economy – and at a much, much faster pace”. Or Sally-Ann Williams, Engineering Community and Outreach Manager, Google Australia: “Technology doesn’t stand still. Neither do careers, or the skills that we need for the jobs of the future. Just as careers like ‘knocker-uppers’ (yep, that was a real job) were replaced by alarm clocks, ice-cutters by refrigeration and lamp-lighters by electricity, so too are we seeing a transformation in the types of jobs we’ll need and want as a future society. As few as eight years ago there were no Android or iOS developers, because there were no smartphones! Self-driving cars were just a dream and 3D printing of prosthetics wasn’t even imaginable. Yet today all these sectors are thriving and will supply many of tomorrow’s jobs. Australia needs graduates with a passion to solve the really tough challenges facing the world... students who take up the challenge and become the change-makers, innovators and creators of the future.”

In this broader context, I have focussed on key themes this year: on the issue of sleep, how much is necessary, and the consequences – individual and societal - for students and employees in a world which functions 24/7; the importance of communication skills, online and offline; and the role of social media in our private and professional lives and how to manage this.

On a day-to-day basis the Careers service is informed by two documents: the Careers Industry Council of Australia’s School Career Development Benchmarking Resource and the Australian Blueprint for Career Development. As in past years, in 2015 the Careers Adviser administered the Year

10 Work Experience programme, TVET courses, university acceleration courses, hosted visits and presentations from all the major Sydney universities, and from the Australian National University, and strengthened connections with US universities including Chicago, Johns Hopkins, New York University Abu Dhabi and North Western University. The Careers Adviser also liaised with the University of Sydney to provide Fortian input into the university’s proposed restructuring of undergraduate courses, and is embedding collaboration between the UTS Bachelor of Creative Intelligence and Innovation course and staff professional development here at Fort Street.

The Careers Adviser is also responsible for administering BOSTES requirements and Disability Provisions, assists students with national and overseas scholarship applications, CV writing and job interview practice, advertises and promotes several hundred careers-related events each year and co-ordinates three co-curricular programmes – Volunteering, Philosophy and Latin. The Careers office operates an open-door “shopfront” approach with the latest brochures, books and resources available to all students, and one-to-one interviews either by appointment or on a drop-in basis. As in past years, this year I have been delighted with the number of parents who have made appointments, emailed or phoned, and I encourage all parents to feel comfortable contacting me. After all, it is when there is a true partnership between the school and home that we achieve the best possible outcomes for our students as they begin their journey into their future lives.

KYLIE SALISBURY, CAREERS ADVISOR



FACULTY REPORTS

ENGLISH

“The world of literature has everything in it, and it refuses to leave anything out. I have read like a man on fire my whole life because the genius of English teachers touched me with the dazzling beauty of language.” Pat Conroy

As this goes to press I am aware of a number of our students for whom this statement resonates – our challenge in the English faculty is to ensure there are more and more each year for whom this is true. Many of our students are reading like people on fire, and many of them are also writing like people on fire, to which this edition of the Fortian bears testament. Year 7 Literacy classes have been very successful in 2015, ironing out issues and developing our students’ skills. In English classes there have been some extraordinary appropriations of well-known literature, beautiful poetry fashioned from classic prose, critical essays on serious issues, outstanding analyses of literary texts and hilarious reviews of class productions of ‘Pyramus and Thisbe’ which would not be out of place in the Sydney Morning Herald. Every year Year 7 students create their picture books and the results are always remarkable – and 2015 is no exception. Students who had outstanding achievements this year include Jason Song, medal winner of the ICAS Writing Competition and Felicity Charls, Year 7/8 Winner NSW/ACT Whitlam What Matters? essay competition. Felicity attended a workshop for all winners at Western Sydney University and also won the award for the essay written on that day. The workshop was followed by presentations and speeches by Nick Whitlam and Hugh Mackay who lauded the efforts of these young writers, fired up by important issues to speak out. (Felicity’s essay appears in the Fortian.) All of Year 7 attended a rollicking performance of Shakespeare’s A Midsummer Night’s Dream, a text they studied closely to understand its language which is both wonderfully funny and dazzlingly beautiful. Among many other things Year 8 attended a wonderful Aboriginal production at the Opera House.

Year 9 students have had a year of producing both critical and creative work. Mr Scudds and Ms Nasti hosted a wonderful afternoon tea and presentation of Enrichment projects which ranged from moving narratives, to a chilling film trailer, a documentary about Fortian Norman Hetherington (alias Mr Squiggle) and a hilarious script, about a not very interesting Geography teacher, read Goon Show style, which had all the adults in the room wiping away tears of laughter. Fort Street once again supported the Mental Health Public Speaking Challenge. This year a number of students formed teams; Ms Nasti with Ms Arcamone adjudicated an elimination round where the quality of the teams’ presentations made choosing a winner difficult. The winning team, John Bivell, Aurora Muir and Vanessa Lam competed against a number of teams from state and independent schools. Their outstanding performance meant they were declared the winners of the 2015 Mental Health Public Speaking Challenge.

Year 10 English classes have embraced the rigours of the English course, producing marvellous short stories subverting different genres, sophisticated essays about tragedy, and speeches which demonstrate their understanding of Modernism. Vivian Truong, who every year has been a recipient of external writing competitions won the medal for the ICAS Writing Competition. Year 10 Enrichment students produced sophisticated and imaginative works, some of which have been reproduced in the Fortian.

Students of Year 11 have risen to the demands of the senior course and responded with great wit and intelligence to a number of old and new texts under analysis. They are now venturing into the HSC course and have just received the benefits of Ms Chamas’ marking experience of the Discovery essay. Students have also been to the STC production of ‘The Tempest’, Extension 1 students to ‘Orlando’. Year 12 2015 have undertaken

the first year of the new English Prescriptions, embarking on their own voyage of discovery with their teachers who have been programming and teaching new modules. There were again excellent results in all English courses from this cohort of 2015 – 85% of Advanced English students achieved Bands 5 and 6; 100% of Extension 1 and Extension 2 students performed in the top two bands.

Apart from our ICAS medal winners there were twelve High Distinctions and many Distinctions and Credits. Students participated with great aplomb in Public Speaking and Debating Competitions.

Once again we would like to thank our parents for supporting the students in their endeavours, particularly our seniors at HSC Extension 2 Showcase Evening. After working with us now for a number of years we welcome Dr Felicity Plunkett to the parent body with her son Benjamin commencing Year 7 this year. Again she has provided invaluable advice and support to Extension 2 students, particularly our poets. This year three of our 2014 Fortians, Janek Drevikovsky, Bolwen Fu and Ruby Hillsmith attended the HSC Showcase Awards at the NSW State Library. Having three students from one school included in this prestigious production is a first, and Fort Street was lauded and commended by Mr Tom Alegounarias, President of BOSTES, for this extraordinary result. Ms Arcamone was invited to do a presentation to HSC Extension 2 students at the State Library after which she was joined by Dr Plunkett, Janek and Ruby in a panel discussion offering advice to this new cohort of writers. Once again our gifted students are supported by a faculty who reach out and inspire them through literature with the dazzling beauty and power of language. As always this is a dynamic and fluid faculty, bringing talents and different experiences. Ms Schlam had a sojourn in Italy and was replaced by long time teaching superstar, Ms Macdonald, Mr Melser had a sojourn in Argentina, (writing some wonderful travel pieces), and was replaced by new teaching superstar, Ms Murchie, who has been offered a full time teaching position at Castle Hill. We thank her for her contributions and wish her all the best in her career. Ms Nasti, who has been replacing Ms Schubert whose third child Jeremy was born in July, was married in a delightful ceremony to fellow 2006 Fortian, Kai Tan. Mr Cox has continued to replace Ms Macdonald who will retire next year, while Ms Kerr continues to share Ms Lawson’s job while on maternity leave. Dr Strauss and Ms Lawson have taken responsibility for the faculty in Term 4 while Ms Arcamone has stepped up to higher duties. Mr Scudds inaugurated the Fort Street Essay Writing Competition and will announce the winner in 2016 after our wonderful parent judges have selected best entries. Ms Kendall has been working on the NSW syllabus for Australian Curriculum, convening the teams as they produce new programs and refine successful ones, implementing ideas from the GERRIC training undertaken earlier in the year. Ms Arcamone was awarded the Marrickville Principals’ Network Award for Teacher in Executive Role.

The English Faculty hosted excellent interns, Ms Commins, Ms Maait and Ms Murchie, now embarking on their teaching careers. It supported the professional development of these new and early career teachers through internship and modelling best practice in the classroom, faculty and whole school environment.

It is testament to the English Faculty that a significant number of our graduates have been invited to tutor and coach students in English, both junior courses and HSC, and debating and public speaking. My sincere thanks to all for their dedication and “genius” in kindling the flame.

CATRIONA ARCAMONE, HEAD TEACHER ENGLISH
AMELIA LAWSON, DR RICHARD STRAUSS (RELIEVING HEAD
TEACHERS, TERM 4, 2015)

HISTORY

Knowledgeable Fortians will no doubt be aware that 2016, marks the 100th anniversary of the Boys school on Taverner's Hill opening up for business. It will also mark a new era for the History Faculty at Fort Street with the arrival of our new Head Teacher, Justyn Boyle. Mr Boyle has recently joined us from Chatswood High School and brings a wealth of experience teaching History Extension, Ancient History and Modern History which he is already beginning to share. He has been given a warm welcome by students and staff alike and has not shown any signs of having second thoughts (so far). Perhaps part of the reason for the general positive mood is that Fort Street History students fared extremely well on the competitive front this year. We ended 2014 with the news that Siobhan Ryan had placed 7th in the state in Extension History. While our 2015 History Debaters were knocked out by eventual winners Lucas Heights, Year 8 and 10 students performed with great distinction in the Australian History Competition. Of the 52 entrants, 35 students received Distinctions or above – our best results to date. Most significantly, Thomas Jones of Year 10 won the competition, a first for Fort Street, narrowly edging out Oscar Cowdery-Lack for the winner's medal. These achievements will certainly be hard to top, and we look forward to seeing how next year's entrants will perform. In the History Bee and Bowl, our Year 8 teams were also very successful, with a team made up of Joshua Quek, Alan Au, Robert Hart, Min Kim and Alek Spasovski battling a team of Oliver Reucassel, Lily Lam, Gemma Hinton, Risa Otsuka-Cooper and Glimma Chen in the final to win the History Bowl. This wasn't enough for some students on the day, who also decided to compete in the History Bee; Min Kim and Oliver Reucassel came 2nd and 3rd respectively in this event.



As usual our year in History was punctuated with excursions and events. Year 7 students enjoyed a day clambering over the fascinating World Heritage listed Cockatoo Island. Year 9 Elective students were asked by the National Maritime Museum to spend a day testing some of their new interactive exhibits and provided valuable feedback to both the museum and Griffith University who were running a study on student engagement. Some of our Year 9 students spent a day in the Rocks looking at how the archaeological process informs our understanding of Australian history, while others learnt how the seas have influenced both immigration to Australia and neighbourhoods surrounding the harbour courtesy of a return visit to the Maritime Museum. Year 10 Elective students met with Holocaust survivors at the Jewish Museum, and our Ancient History students toured the Nicholson museum at Sydney University. Of course, the most anticipated date in the History calendar, the V for Victory Dance, was a fine way to cap off the year in History and give Mr Boyle a warm welcome in true Fort Street style. Year 9 students, dressed to the nines, created spreads that war-weary Australians could only have dreamt of, and jived and waltzed their way through what is always an entertaining day.

TOM HOEKSTRA, RELIEVING HEAD TEACHER,
HISTORY

SOCIAL SCIENCES

Once again there were a couple of changes to the Social Sciences staff during 2015. Mr. Begg went travelling around the world and his position was filled by Mr O'Neill. Mr Sherwin returned from his travels and Mr Chapman continued to get jealous of all the travel his staff had done over the previous years.

The Social Science staff continued to assist students through their roles as Year and Assistant Year Advisers as well as supporting various co-curricular activities. Year Advisers were Mr Carritt (Yr 7), Mr Van de Hoek (Yr 8 assistant), Mr O'Neill (Yr 10 assistant). Mr Sherwin and Mr O'Neill were the Mock Trial coordinators, Ms Xue worked with the Amnesty International group and Mr Pagani was the staff representative on the School Council. These are significant and time consuming roles and their work is both vital and hugely appreciated in developing future Fortians.

Fortians were given the opportunity to compete in a number of competitions including Australian and NSW Geography Competition, UNSW Australian Economics and Business competitions, the Fair Trading Money Stuff competition, the ASX competition as well as the NSW Law Society Mock Trial competition.

Notable achievements 2016.

- Rowen Lembitt (Year 10) achieved equal first place in NSW Geography Competition and second in the Australian Geography competition and received a book prize *Oceans – the definitive visual guide*.
- Ivan Chu, Patrick Nguyen, Rachel Li, Selina Zhang and Anthony Tran (Yr 10) received prizes in the Australian Business Competition. Liam Varley, Hyungsik Kim and Andy Phung (Yr 12) received prizes in the Australian Economics Competition. They were presented with their prizes at a ceremony at University of New South Wales
- Matthew Chen and Sean Yao (Yr 9) were 4th, Jefferson Lee (Yr 10) 5th and Nathan Cao, Oscar Feng, David Ting and Vincent (Yr 9) 10th best teams in NSW in the Australian Share Market Game.
- Doreen Zheng and Siming Han of Year 10 entered a video animation about staying safe while shopping online to the Moneystuff competition. Their entry won the "The People's Choice Award" earning a cash prize for the school of \$500.
- The Mock Trial team made the 2nd elimination stage or the last 32 in the state. A very commendable result.



The Social Sciences faculty also 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 to learn how to measure characteristics of the biophysical environment. Year 10 students conducted research on coastal management at Cronulla Beach and had Associate Professor Dr Rob Brander of UNSW visit the school to talk about coastal processes. Year 9 Commerce made pizza at the Italian Forum at Leichhardt, and Year 9 Geography investigated urban renewal through visiting Barangaroo.

Legal Studies students were given valuable insights into the criminal justice system through talks given by Tim Dick, a legal Aid criminal defence lawyer and Nicholas Cowdery QC. Nicholas Cowdery was the NSW Director of Public Prosecutions (1994 to 2011). He also served as President of the International Association of Prosecutors from 1999 to 2005. Their insights and the following discussions provided students with a deeper knowledge of the effectiveness and equity issues of our legal system.

The marketing stalls for Year 10 Commerce were a tremendous success, raising over \$1100 for their charity Oxfam. I believe the stalls were the best ever with all students demonstrating enthusiasm, team work and entrepreneurial spirit for their respective stalls. The food was brilliant, with the Vietnamese pork rolls being a crowd favourite.

The Social Science department had a positive year and as a very collaborative team we introduced new initiatives including greater use of geographical tools and research into our programs, as well as trialling Year 7 Geography and History being taught by the same teacher to help our new Fortians transition into high school. Mr Chapman won the faculty "best dressed award" beating Mr Pagani and his polos.

Finally, I would like to thank the Social Sciences faculty for all their hard work as well as all those Fortians who seek to grow as learners every day. You all make "the Fort" such a special place to teach and learn.

Menjaga, melihat anda tidak lama lagi,

GARTH CHAPMAN, HEAD TEACHER, SOCIAL SCIENCE



LANGUAGES

Au Revoir Mme Manson, Bienvenue a Monsieur Backhouse!

Unfortunately 2015 saw the departure of our beloved Head Teacher Mme Manson to a position as Deputy Principal at Chatswood High School. The Fortian magazine asked the incoming Head Teacher, Monsieur Mark Backhouse, a few questions about himself, by way of introduction for us all:

Why Languages? Which other discipline(s) do you like?

Ever since childhood in Western NSW I have stared at maps and dreamt of overseas destinations. Even though I could not speak much Danish to my grandmother, I heard her speaking Danish and loved the sound of the foreign words. I was quickly absorbed by French and German lessons at high school which opened my world. I did well in Languages and so it made sense for me to pursue a career in Languages teaching, encouraged by an idealistic desire to share my joy of exotic cultures.

I have also taught English and History because I was an English teacher in Germany and tertiary Languages courses included study of history. I could have been a pilot because I have clocked up many hours on a Flight Simulator and my passion outside of languages is commercial aviation. I am a plane spotter. I used to collect airline timetables and paraphernalia.

Which languages have you studied, and what was your school experience like?

We are lifelong learners. I love the distinct sounds and rhythms of languages and the rich cultures that they represent. Sometimes I even see words coming out of speakers' mouths! This decade I became more Asia literate after completing a Diploma in Mandarin. I thoroughly experienced the differences in acquiring a non-European language.

I consolidated knowledge of French and German at university in a triple major with Spanish. Until then the Languages classroom in the 1970s was translation-grammar focussed. Jet travel, exchange and study abroad were rare and prestigious. Such exciting possibilities exist much more these days at secondary level and soon after during gap years when another popular endeavour is employment. The international community has become smaller where digital technology facilitates interaction beyond the classroom. I was eventually engaged as a foreign language assistant in the then West Germany.

At various stages I was required to teach myself enough Japanese, Italian, Korean and Latin to take classes in Years 7 – 9. I was willing to explore new horizons. I'm tempted to investigate Hindi and Arabic among others! My wife and children speak Greek, so I have been immersed in 'kitchen Greek'.

I did a short Wiradjuri language course because I wanted to understand the basics of indigenous language, its links to culture and the history of Aboriginal communication. Insisting on English in schools and communities has contributed to the disappearance of knowledge about Aboriginal ways of life and belief systems.

Why do you think students should bother to learn a language today in the age of Google Translate (and doesn't the whole world speak English these days anyway??)

Google Translate is unreliable unless you are satisfied with the gist! It best converts single words, even then you should crosscheck with a dictionary (!) because they can be out of context. Its sentences often have incorrect grammar as they are just direct translations or culturally wrong. Processing language ourselves is exercise for the brain. Recent research suggests that learning foreign language delays dementia. The comparisons that we invariably make with English (and any other first language) teach us a lot about grammatical terminology and reinforce literacy skills.

While I resist the general monolingual mindset in Australia outside of multicultural communities, I also understand that this continent was a relatively isolated island. Expecting everyone to speak English is a colonialist attitude. There is now an emergence of non-English speaking world powers, though the influence of Hollywood still prevails. A few words in any language are useful, respectful and friendly. It goes a long way to foster intercultural understanding here and internationally. It shows willingness to understand other perspectives. We need Australians with

that expanded world view – one reason why Languages students are ideally placed as global citizens in this 21st century world.

What has been your most amazing travel experience? Favourite (secret) place overseas? Worst travel experience?

My family and I prioritise regular travel in our lives. Declaring best and worst holidays is like deciding your favourite movie or most boring book... There are so many! In retrospect even the least pleasant experience eventually offers a life lesson. It depends on the purpose of a vacation which then makes places difficult to compare. Is it a romantic or leisure getaway, an exploratory expedition, a cultural tour, a study stay? I feel that life is too short to return to the same destinations. I'm ticking off countries A to Z! Nevertheless I can't help being overwhelmed by alpine vistas, world capitals, the exotic East and turquoise lagoons. "Planning travel is half the journey!"

Where have you taught so far? What have you liked about the Conservatorium High School? How do you feel about coming to a new school? What do you think Fort Street High School will be like?

I have been teaching for 28 years in Australia and Europe. After short stints at St George Girls High School, Kirrawee HS and Jannali Boys HS my first appointment was in a large school in the Metropolitan South West, Birrong Girls High School. During that service I was selected as an Exchange Teacher for a year in Upper Bavaria. It was interesting using German to teach French!

Where else in NSW do you hear classical music wafting down the corridors with no bells to disturb recitals? Con students are bright and creative. The surrounds in the Botanical Gardens and Cultural Precinct are unique. In order to leave Conservatorium High School I had to feel secure that my next move would be to a school of equal standards, if not better... Fort Street High School is well known for its proud history and recognised for its successes. I was already amazed on a recent visit to FSHS to be invited into a big French class with a significant number of males. This tells me that the school values communication, and Languages are not the commonly feminine domain of other schools. All humans communicate! I am impressed by the advantages and experiences that FSHS offers through its strong sister-school relationships. Simply put, I am really excited about the challenge of working in a team of like-minded linguists and other staff identifying improvements in order to maintain excellence at a school with outstanding traditions in Languages.

MARK BACKHOUSE INTERVIEWED BY THE FORTIAN COMMITTEE





This year's Year 8 French Beginners class have learnt an abundance of salient skills in the French language. This includes the basics such as introducing ourselves and learning how to conjugate verbs. Often we would play rounds of Kahoot, an online website that tests our skills in a competitive yet fun way. This furthermore intrigued our class into learning French. The French language experience was even more thrilling when we were given the opportunity to attend an excursion which involved watching a film in French. Wow, the look on our faces when we heard about the excursion! Not only that, but we were finally given the chance to eat in class. By this, we mean the annual French "breakfast" that we devoured on the last period of the day (2.30 pm). At the French "breakfast", we had a small selection of French pastries, including "pain au chocolat", "croissants" and "tartines" (bread with Nutella). In addition to our pastries, we were also served with hot chocolate drinks made by Ms Serre. Overall, our year has been wonderful, filled with many memories we will cherish. We would like to thank Ms Serre and the language faculty staff for all their strenuous work on behalf of our class.

Chloe Tran and Angie Khuu 8I

Au Revoir et merci!

I wanted to take the opportunity to reflect on my years teaching at Fort Street and to thank the many people who made the experience so memorable for me. I began as Head Teacher Languages at the end of 2004, picking up Year 12 Continuers and Extension classes that were very capable and very challenging. That was my introduction to Fort Street. I was replacing Neil Jennings who was highly admired by his students and therefore I was 'on probation' until I could prove my worth. I can truly say that my years teaching at Fort Street have made me a better French speaker and teacher due to the incessant questions from some students about intricacies of grammar that even French people don't always know or understand!

I will always remember the overseas trips to New Caledonia and France and the staff who accompanied me, as well as the students who made the organisation so worthwhile. The video that Arkady De Jong made of the 2011 trip was such a welcome surprise and a treasured memento. I am also pleased that I was able to establish a French sister school and their visits to us, as well as our trip to France in 2014, were highly successful in so many ways. Thanks to those great teachers who accompanied me on our trips. I couldn't have done it without me and I have never laughed as much as during the 2014 trip. Vive les chamois!

I was lucky to work with such a great team of language teachers over the years. They were all so dedicated to their jobs, achieved some outstanding results at the HSC and very supportive of me in my role as HT. We had some great experiences, including overseas trips, FortFest fund raising, our own Master Chef competitions, as well as our Year 10 Film Festival in 2014. I thank them all for all their efforts and support over the years.

The organisation of the Fortian magazine and then Speech Day meant that I worked closely with a lot of different staff throughout the school, from executive to classroom teachers to SASS staff. I was always impressed by how willing people were to help out in any way they could without asking for anything in return. The wonderful SASS staff have helped me in so many ways and I will never forget them. The opportunity to be relieving DP meant that I could work with many students for lots of different reasons and gave me a taste for the direction I have now taken.

I also want to thank all those I have taught over the years. I have always enjoyed my lessons and marveled at the depth of knowledge and commitment of you all in learning a foreign language. It will give you much joy I hope in years to come, as it has me.

My years at the Fort were great ones and I will never forget my time there. Au revoir et merci!

EVELYN MANSON

SPORT

The year, 2015 saw Fort Street High school yet again achieve terrific results in sport. Students are given the opportunity to participate in a wide variety of different sports for competition, to achieve a healthy lifestyle and for fun.

Students in Years 8 – 11 participated in grade, house and recreational sports on Tuesday afternoons and student in Year 7 participated in the weekly integrated sports program. Students also had the opportunity to compete in swimming, cross country and athletics carnivals at the school, zone, regional, Combined High Schools (CHS) and All Schools levels and in the CHS knockout competition.

Our students participated in a variety of sports on Tuesday afternoons, a different regional and CHS competition, and also enjoyed competing in the School Swimming, Cross Country and Athletics Carnivals throughout the year with the top performers having the opportunity to represent the school at a Zone, Regional and Combined High Schools (CHS) level. When asked about their favourite part of the Sport program, students listed these things: the teamwork, making friends with students at other schools, keeping fit and healthy, opportunities for leadership skills, opportunities for students to compete in competitive sport who may not get to outside of school, getting to try new and different sports, and the opportunity to have fun and work with your friends.

Grade Sport Report

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

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

Opens Competition	Cricket	Touch Football
	Touch Football	Basketball
	Softball	Softball
	Volleyball	
Winter Sports	Boys	Girls
14s Competition	European Handball	Netball
	Basketball	Soccer
	Soccer	Basketball
15s Competition	Basketball	Netball
	Soccer	Soccer
	Oz Tag	Volleyball
	Ultimate	Ultimate
Opens Competition	Basketball	Netball
	Soccer	Soccer
	Oz Tag	Volleyball
	Ultimate	Ultimate

It was fantastic to see all teams actively participating and improving their abilities throughout the year. This was showcased through their passion, teamwork and skills. The following teams beat the odds and came out the Zone Premiers: Opens Boys Cricket, 14s Girls European Handball, Opens Oz Tag.

2015 Sport Memories/ Highlights

The beginning of this year marked the introduction of House Dance, which was warmly welcomed by the students. It was led by Year 10 and 11 students who taught the group dance styles including Hip Hop, Bollywood and Contemporary. The annual swimming carnival saw students compete in water races of 50 metres, 100 metres and 200 metres. As a school we had many successful swimmers, most notably including Eilish Salmon who later went onto represent the State in the All School Championship.

Following this was the annual Cross Country event. We had four athletes, Tomo Tarrant, Matthew Moloney, Aidan Shields and Ike Schwartz, compete at the CHS level after their great success at Zone and Regionals. The runners of Fort Street had a further chance to compete during the Athletics Carnival, also allowing the majority of the student body to actively participate in other events as well, such as High Jump, Long Jump, Triple Jump, Discus, Shot Put and Javelin. We had many successful athletes move on into higher levels of competition. A big congratulations goes to all of this year's players, competitors and participants and a huge thank you to all the teachers for their efforts in coaching, refereeing and assistance throughout the year. As a school we are proud of our achievements in grade sport and a wide variety of interschool competitions, and are looking forward to continuing our success in the Northern Suburbs and the Bligh Zone in 2016.

During the year, the Ultimate Frisbee competition was held by the SRC (Student Representative Council) for Years 7-12. This was the first ever Ultimate Frisbee competition held by the SRC at Fort Street High School, and was long requested by many of the avid Ultimate Frisbee playing students. With 7 junior teams and 9 senior teams, this was one of the biggest sporting events of the year. Held on the school oval every lunchtime, almost the entire school came to watch and cheer on the many teams playing each other. After many tears and blood were shed, one senior and one junior team emerged victorious. The senior winner was called "Game of Throws", and the junior team was "No Discounts". We hope this event shall continue on for future students and players to enjoy. In Term 2, aspiring soccer teams with participants from Years 7 to 12 competed furiously for the Junior and Senior Soccer Trophies. Each lunch one or two 2 matches were played, and over the course of the month this resulted in one winner for the Junior Competition and one winner for the Senior Competition.

Unlike the Ultimate Frisbee competition run by the SRC, this event was run independently by Matthew Bass and Liam Varley of Year 11. At first the Year 11s were uncertain whether or not this event would be well received, but to their delight this competition was one of the most entertaining events of the year. People from every year came to the school gym and filled up the benches to watch the many matches between the years, an enjoyable event for all participants.

Thank you all for a great sporting year,

CLARE COTTON, GRADE SPORTS ORGANISER
ANGELA MENEGUZZO AND ALISON KING, YEAR 9

Dance Program

This year during winter sport, a competitive dance group was run for the first time at Fort Street. It was a group of 20 enthusiastic students from Years 8, 9 and 10 who were experienced in dance outside of school and in a dance team environment. Auditions were held during Term 1 to decide who would be able to participate in the program, which ran during Terms 2 and 3 on Tuesday afternoons during sport time. The genre of dance that the group rehearsed was contemporary, and we were able to bring in a guest choreographer from Westfield Sports High School – Emily Ireland. When she was not available, Ms Mattick and Ellie Zheng from Year 10 took over the job of rehearsing and refining the group's routine. We were able to work together and build up a great routine and we hope to do even more in the future. It was a great learning experience that allowed us to further our technique and dancing skills, as well as create strong friendships with students from other grades who had the same interest and passion for dance that we did. The number of students at the school with an interest in dance is large, and it's great that this opportunity has been provided for the students. We look forward to furthering the program in coming years and creating more routines to compete and perform with.

EVALENA CHILAS, YEAR 9

FRISBEE

Year 7s students attended the NSW Junior High School Ultimate Frisbee Championships on the 18th of November.

The boys played bravely in an under 15s age group competition and won their final two games. Their exploding skill base gives reason for optimism, Fort Street's frisbee future is in safe hands.

MIKE NEILD







PDHPE

One of the valuable elements of the Personal Development, Health, Physical Education program at Fort Street is the time spent exploring ideas directly linked to the wellbeing of our students. During 2015 there have been opportunities to better understand and critically examine issues surrounding decision making, risk taking behaviour, mental wellbeing and physical balance and healthy function.

Set against a backdrop of health issues that exist currently in the broader community, through research, debate and discussion students continued to actively build resiliency and decision making skills for lifelong good health.

The students share some of their highlights and experiences from a year in PDHPE below:

For most of our year group, 2015 was our last year of PDHPE. Year 10 has been a hectic medley of assignments, assessments and groovy moves, beginning with the annual Year 10 dance assessment. The ancient and wise PE Staff taught us the ways of the waltz, the gyrations of the jive and the changes of the cha-cha. Many a lunchtime was spent behind the Rowe, polishing our rad moves, preparing for the big day. Gowns glittered and tuxedos were donned, in the styles of aristocratic Europe, Latin America and 70s discotheque. It proved to be a rare opportunity to bond as an entire year group in an assessment task.

Term 2 explored the topic of 'Getting It On'. This culminated in an adolescent health expo, where groups created booths with insight into topics such as gaming addiction, drug use, safe driving, teen pregnancy and STIs. This health expo was an enlightening experience for all, with presentations, lollies and free condoms. As a year group, we felt more mature and more able to deal with issues of being an adolescent.

'Playmaker' was our Term 3 topic, which allowed us to experience the highs and lows of running a sporting competition. In groups, we designed and organised games for the class to play, complete with homemade scoreboards, plastic medals and physical prowess. Overall, 2015 was a marvellous year in PDHPE, with our funky teachers and groovy good times. As our last year as students of PDHPE we will miss our dodge ball and our Gaal ball, our class rivalries, and learning the lessons of life.

HENRY LEE & VIVIAN TRUONG. YEAR 10

PE this year was to say in the least amount of words "good". We participated in a number of tasks and events that allowed us to develop our abilities to work at a continuous rate for half an hour; entertain the rest of the class with spectacular, intricate and extremely well synchronised work-out routines, and develop our basketball, soccer, netball and rugby skills. One of the highlights by far was the project wherein we had to pick a specific sports skill such as kicking a soccer ball or shooting a basketball that we were not particularly adept at. We then had to film ourselves both before and after researching and practicing this skill. The task presented us with the opportunity to display significant lack of coordination during before shots with individuals tripping over themselves and aiming at targets that were a quarter of a

field away. However, following their hard core training those same individuals were able to complete the skill to a high standard well, most of the time.

Theory-wise, our lessons were interesting, and engaging, nonetheless inferior to the physical activity we are all urged to participate in. Initially our information was focused upon the depths of stress blanketing the lives of adolescents, and becoming educated about how to relieve these negative impacts. As a follow up for this topic, we were assigned the task of researching a literary piece or film, and creating a newspaper article, highlighting struggles experienced by the protagonist. This was considerably alluring as it advanced our knowledge of how other individuals in society solved their problems, and also conveyed how these situations are presented to society. Throughout the year, we engaged within various topics, including the conventional substance use, and consequences resulting from engaging in sexual activity. Eventually, we, as a year and class, were able to substantially widen our spectrum of intelligence, improve significant life skills and more specific abilities advantageous to our ongoing journey through life.

ABHI KHOSLA, YASMIN KIRK AND ALEX MIGDALIAS. YEAR 9

This year in PDHPE Year 8 learnt a lot about different aspects of health, both mental and physical, as well as acting responsibly in situations that are to come in the future. We focused on skills in sports such as soccer, netball and basketball, and worked together in teams of up to 10 different students. We began to explore the importance of mental and physical health and we were encouraged to examine our own wellbeing. We created a pamphlet describing symptoms of an illness and how young people can get help. This was an interesting way to teach Year 8 about the many ways they can seek help from our friends and family and also through help-lines.

During Semester 2, we were taught how to create a functional and effective fitness program using the FITT (Frequency Intensity Type and Time) principal. We learnt about how different athletes use this format to design their workout programs and how we can use the FITT principal to design our own two week program to improve our beep test score. In Term 4, we started a new topic called 'Risky Business', where we had to evaluate how to react in different circumstances. We were taught about the detriments of drugs, alcohol and unprotected sex and how to avoid situations where bad consequences could occur. Throughout 2015, year 8 learnt a lot about different aspects of health, and how as young people we have different responsibilities to ensure we are healthy both physically and mentally, and how our health greatly benefits us now and in the future.

LANA TRUSCOTT, YEAR 8

This year in PDHPE, Year 7 has studied Change, Sports, Puberty, and Dance or Gymnastics.

Our in-depth, engaging projects have included creating brochures designed to help Year 7, designing magazines as part of our puberty unit, and choreographing original dances. In Term 1, we studied Physical and Emotional Change. This was extremely relevant because we had all just started high school and needed to ease into the year. In Term 2, we played a number of different sports including Soccer, Basketball, and European Handball, in preparation for the Year 7 Gala Day. This was (mostly) enjoyed greatly as it allowed us to run around and be active. In Term 3 we studied Puberty and learnt what changes we should expect with adolescence and how to deal with them. In Term 4 classes studied either gymnastics or dance. Gymnastics students had to perform a gymnastic

routine, and Dance students choreographed group dances based on a stimulus. This allowed us to be creative and have lots of fun.

Angel Senthilnathan, Luca Ittimani, Sabrina Pham, and Matthew Moloney, Year 7

With another action-packed and vigorous year of Personal Development, Health and Physical Education completed the PDHPE staff join our students in expressing enjoyment and satisfaction. There were many excellent moments of creative thinking and performance, and a consistent focus on the holistic development of healthy young people.

Thank you for a great year.

CLARE COTTON AND MICHAEL NEILD



SCIENCE

The year 2015 has been a scintillating year in the Science Department with many interesting excursions. Our Year 11 Biology students attended Bicentennial Park to study a local ecosystem, where the weather was beautiful and we received many comments from the staff about how engaged and co-operative the students were. The Year 12 classes attended the UNSW Museum of Human Disease where they were given the opportunity to hear talks and observe samples of diseased tissue first-hand. This enriched their learning outcomes for the HSC Biology topic, The Search for Better Health. Year 8 were excited to participate in the Science Festival in August, held at the Australian Museum. Students had the opportunity to participate in a question and answer Science careers panel, hosted by Adam Spencer. Our students asked a panel of scientists questions concerning what their occupations involved, as well as what Science disciplines were both available for university study and relevant to society's immediate future. Later the students engaged in various hands-on exhibits and displays put on by different universities and technology providers. Finally, we walked down to Darling Harbour to watch "Unseen world 3D" at the Imax theatre. Year 7 attended Taronga Zoo to enrich their learning of animal classifications and adaptations.

Yet again we achieved many accolades in national and state Science competitions.

The Science ICAS was highly successful with a total of 35 High Distinctions, 207 Distinctions, and 282 Credits. Congratulations to all, especially those who earned a High Distinction:

Year 7: Isacc Broadhead, Luca Charlier, Max Collingwood, Cheylon Devine, Luca Ittimani, Anthony Kha, Ryan Lee, Cecilia Maddox, James Nguyen, Sam Nguyen, Arthur Nuriev, Michael Seberry, Phillip Shurupov, Tom Stevens, Matthew Young

Year 8: Finnegan Collins, Robert Hart, Frank Jia, George Jiang, Patrick Wu

Year 9: Jiamin Guo, Cole Johnstone, Abhinandan Khosla, William Li, Eric Ly, Richard Ly, William Wang, Rachel Zhang, Lucky Zhang, Tao Zheng

Year 10: Davey Beare, Dawnlicity Charls, Oscar Cowdery Lack, Rowan Lembit, Hans Sun

Ten students participated in the Australian Science Olympiads program sitting the examinations in August this year in Biology, Chemistry, Earth & Environmental Science and Physics. A total of five Credit awards were achieved. Two Distinction awards were gained by Ike Schwartz in Chemistry and Brendon Ly in Earth & Environmental Science and a High Distinction and silver medal was awarded to Edward Fu in Chemistry. The individual results were as follows:

Biology: Credit: Hattie Hua
Participation : Karina Bui

Chemistry: HIGH DISTINCTION: Edward Fu
Distinction: Ike Schwartz
Credit: Brendon Ly, Daniel Park
Participation: Carlo Pane, Lindsay Small, Hattie Hua, Alvin Cheng, Karina Bui

Earth & Environmental Science:
Distinction: Brendon Ly
Credit: Hattie Hua

Physics: Credit: Lindsay Small
Participation: Kevin Zhu, Hattie Hua

The Australian Titration Competition was another successful event for our students.

Fort Street entered four teams into the State Competition this year, held at the University of Sydney. One of our teams, comprised of Lindsey Small, Matt and Aidan Kemp, placing 1st in the region and 10th in the state, while Caroline Yang, Christine and Tina Dang, placed 47th in the state. Lindsey Small in particular achieved an incredible result, gaining a perfect score of 0. Fort Street went on to further success in the National Competition, which was even more challenging because the chemical given was in crystal form and mixed with insoluble compounds that needed to be removed. After practising for many afternoons, our teams sat in a white room for three hours, staring intently at beakers and washing equipment over and over again along with hundreds of other students. Caroline Yang, Lindsey Small and Tina Dang received Gold medals, with results that were accurate to 0.00002 mol. Tina achieved the best individual score in NSW, and Christine, Aidan and Matt were awarded Silver medals. This was one of the best years for Titration at Fort Street, and all who participated in the event are to be congratulated for their hard work and dedication. Excellent project work happened in the classroom over the course of the year.

Chantelle Johnstone (Year 8) produced a deliciously conceived cake model of a cell.



Also in Year 8, students produced a model cottage as part of a Going Green project which required them to build an energy efficient house that could run “off the grid”. It had to be pleasant and comfortable to live in and not too dark. Students enjoyed seeing their ideas come together from the flat pieces of cardboard they started with. They stated that they would “like to live in a building like this, but the only problem is that we forgot to put in

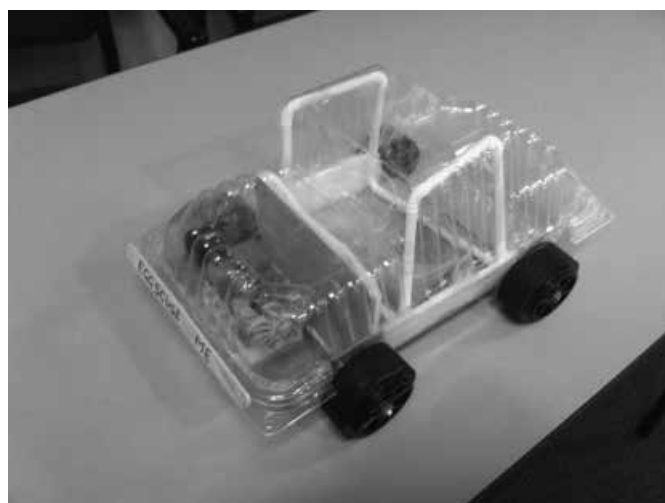


a toilet for our model!”

In Year 10 students made a Palaeontological Monopoly game. The Natural Selection and Evolution task highlighted the properties of animals evolving. Tokens were made to allow explorers to travel through different time periods. The Geological time scale was represented in proportion on the board and the Chance and Community Chest involved climate change events and tectonic plate movements. Students found the games were fun to play.



Year 11 Physics student Celeste Bernard Chandler’s model car stood out as an exceptional example for trialling car safety features, the task using eggs to model crumple zones, air bags and



seat belts. Only the eggs wearing a seat belt survived intact!

FACULTY STAFF CHANGES

Following Ms Leah Anderson leaving to take up a new position, we welcomed Mr Brian Webb as our new Science Head Teacher. Having marked the HSC for many years Mr Webb was already familiar to some staff members. He comes to us with considerable experience and capacity having taught Science and Physics at Tempe High School and Sydney Boys High School. In 2016 the illustrious Dr Hall will be departing. His contributions to the Science faculty, the whole school and our understanding of Physics have been substantial. Teachers, students and others have all appreciated his insights, opinions and ingenious solutions proffered. He has led expeditions as part of Duke of Edinburgh, conceived and constructed many spectacular Science demonstrations and championed the practice of critical thinking within the Science faculty. He will be sorely missed and we wish him all the best in his future endeavours.

SCIENCE FACULTY

TECHNOLOGY AND APPLIED STUDIES



In 2015 the TAS Faculty team continued to teach a diverse range of subjects. It was a very busy year with many projects being designed, produced and evaluated across the years. Once again Ms Woodley relieved as Head Teacher while Mr Dopierala relieved as Deputy Principal for the whole of the year.

Years 7 & 8 students gained experience in Plastics Technologies, Electronics, Promotional Design, Digital Media Design, and Food Technologies. Many outstanding design solutions were realised by the students.

Food Technology and Hospitality students produced excellent food throughout 2015 with teachers Miss Woodley and Ms Ruth. Sadly Mrs Bartolo who has worked as the kitchen assistant for 9 years retired after Term 1 she will be missed by all. Donna Padroth has filled the kitchen assistant position for the remainder of the year. Mr David Cartwright - a chef with many years' experience in the industry and as a TAFE teacher, was able to offer a great deal of expert advice to students regarding food preparation skills and has filled Ms Ruth's position for the remainder of this year.



Year 7 students looked at food packaging, nutrition, advertising and snack foods. In Year 8, an appreciation of our indigenous culture and multiculturalism was encouraged through their food studies. Recipes used by Years 7 and 8 included Pizza Muffins, Banana Patty Cakes, Souvlaki, Sushi and Bread and Butter Pudding. The students consistently worked hard to be fully prepared for all classes and are to be commended on their efforts.



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

Year 10 Food Technology & 11 Hospitality students were involved in preparations for Open Night on 13th August 2015, where students had the opportunity to showcase their learning. Students worked tirelessly in the days preceding and throughout the day to create finger food and snacks to be enjoyed by parents and students throughout the evening.

The commercial kitchen in K26 continues to be upgraded to ensure standards are suitable for Hospitality classes where students study industry specific skills. Extraction fans for the recently installed commercial ovens will be our next addition to the commercial facilities in K26. This year we had 9 students in Hospitality in Year 11, and 13 students have chosen the subject for 2016, and we look forward to this class successfully completing the course.



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



Industrial Technology- Electronics students constructed a variety of projects to take home, from simple circuits to useful devices that included the creative design of housings for the components. Industrial Technology- Engineering students enjoyed exciting engineering challenges such as designing and building towers, rockets, dragsters and trebuchets. Year 10 students built Rube Goldberg machines, Eco lamps, and solar powered cars.



Kashif Sheikh performing his Extension 2 English Performance Poetry Project 'on the subject of broken mirrors'.

Accelerated students in classes of Information Processes and Technology and Software Design and Development continued producing a range of software solutions, impressing with a very high standard of work. During the year the students participated in the Grok Learning programming challenge run by the Sydney University NCSS (National Computer Science School) for both IPT and SDD and developed skills in Python language programming. Across the school students also entered the ICAS Digital Technologies competition and achieved 2 High Distinctions, 5 Distinctions and 13 Credits. In March, students attended the Big Day In careers expo at UTS presented by leading IT companies.



Engineering Studies students enjoyed many practical engineering challenges throughout the year, including design and experimentation with truss bridges in their Civil Structures Application Module and powered model planes as part of their Aeronautical Engineering focus module.

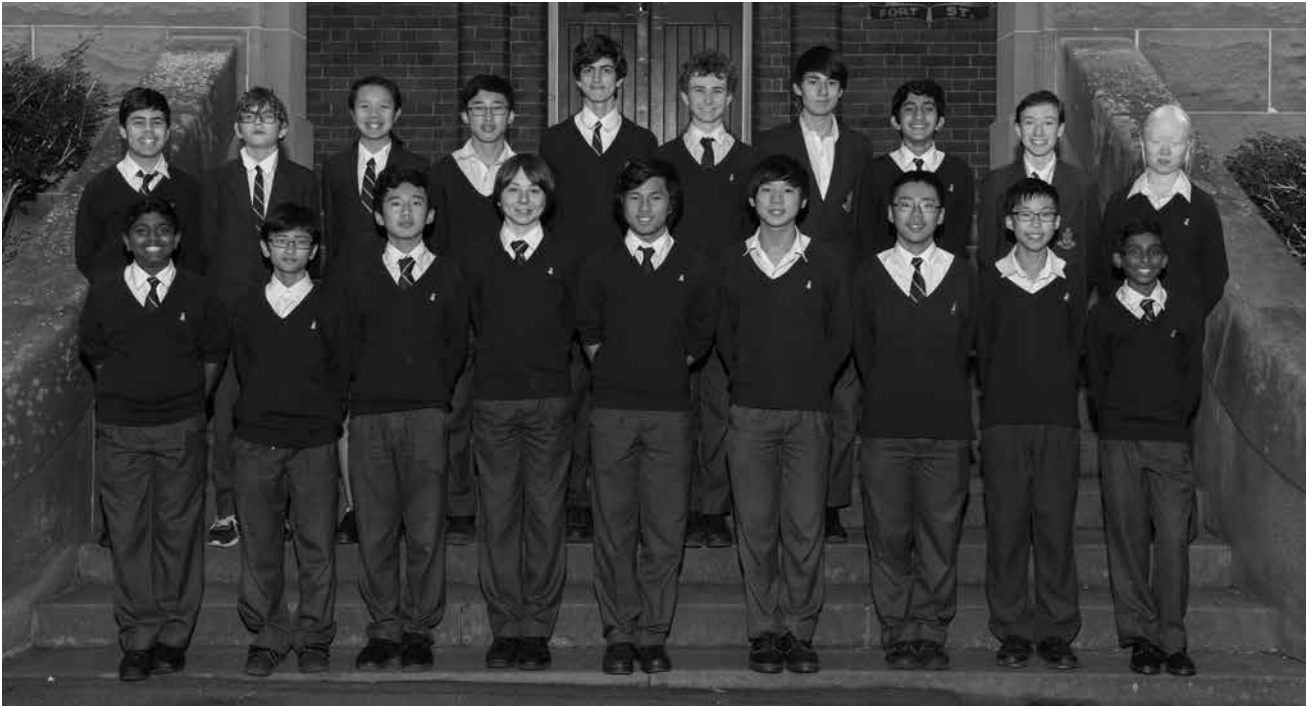
It has been a very eventful year for both staff and students working in the Technological and Applied Studies key learning area. We all look forward to a rich and rewarding year in 2016.

ALLISON WOODLEY, RELIEVING HEAD TEACHER TAS



Fortian Committee hard at work!

2015 ROBOTICS



Front Row: Bhuvan Senthil, Yu Wern Choo, Gabriel Cho, Alexander Epps, Brendon Ly, Alex Kim, Kevin Zhu, Brandon Wong, Jason Philip
Back Row: Jaden White, Alexander Coombs, Larissa Yang, Peter Kim, Oliver Locke, Aidan Kemp, Adrian Castillo, Sunil Jassal, Oscar Martin, Rena Gao

We did it... again. We crushed them... again.

Fort Street has had a proud history of robotics, returning with at least one trophy every year from the national and state competition since 2012, capping it last year with six trophies (KPI Target). We primarily participate in two events of the RoboCup Junior Australia (RCJA) competition: Rescue, where robots must navigate an obstacle course, concluding with locating and rescuing soft drink cans (victims), and Soccer, where two robots a side play off and the winner is determined by the highest scoring team. However, our success this year was measured in category domination, where Aidan and I won 1st place, Lindsay took 2nd place and Victor, Brendon and Alex achieved 3rd place in the lightweight soccer division during the NSW Open at the end of August.

A month later, I travelled to Adelaide with Spider-Man and Alien (the robots), and my dad for a two-day national competition. After winning all of my games on the first day and most of day two, the semi-finals were against a defensive team from St. Francis Xavier College in Canberra. The first half resulted in a tense 0-0 draw, but we finally scored in the second half, ending in a 3-1 score-line our way. However, the ultimate challenge was yet to come with the grand finals against another team from that school with vastly superior hardware to us. Nevertheless,

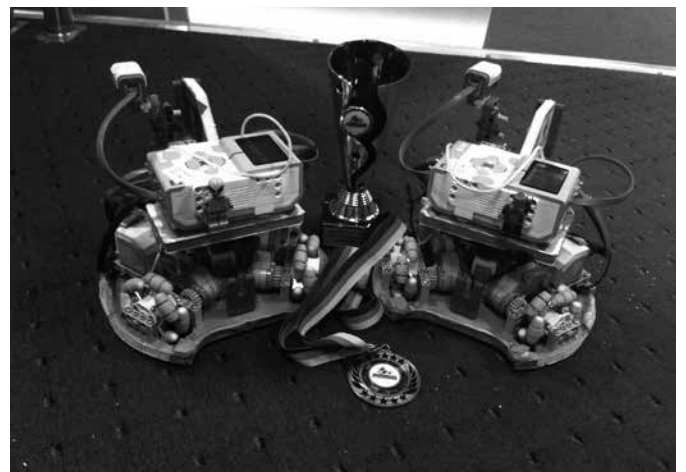


we prevailed with a 10-4 victory and a first place trophy to join the overflowing robotics portion of the trophy cabinet.

However, both the results of this year and the past would not have been possible without the dedication of our mentor, Mr. Grant, into the robotics team through numerous occasions of catering to last-minute requests and overtime to benefit the students. Next, I would like to thank the members of the Fort Street robotics community both past and present whose dedication has resulted in substantial progress and contributions to the trophy cabinet. Lastly, I would like to take this opportunity to express my gratitude, on behalf of all robotics teams, to the P&C and Fort Street Foundation for their annual contributions to the acquisition of new equipment every year to better our robotics teams one generation at a time. We will continue to make your investments worthwhile!

Next year's national competition will be in Sydney. Let's prepare to dominate.

KEVIN ZHU, YEAR 10



MATHEMATICS

Each year Mathematics Enrichment provides opportunities for students to participate in mathematical activities outside the classroom to challenge and enhance their problem solving skills.

In 2015, students participated in

- The AMT Maths Challenge Stage (Junior and Intermediate)
- The AMT Maths Enrichment Stage (Euler, Gauss, Noether and Polya Series)
- The Australian Mathematics Competition (AMC)
- The 53rd UNSW Mathematics Competition
- The 2015 AMOC Senior Contest

39 students entered the Australian Mathematics Trust Maths Challenge Stage. Overall, students achieved 7 Credits and 10 Distinctions, and 2 High Distinctions were awarded to Justin Cheung (Year 7) and Michelle Cheung (Year 9).

31 students entered the AMT Maths Enrichment Stage with 2 students, Justin Cheung and Georgio Hawi, achieving a High

Distinction.

In 2015, 568 students (Year 7 - 143, Year 8 - 144, Year 9 - 140, Year 10 - 141) sat for the Australian Mathematics Competition. This year 2 students, Michael Seebury (Yr 7) and Yuntao Jiang (Yr 8) won prizes. 12 students achieved a High Distinction, 175 achieved a Distinction and 284 achieved a Credit in the competition. A special award in this competition is the Prudence Award which was won by Steven Pang (Yr 8). The AMOC Senior Contest is a 4 hour paper with 5 questions that are very challenging and is only open to prizewinners from the AMC. Following on from his performance in the AMC last year, James Moran-O'Donnell (Yr 10) attended a summer school in late November 2014 and then sat this paper in 2015. Congratulations to James as this competition is by invitation only and there are about 90 invitees in total Australia wide!

This year 5 students sat the 54th UNSW Mathematics Competition. Hyungsik Kim (Year 12) achieved a High Distinction (which includes \$100 in prize money) in this competition.

We hope to further increase our participation rate in 2016.

PHIL NIVEN, HEAD TEACHER MATHEMATICS

MATHEMATICS VIDEO COMPETITION

Who said Maths is unimaginative?

This year Fort Street High students participated in the University of Wollongong "Maths via Digital Media Competition" wherein they created short videos engaging with a mathematical concept. They turned into mathematic presenters and showcased the creative, inventive side of mathematics.

We had four Year 7/8 group entries:

- **Circles** (Year 7) – Tiffany Tieu, Carmen Wen, Jessica Yoon, Angelina Lee
- **Algebra** (Year 7) – Anson Lee, Phillip Shurupov, Michael Smith, Oliver Edstein
- **Equations** (Year 7) – Lara Vance, India Treweek, Bridget Gard, Sabine Chin-Lowe
- **Inequations** (Year 8) – Georgio Hawi, Patrick Wu, Zhen Jia, Nicholas Utojo

and three Year 9/10 group entries:

- **The Penpal from China: The Distance Formula** (Year 9) – Chris Chung Yan Cheng, Simon Tang, Alex Guan, Joshua Liam Lam
- **Trigonometry Through The Ages** (Year 9) – Alexander Migdalias, Dante Burn, Adrian Castillo, Rahel Sahni
- **Parabolas** (Year 9) – Sophia Sun, Eileen Yongxin Li, Marina Qian Li, Yu Cheng Zhang, Jiamin Guo

However, we were restricted to only one submission for each year group, so our Mathematics Faculty had the very difficult task of selecting the final submission. The following two entries were chosen:

Algebra by Anson Lee, Phillip Shurupov, Michael Smith, Oliver Edstein

Parabolas by Sophia Sun, Eileen Yongxin Li, Marina Qian Li, Yu Cheng Zhang, Jiamin Guo

All the videos were a very high standard and creatively explored their topics. By thinking, planning and creating these videos, the students were able to take a mathematical concept and unravel it to engage and connect with mathematics on an interactive level. I'm very proud of all of their efforts and of the intelligent and imaginative ways in which they portrayed mathematics.

Congratulations to our Year 9/10 entry that was successfully selected as a finalist. On Thursday 10th December, the students, Mr Nivin and myself attended a presentation evening at the university wherein the videos of each entry were showcased and winners were announced.

Our Year 9/10 group entry commendably tied first place with each student and our school winning cash prizes. Congratulations to Sophia Sun, Eileen Yongxin, Marina Qian Li, Yu Cheng Zhang and Jiamin Guo for their creative and conceptual video on Parabolas. I am extremely proud of the girls and it was a very well-deserved win.

SENIDA KRCIC, MATHEMATICS TEACHER

MUSIC

While one could argue that every year at Fort Street is packed, 2015 was busier than most in the Music department. Filled with quality teaching and learning, the year had many opportunities for student to showcase their strengths in performance and composition at performance evenings, school events and in the wider community. After over two years of dedicated service, the music department bade farewell to Mr Hugh Cotton who left to take up a teaching position in Kazakhstan. While his expertise, enthusiasm and passion for music education will be missed, we heartily welcomed Mrs Peta Harper back to the Fort part time after her period on maternity leave and we welcomed Mr John Hibbard to the department part time to job share with Mrs Harper.

Every year, our senior music students attend four Sydney Symphony concerts as part of the Meet the Music program. In Sydney's cultural institution, the Opera House, students witness exceptional levels of music making from pieces across the art music tradition. Students this year witnessed a broad spectrum of tonal colours, from new Australian commissions to Mussorgsky's Pictures at an Exhibition. Year 12 performed well in the HSC music showcase. The cohort presented their 2 Unit and Extension performances and engaging seminars outlining the focus of their elective essays and compositions. This valuable experience will continue in the years to come. This close cohort will be sadly missed.

This is the thirteenth year that our Year 10 students have refined their composition skills by writing the score to the Senior Drama Production. The varied moods and scenes depicted in *The Crucible* gave the students plenty of creative licence to explore a wide range of styles.

The pace did not slow in Term 4 as we came together with the Creative and Performing Arts faculty to produce a stellar MAD night. As always, the night was filled with high calibre performances: Year 9 featured exceptional solos, original compositions and a piano duet by Haydn, Year 8s affirmed their abilities with their stellar

rendition of the jazz standard *Watermelon Man*, and we heard many impressive performances of solo and ensemble compositions from Year 7 students. The Music department is still receiving exceptional feedback regarding the work of our young composers: their repertoire varied from Medieval and Renaissance music in Year 9, film scoring in Year 8 and multi-part rhythmic and melodic compositions in Year 7. One could hardly believe that for many, these experiences are the first time they have created music themselves. The depth of our music curricular program is only strengthened by our IMP programme and the opportunities our students access through The Arts Unit. This year, students toured Europe with the IMP, undertook a weeklong musical sabbatical at the Australian Institute of Sport in Narrabeen for State Music Camp, were invited to perform at the Instrumental Festival and In Concert for The Arts Unit, and performed as members of the Orchestra, Backing Vocal Team, and the Central Choir.

JOHN OCKWELL , MUSIC TEACHER



INSTRUMENTAL MUSIC PROGRAM

What a year! We've welcomed a brilliant new crop of young musicians into the IMP, gone camping, travelled the world, won some competitions, narrowly avoided disqualification in others, given public recitals and school concerts, and most importantly had a great time making wonderful music. We performed at assemblies, school concerts, local fairs and events, conferences, Eisteddfods, Festivals, public recitals. In total the IMP has taken part in almost 75 separate performances in 2015; this is a remarkable and prolific achievement. In 2015 the IMP welcomed new conductor Ray Cassar, who has taken on the Big Band from 2015, and Tim Crow, who has added Stage Band to his portfolio. Both ensembles are sounding fantastic as a result!

This year the IMP consisted of 14 ensembles, and over 270 participants. Our annual camp; despite being shorter than usual this year, was extremely well-attended, with 130 participants trekking to Kurradjong for an intensive two days of workshops and rehearsals. While all of the ensembles who participated in their various eisteddfods and festivals did the IMP proud, special mention must go to the astounding Chamber Choir, who won the Sydney Eisteddfod,

the John Lamble Championship, and successfully defended their title, winning the Australian Choral Grand Prix.

Perhaps the biggest highlight of the year was the first ever IMP international tour. In April 66 students along with Mr Manchester, Mr Ockwell, Ms Cameron, Mr Pringle, Ms Moxham and our indefatigable tour manager Geoff Hayes travelled to Austria, Italy and Slovenia for two weeks. We performed in some of the most iconic venues in Europe, including singing mass at St Peter's Basilica in Rome, and a recital in St Mark's Venice. As well as numerous informal recitals in venues ranging from caves to the Pantheon, we played to packed houses in public concerts in Vienna, Rome, Florence and Venice.

To read more about the tour see fortstreetimp.wordpress.com Congratulations to all IMP members and parents for all your hard work, and dedication. Thanks to parents for supporting your children in their music-making. There is no better way to help your child succeed. Thanks also to the tireless IMP Committee, tutors and conductors who work so hard to ensure the program runs smoothly.

MATTHEW MANCHESTER, IMP



VISUAL ARTS

The end of a school year is always a good time to reflect on the wonderful achievements of our students, and this year I am proud of both the Visual Arts staff and students. French artist Henry Matisse said “*Creativity takes courage*”. I believe this to be true, especially in the environment of a selective high school. I was encouraged to see an increase in the number of students choosing to study Visual Arts as an elective in 2015, and am excited to see this trend continue for our elective numbers in 2016. We must be doing something right.

Change was in the air for the Art staff at the Fort again this year. Ms Blake took maternity leave in Terms 3 and 4, and expanded her family with the arrival of little Hugh in August. Our team grew in numbers as we welcomed Ms Thompson and Ms Softley onto the teaching staff. Both have been wonderful additions to the CAPA faculty and taught a range of classes whilst Ms Blake was on Maternity leave and Ms Starr took Long Service Leave in Term 4. Continuing to provide new opportunities for the students at Fort Street to engage with art has been a focus in 2015. This year we introduced the initiative of ‘An afternoon at the Gallery’ with Year 11. Seeing and discussing art is so important in providing quality art education, and with a number of world class exhibitions on offer in Sydney this year, we took advantage. Year 11 Art students visited the MCA to see the Chuck Close exhibition, the AGNSW to view Pop to Popism and explored works by Chinese artists at White Rabbit during afternoon class time. With the success of the initiative clearly reflected in both the students’ artmaking and art study we are looking forward to ‘Afternoons’ with Frida Kahlo, Andy Warhol and Ai Wei Wei in 2016.

This year also saw the introduction of Art Studio. Open to students of Years 7-10 and run by Ms Softley on Thursday afternoons, Art Studio provided extra time for students to refine and develop their artmaking skills outside of regular art lessons. I would like to thank both Ms Softley and Ms Thompson for the extra time they have spent developing the first Art Studio program. The etching works have been highly successful.

Year 7 spent another wonderful day exploring the sculptures on the coastal walk from Bondi to Tamarama and this year designed their own hypothetical sculpture for the annual Sculpture by the Sea event. We saw a range of ideas articulated in their designs and were blown away by their creativity. Quirky Year 8 surrealist sculptures have once again taken over the art rooms and the kiln has been in overdrive. Continuing on with learning about ‘isms’, Year 8 also spent the first half of the year looking to the Pop Artists for inspiration after visiting the Pop to Popism exhibition at the AGNSW. Their Roy Lichtenstein comic paintings were a hit at our annual MAD night. Natural and built environments have been the theme of Year 9’s artmaking this year. They started the year with very successful Instagram images inspired by the work of Andy Goldsworthy, and finished with wonderful panorama relief prints of the local area. Year 10 were introduced to portrait painting with a workshop by practicing artist Loribelle Spirovski.

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 their concepts and ideas, but also because of the diversity of materials and techniques used. Big thanks to Ms Starr for all the extra hours of help and support.

Lastly I would like to acknowledge all the CAPA staff and students for the success of MAD night 2015 and congratulate our Visual Arts Prize Winners for 2015.

Year 7 Drawing Prize: Nathan Mu

Year 7 Printmaking Prize: Christine Nguyen

Year 8 Painting Prize: Ha Ram Whoo

Year 9 Landscape Prize: Joshua Lam

Year 10 Portrait Prize: James Moran O’Donnell

Year 11 Drawing Prize: Helena Ke

REBECCA CAMERON, HEAD TEACHER CAPA





END

Lin Zhang

IMPATIENCE

Please do not touch any of the 195C artworks thank you

DRAMA

2015 was yet another stellar year in Drama at Fort Street. In the classroom students were engaged and were asked to experiment with a range of theatrical styles. The co-curricular Drama programs continued to extend the learning experiences of students and there has been some outstanding work produced. Years 7 and 8 focused on the development of expressive skills and studied the manipulation of the elements of Drama. Year 7 started the year with a puppet-making unit which resulted in the production of some very creative and engaging puppet-shows. In the second semester the students were challenged to use Drama to educate a primary school audience about a relevant issue using their expressive skills to maintain the engagement of their young audience. Year 8 began the year with the challenge of Theatresports and learnt the creative problem-solving skills necessary to tackle this difficult theatrical form. They had a visit from an ImproAustralia group composed of a number of successful Theatresports performers, including the national champion. In the second half of the year, the students began learning how to interpret scripts and faced the challenge of performing a Shakespearean script. The performances that ensued were exceptional and the students definitely rose to meet this challenge.

Years 9 and 10 spent the year studying a variety of theatrical forms and traditions. Moving chronologically, students worked with rituals, Greek tragedy, Elizabethan theatre, Commedia dell Arte, Melodrama and moving through to an extensive study of Realism and Stanislavski. The students worked with playbuilding, scriptwork and design to develop a deep understanding of these forms. The work produced from both Years 9 and 10 reveals thorough engagement and great creative thinking to produce expressive, engaging and entertaining works.

Year 11 studied post-twentieth century theatrical movements

and experimented with more contemporary forms that asked students to use theatre to challenge aesthetic norms or make a powerful theatrical statement. They also engaged with a study of the history of theatre in Australia post-invasion and did an in-depth study of the classic Australian play; Summer of the Seventeenth Doll.

Year 11 also faced the mammoth task of producing a full-scale theatrical production. This year they tackled Arthur Miller's expressionist masterpiece; The Crucible. The production was directed artfully by Angele Yan and assistant directed by Sebastian Van Gerwen. The performances from the cast were exceptional, and resulted in a powerful and moving exploration of the power of fear, manipulation and the destructive force of the corrupted powerful. The production also looked magnificent which was due to the hard work of Lauren Ashley and Paddy Gallagher who produced the show. A special mention must go to the Year 9 students who ran the front of house for the production and were responsible for the advertising material produced.

Co-curricular Drama has also been extremely successful this year and continues to grow. These opportunities will continue to be available to all students and I would like to encourage Fortians to join us either in the Year 7 and 8 Drama club or the Theatresports group for those in Years 9-11.

The year culminated in MAD night which was a great celebration of the hard work that Drama, Music and Art students put in throughout the year. The Drama performances were exceptional and all students involved are to be congratulated on their performances.

So yet again it was a wonderful year in the boundless world of Drama. Students created, refined and performed and it has been a pleasure to see them grow in skills and willingness to experiment and take risks, and produce some truly outstanding work.

CAROLYN MATTICK, DRAMA TEACHER





DEBATING



Year 9

Fort Street's debating teams have been challenging their faculties of rhetoric year round. Year 9 & 10 competed against Sydney Secondary Balmain Campus earlier this year on the topics of: advertising, sports, higher education and gender equality with varied success. However more impressive is the participation of the Year 7, 8 and 9 teams at Sydney University to compete against private schools in two separate debates. In our first debate, the pre-prepared subject of whether Antarctica should be protected from tourists only one of our five teams succeeded. We were a little downhearted, but Mrs. Tan, who graciously escorted us to the university, reminded us that Fort Street is always outperformed in prepared debates whereas we show most talent improvising. Encouraged, all teams, but one, won in the second debate on the topic of whether Facebook was more harm than good to teenagers. Another topic concerned tourism in Antarctica. At the awards section of the program one of Year 9's teams came second for best team with the following promising debating students: Vanessa Lam, Dharmesh Desai and Alexander Coombs. It was a great day for Fort Street's avid team of debaters.

ALEXANDER COOMBS, YEAR 9



Year 11

The year 11 debating team of Ava McConnell, William Thackway, Sebastian van Gerwen and Angela Bivell continued their strong performance in debating. Under the tuition of ex-fortian James Leeder the team advanced to the zone stage of the tournament. However, they were unfortunately eliminated in a close and high-quality debate by rival squad; Sydney Boys High School. Although disappointed to have to face off against such a strong opponent so early in the tournament, the team is hopeful for their next year, for which they aim to be more prepared for tough competition.

YEAR 11 DEBATING TEAM



Year 10

The Year 10 debating team consisting of Ankita Rao, Emily Henderson, Jessica Boyley, Alana Tarrant, Madeleine Huynh, Hillary Tran and Giacomo Degotardi, thoroughly enjoyed the competition this year. We faced many challenges and extended ourselves to learn new terms and techniques. Debating has also enabled us to develop other skills such as confidence and spontaneity. We made many friends in other schools and nurtured our friendships within the team. Debating was made even more enjoyable by our coaching sessions every Tuesday morning. We were lucky enough to be coached by debating legend and Fortian Alison Thompson who taught us new concepts and other tips while making debating a fun experience. The team would also like to thank Ms Kerr for her constant support and great work in organising all the debates for the Year 9 and 10 teams. Our debate against the Fort Street Year 9 team was particularly enjoyable and we wish them all the best for the future. After a fun year of debating we are excited to continue working hard and advancing even further in the competition next year.

ANKITA RAO AND EMILY HENDERSON, YEAR 10



Year 12

ILLYA CONN, DANIEL SCHMOLL, LACHLAN WHITE, VISHAL REPAKA

STUDENT WORK EXCERPTS

Midsummer Night's Dream Review

William Shakespeare's 'A Midsummer Night's Dream', review by Aidan Limnios, 15th June, 2015

"It's all Greek to me". This is truly evident in this Athens-derived Shakespearean comedy. Shakespeare contrasts reality and imagination; a concept which has been reenacted by many modern directors. Magically, Shakespeare has brought this ludicrous comedy to life. Who said "The course of true love never did run smooth"? Shakespeare explores the weakness of love and twists it into absurd predicaments. This play, although a comedy, delves into the foreign and terrifying world where women's rights didn't exist. This comic, yet austere, play has all the critics raving. You will laugh at this pathetic attempt to keep true love's flame burning. You'll be "Green with envy" if you don't watch this spectacular play.

A poem inspired by The Hobbit

by Christine Nguyen, Yr 7:

*A battle none expected;
The Battle of Five Armies.
Terrible.*

*On one side were the Goblins,
The wild wolves.
On the other were the Elves,
The men,
The dwarves.*

*The hatred,
The fear -
Rekindled to fury.
Messengers passed to and fro;
Tidings carried in secret ways.*

*They marched, they gathered,
By hill, by valley,
By tunnels under dark.*

*Then they learned of the death of Smaug.
Joy was in their hearts.
They hastened night after night.*

*And at last,
From the north,
They came.*

William Shakespeare's 'Midsummer Night's Dream', reenacted by 7T productions, review by Aidan Limnios, 17th June, 2015

The following review confirms that 7J were spot-on with their seemingly dire modern representation of Pyramus and Thisbe.

This production of 'Pyramus and Thisbe' drained the mystical pizzazz out of this romantic Ancient Greek myth. The frequent glaring at their phones displayed the disorganisation and forgetfulness. From the blandly articulated to mundane Moonshine, this production was not all it was cracked up to be. They twisted this shrewdly comical play to take place in Germany. This bleached their production and it became tasteless. The inclusion of an amalgamation of German gags kept the audience in perpetual ignorance. I didn't feel as if the play was set in Germany, if no one had told me it was set in Germany I would not have known. A background depicting Germany in conjunction with German accents would have made the play feel more German.

The staging was not engaging and there was no action, this withdrew the audience's attention. With more action-packed staging it would have contributed to the enlivenment of this play. More movement would have certainly drawn more attention towards the actors.

The original script was refurbished by the production group, this added no extra value to their play. I could not understand the script's connection to the original play. The voices of the characters could have been more lively and less monotonous. If the actors sounded engaged, the audience would've been too. The music was extremely irrelevant, I did not get a sense of why the play included the atrocious music. It, in no way, harmonised with the play.

This supposed Gothic tale on a stunningly romantic, dark, mysterious play was not seen. Moonshine wore white, which in no way complemented her role as a goth. Most of the costumes were fabulous and suited the characters and their personalities perfectly.

Pyramus really shone in this muffled production. He learnt most of his lines and occasionally referred to his phone. He brought an unbelievable combination of humour and life into this play. He played his part as if he were actually Pyramus and breathed life into his role. His outgoing movements supplemented for the play's poor management and preparation. He kept me transfixed while he acted.

I know this production could have been better. With better coordination, more practice, time, effort and thought this play would have been miraculously astounding. This play is certainly a diamond in the rough and with reinforcement of its ideas and setting, this play would be much more riveting.

A Day in the Life of a Woman

My heart hammers rapidly inside my chest, and my footsteps quicken to match the pace. I try to focus on the hollow clicking sound that my shoes make on the cracked pavement with every step. Few cars are on the road. It is getting late. Faster. I bury my hands deeper in my pockets as an attempt to protect them from the bitter weather. Instinctively, I wrap my fingers around my keys, feeling safer with the heavy, sharp metal resting in my palm. The crisp night air of early winter causes my breath to make foggy clouds that almost instantly billow away with the wind. I glance over my left shoulder. Nobody. It is getting dark – too dark to be out alone on the streets. Faster. I am jogging now - my legs moving quickly, my shallow breath coming in ragged rasps. The few stray streetlamps offer sparse light, failing to illuminate the almost-deserted road. Faster. I cannot feel the numbing cold anymore and instead, a chilling fear starts to penetrate my mind and causes my throat to tighten. Don't scream. I anxiously look over my right shoulder, my eyes scanning the gloom of the empty street for any movement. My hands are shaking. The keys jingle. I want to scream into the seemingly endless darkness. Make a noise and you're dead, understand? The street is deserted and I stand alone in the shadows, clutching the keys until my knuckles turn white.

Weak sunlight filters through the blinds, diminishing my paranoia from the previous night until it is nothing but a foul taste in my mouth. I stand in front of the mirror and prepare myself for the day. I am careful not to apply too much makeup, using only a light shade of lipstick. You look like you're asking for it. I choose a modest outfit to wear, and leave the house with my keys in hand. The trip to the train station comprises of awkward strangers bumping into each other, averted eyes and mumbled apologies - and sometimes, encounters that leave me wishing I had stayed at home. Morning traffic floods the road like a toddler's play room – cars and trucks of all colours scattered in a chaotic formation. The cacophony of grinding wheels and obnoxious beeps surrounds me as I walk along the side of the busy road. I clutch my handbag to my body and keep my eyes on the floor, attempting to draw as little attention to myself as possible. The winter skyline reminds me of the paint palettes from childhood – one faded colour bleeding into the next. Damp piles of deteriorating foliage gather on the footpath in small piles. I tread carefully through the last remains of autumn, smelling the sweet, rotten scent of decaying leaves. A grimy truck slows down as it passes me, and I flinch when the horn beeps, knowing what is to follow. The drivers jeer from the front seat, their windows rolled down to ensure I undoubtedly hear their crude remarks. One man seems to be in his late fifties, with a prickly grey beard and glassy eyes. The other couldn't be older than thirty. The two unwashed men are hooting and hollering at any woman walking by, sneering derogatory words. I know you want it. You should appreciate the attention. I keep my head down and ignore the comments. My cheeks become flushed, turning a bright shade of scarlet as I fail to hide my embarrassment. The younger man hoots one more catcall before driving off, and the sniggering fades into the distance. Tensely pulling my bag closer, I continue on my way to the train station.

There is one billboard that the train hurtles past each day. Despite seeing the advertisement every morning, I still struggle to understand what exactly the product is. Today, the picturesque model from the billboard greets me with a sparkling smile, flaunting her half-naked body. I glance down at my own humble attire and hunch my shoulders. You're just a tease if you show so much skin. The advertisement is all golden curves and smoky eyes, tousled hair and parted lips. I would assume that a fashion company would promote their clothing by actually having their models wear clothes. But then again, the billboard seems to attract enough attention. I notice a businessman with a striped tie eyeing the billboard, then suddenly clearing his throat and pretending to be immensely interested in reading the newspaper in his hands. The provocative pose of the shapely model disappears from view as the train hurries

along the track. You understand why I'm doing this. You're just too tempting. The train passes countless billboards – each showcasing a different model, but the same vacant eyes still stare out at me, mirroring my own dull, tiresome eyes.

The office, as usual, buzzes with the quiet humdrum of activity. I add two sugars to my tea, whilst half listening to the news report that is blaring on the communal television resting above the refrigerator. By the time I finish pouring some milk into my mug, a small crowd has gathered in front of the television, listening intently. The reporter discloses the details of an incident that had occurred over the weekend in America. Two teenage boys had sexually assaulted a girl at a party and filmed it. I try not to spill my tea when my hands start to tremble. You won't tell anyone if you know what's good for you. The reporter focuses on how unfortunate this incident has been for the two boys, and mourns the loss of their bright futures. I set my mug down on the counter and look down at my feet, allowing my hair to cover my flushed face. The news report then goes on to question the victim's level of intoxication and what she was wearing at the time of the assault. My co-workers nod along, agreeing with the accusations that perhaps it was her fault. The report switches to a commercial break and the crowd disperses. Nobody will believe you even if you tell them. I breathe in deeply, suppressing the urge to scream. One of my co-workers, a balding man with a hearty laugh, chooses a mug and smiles at me. "Oh darling, make a coffee for me, will you? I've got to prepare for a meeting in ten minutes. One sugar, no milk, sweetheart." He playfully smacks my behind and chortles heartily, oblivious to my rigid posture and appalled expression. I turn, flustered, and add one sugar to his mug. Shut your mouth. Nobody can help you. I keep my mouth closed, afraid to speak up, just like the past few months.

In winter, the sun sets too early for my liking. I leave work and notice the pale streaks of pink and orange painted across the sky, warning me that it would be dark soon. A pretty girl all alone in the dark... you had it coming. I decide to cut through a series of small lanes to save time and hopefully reach safety before the sun disappears. Faster. A labyrinth of crumbling brick walls surrounds me on either side, with distorted, untamed graffiti sprawled across every surface. I find myself gazing listlessly at the chaotic display of twisting doodles, struggling to keep the distressing memories at bay. For once, I allow my mind to wander and recall the last time I roamed these streets. I shudder, not because of the rapidly plunging temperature, but the distant memory of choking back hot tears, torn clothes littered on the filthy pavement and a staggering walk home through the shadows of the early morning. The last rays of sunlight vanish, and I am alone, again, in the silent darkness. The only sound to be heard is the quivering jingle of my keys.

I am not afraid of the dark. The dark is harmless. The dark cannot follow you as you walk home, corner you in an alleyway and hold a knife to your throat. The dark does not have rancid breath that smells of alcohol, or meaty hands that fumble underneath your clothes as it snarls sickening words into your ear. No, I do not position my keys as a weapon for defence because of the dark. When the suppressed memories fight to escape the dark corners of my mind and I lie weeping on the bathroom floor, I do not blame the dark. I do not live in fear because of the dark. My fear is not addressed, but rather something that is swept under the carpet and treated like a blemish on society's complexion. It is a topic of hushed whispers, misreported news articles and blocking children's ears. People would rather look the other way than recognise that rape culture is a problem. And I don't blame them. Rape is an ugly scar that everyone refuses to acknowledge. Rape culture is best overlooked, so it seems.

VIVIAN TRUONG - WINNER AUBURN COUNCIL FUTURE WRITERS COMPETITION

Alice in Wonderland Subversion

Alice in Wonderland is set in England, and despite the year never being given, most likely around the Victorian era, judging by the dress Alice wears in the original illustrations and how the language is used. The majority of the story, however, is set in Wonderland (actually Alice's mind, because in the end she realises that she dreamt her whole adventure up). I have decided to put it in the modern era, but with a secret agent setting.

Alice Liddell, a professional assassin, is visited by the "White Rabbit", the head of a secret organisation known only as Wonderland. Wonderland's goal is to eliminate evil criminals like drug lords, mass murderers and corrupt dictators. White Rabbit informs Alice that her next target is the vicious Queen of Heartland, who has been accepting bribes from various sources. He explains to Alice that she will have an assistant on the mission; the Cheshire Cat, a nimble, constantly grinning assassin equipped with a set of stealth clothes that have the ability to turn him invisible for short periods of time.

Alice and the Cheshire Cat, (or Cheshire for short) confront Caterpillar, a black market arms dealer. They interrogate him, trying to find out any information he may have on the Queen. He refuses to disclose anything until Alice begins strangling him with his own hookah. Choking, he cries desperately about the Duchess. Pulling the hookah's hose tighter, Alice asks where her last known location was. Caterpillar replies "the Pig and Pepper nightclub in southern Heartland!" Releasing the hose, Alice and Cheshire walk off, leaving the arms dealer gasping for air.

The Duchess is an associate of the Queen of Heartland. She is well known in the criminal underworld for being the largest manufacturer of pepper, an illegal drug that is taken via nasal inhalation. She is also the richest female drug lord (or drug duchess, as she calls herself) on earth.

Arriving at the nightclub, Alice dispatches the security guard at the front while the invisible Cheshire Cat creeps inside. Seeing the Duchess going into a room with a sign on the door saying Employees Only, Cheshire follows. He takes out the bodyguard silently, and knocks the Duchess onto the ground. After some more interrogation, she tells him that the Queen will be having a party the next day in her mansion. He shoots her with a silenced pistol, then flees.

Word goes around that the Duchess was assassinated. The Queen is the most suspicious and triples her security. For extra measure she hires the Party of Three (a deadly group of three skilled killers; the March Hare, the Dormouse and their leader, the Mad Hatter).

Staying on a train on their way to the mansion, Alice senses that something is wrong. The sound of gunfire and screaming is heard from the front of the

train, along with an explosion. Pulling out a pair of handguns, Alice carefully walks over into the next carriage. To her horror, the train begins to stop moving, and then starts slowly rolling back. The Cheshire Cat appears next to her, a shocked expression on his usually grinning face, and they leap out and grab the back of the carriage in front of them. Just in time, because the back of the train picks up speed and derails in a fiery explosion.

Climbing up on top of the train, Cheshire and Alice spot the Party of Three on the other side of the carriage, who are clearly shocked to see that they are still alive. Alice immediately shoots the March Hare twice in the forehead with her dual handguns, and he falls off the train. She begins to aim for the Hatter, but the Dormouse leaps at her at a startling speed. She loses her grip of her handguns, and watches in dismay as they fall of the same cliff that the March Hare plummeted down just a few seconds ago. The Dormouse starts pummeling the girl around the face until he is kicked off the roof by the Cheshire Cat. A winded Alice holds her hand to her bleeding nose as the Mad Hatter pulls a shotgun from his large green hat. Cheshire jumps out of the way just as some shotgun pellets fly through the air, narrowly missing him. Alice throws a knife at the Hatter's hand, making him drop his weapon. He tries to leap at her, but slips on the Hare's blood and rolls off the roof, under the train. Alice and Cheshire run to the front of the vehicle as the Hatter's mangled body lies on the tracks behind them.

The Queen of Heartland is a rather ugly woman, with an upturned nose, crooked teeth and three chins. She is as corrupt and vicious as they come, accepting bribes for mining, clearing forests and even drug manufacturing (hence her friendship with the Duchess). Today she is hosting a party in her mansion and a game of croquet afterwards. With that information, Alice and Cheshire are able to work it to their advantage.

On the day of the party, all the Queen's rich friends are enjoying themselves, playing a game of croquet. The Queen is in the middle, chatting to a French president. Alice is assembling her sniper rifle while Cheshire sneaks into the crowd, fully cloaked. Their plan was for Cheshire to clear the way, giving Alice a clear shot at the Queen. One by one, Cheshire takes out the evil guests at the Queen's party (the good ones he lets live) thinning out the crowd. The Queen realises something is going wrong and immediately runs to her expensive car. Sweating, Alice fires, and her bullet comes in contact with the Queen's face with a frightening amount of speed. There's a **shlik** sound, and two **thuds**.

Off with her head.

ALEX WANG, 71

Elements in Their True Colours

The blade of ire is stranger than stone
 The petal of love is more eager than child
 The want of avarice is greater than need
 The feeling of hope thwarts that of fear
 The flame of hope is more powerful than truth
 The burning of fear is more intense than cocoa
 The state of fear quenches that of love

Plan-ets

How many planets do we have to find,
 Until we have content with our mind?
 Or is it a matter of life,
 Water; give us more strife.

How many planets do we have to find,
 Until we are complacent with our mind?
 Do we have to find human life,
 Or fossils, or bacteria; on strife!

How many planets do we have to find?
 How many planets do we have to destroy?
 Until our lesson is learnt,
 Until our chances have disseminated?
 Until our planets are gone,
 Until our lives are gone!

BY AIDAN LIMNIOS, YEAR 7

The Wind in the Willows

Prose to Poetry

I have chosen to convert the very opening section of the book into poetry because I think it is the novel at its most beautiful. Such beautiful cleansings of mind as that which Mole experiences as he discovers the river are one of life's euphoric moments.

(r) (o) (u)
 (a) above (n)
 below (d)
 penetrating:

Spring
 oppressed & tantalised
 the darkness
 of Mole's lowly home.

YANKED from his half-spring-cleaned a-
 bode – called from the unknown above
 scraping))scratching))scrabbling))scrooging))
)))through an underused passage to the earth's skin

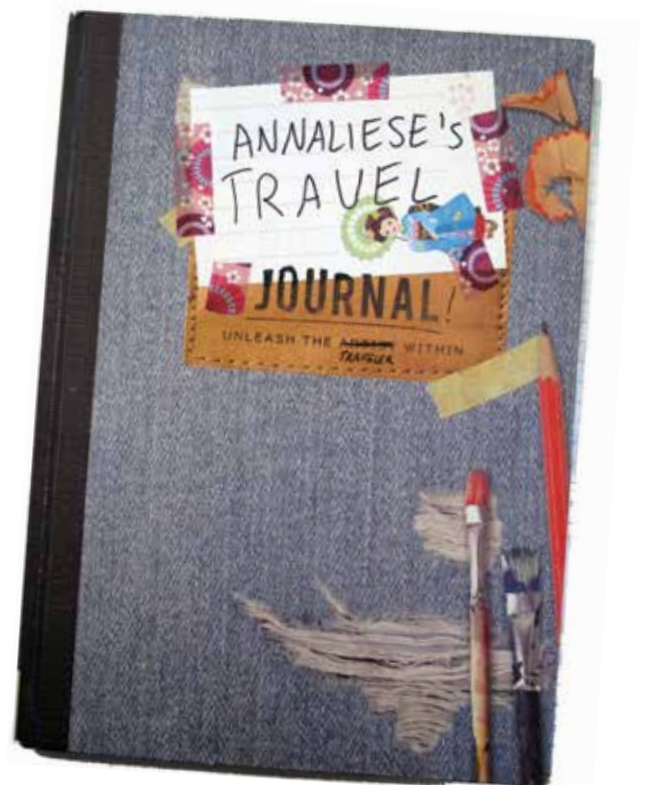
arrival: instant/relief
 soft/heat
 loud/plumage
 joyous/living

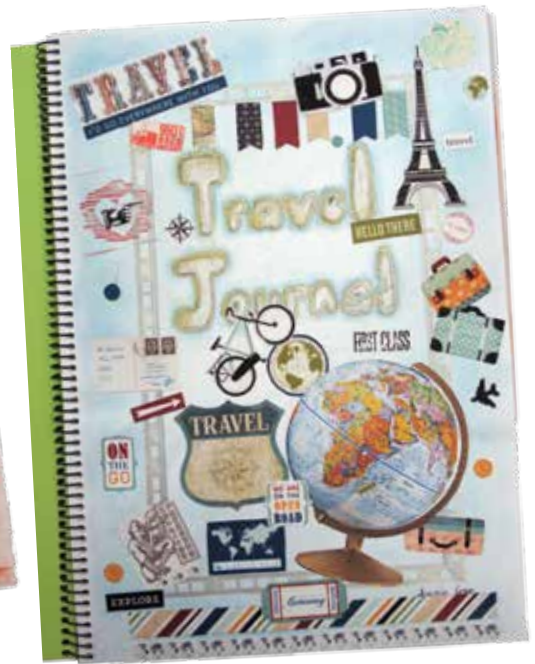
Potential thieves
 to his state of mind? Futile
 while Mole was taking part
 in the world's ^{live}liveness _{unrivaled}

sleekssslipperysssinu-
 oussssafely ex-
 changing banter (with its neighbours):
 a river. Mole's first river and with it:
 unexplored state of mind
 higher,
 new,
 a

BENJAMIN HAMER, YEAR 7

YEAR 9 TRAVEL JOURNALS





Journey

The fateful evening his daughter disappeared, Nathan neither bawled nor howled, he simply felt more alive. His legs had a mind of their own when they dashed out of his beach hut onto the barren golden expanse adjacent the ocean in search of Tracey. The enticing crisp sea mist and the rhythmic crashing of the waves were alien to Nathan, a previously permanently housebound mourner. The unfamiliar yet picturesque scenery of the beach warmed him as he reminisced his first trek solo to the coast two decades before. Everything was exhilaratingly overwhelming back then, until the sea lost its lustre and the sand turned a bland yellow.

Bold imprints of Tracey's footprints in the sand ran like train tracks towards an obscure point in the distance. Nathan felt the cool sand crunching beneath his bare feet. It was the sound of flesh cut thousands of times over. Yet still, Nathan ploughed on, spraying miniscule grains into his eyes and prompting bitter tears. Resolutely, Nathan strained his incompetent muscles to follow the footprints whilst he blinked irritably as the sunset faded into twilight, like God had just retired for the day.

The darkness gave him the goose bumps. Everything was unpredictable, not unlike how Tracey never returned home humming unreasonably cheery tunes like every other day. Watching Tracey's dinner go cold on the splintered kitchen table made Nathan realise just how much he relied on her gummy smile, comforting eyes and unconditional love. In this aspect, she was strikingly similar to her late mother Melissa. Melissa. Their affinity for nature frightened Nathan, considering he himself preferred the more logical confines of his worktable.

A vignette of Melissa's lithe spirit danced in Nathan's mind. Her death during childbirth tore at Nathan's heart and left him as a walking corpse. He always imagined that she must have taken a part of him with her to heaven. She often fantasised them living peacefully on the beach whilst nurturing a horde of rampant children. She promised and he believed her.

Melissa had never truly died. Her spirit was in the air, the earth, everywhere and especially in Nathan's dreams. However, her physical absence soured Nathan's good humour, whitened his luscious brown locks and made his one and only companion their wedding portrait.

"Bloody hell!" murmured Nathan as he stumbled past the last footprint and reached the boundary of the sand dunes and rock pools. No tracks were visible as he scanned the rocks that resembled broken teeth strewn carelessly in the shallow water. Nathan's only light source was the sliver of a waxing moon and a stubborn gut feeling guiding him through. Something splashed loudly in the distance. Wishing he had the nose of a dog, Nathan clambered in and about the grainy rough rocks stopping at every nook and cranny. His thoughts wandered to what he would say if he was to find Tracey. She resembled her mother strongly. It was one of the many reasons why Nathan didn't take his life, but it became so gut wrenching for Nathan to look at her that he just abandoned his paternal duty. By Tracey's eighth birthday, they had barely exchanged enough words to fill Melissa's obituary. Tracey, on the other hand, resolved to take advantage of her independence and spend more time surfing the waves or buried in sand dunes than at home. As Nathan became paler and frailer, Tracey was far from solitude, relishing in her friendships with snails and crabs. A scaly object scraped past Nathan's ankle. Moonlight reflected like disco lights in the thousands of scales of a snake as it slivered out of its burrow. Entranced by the beauty of the shimmering creature, Nathan tailed the reptile hypnotically.

A vaguely human foot appeared. As Nathan's vision gradually began to gain focus, the ghastly outline of a teenage girl emerged, like a ghostly apparition. "My baby!" Nathan bounded at Tracey's prostrate body and gently lifted her from the remote niche where several animals had gathered, some licking the dried blood on the stained rock, others sniffing at her clothing and huddling around her. The smiling father nestled his daughter's head on his lap and gazed down affectionately. A deep ruby gash across her forehead was like that of a bleeding Eucalypt. Her soft smile and peaceful visage steadily became more visible as the sun rose.

The dawn light enlivened the sky, almost like in celebration of the father and daughter's reunion. With a salty sting in his eyes, he gently touched Tracey's bloody wound with his lips and tasted salty metal, warmth and most importantly of all, a flicker of hope.

Journey to Peru Summer Zhang

I glanced around to see that many tourists had whipped out their phones and cameras and were in a frenzy to capture the perfect photo of the Incan civilization. Following their lead, I raised my camera and surveyed the surroundings of the ruins. White fluffy clouds sailed over the iconic Incan city and glorious rays of light flickered onto the towering stacks of stones, encasing them in a heavenly glow. A blanket of soft, fluffy clouds rushed onto the scene, incasing the city in a light, misty embankment. Low llama hums filled the air, echoing across the range of the Andes Mountains.

As I stood back, observing Machu Picchu as a whole, the colossal walls and ramps seemed as though they had been cut naturally in the continuous rock slopes. I breathed in the crisp mountain air and watched flocks of tourists swarm the archaeological site. I sighed with contentment as the sun rose high above the clouds, bathing the Incan city of Machu Picchu in a shower of golden rays.

Travel Writing Jiamin Guo Yr9

The piercing chill of the early morning air tasted fresh and crisp whilst the deep silence that engulfed us served as a vacuum in our own little protective bubble. In the midst of barren grey deserts stretching endlessly in all directions, a lone wooden shack and our mode of transport greeted us. We clambered on and before long; we were floating effortlessly in the caressing breeze. None of us have ever been on a hot air balloon before and as it glided and bobbed, the guide, my friend Madeline and I revelled in the peace, scenery and pure joy. That was all before the sun crept lazily over the horizon and changed the dunes indelibly with the light, setting the entire landscape on fire. To say it was breathtaking is an understatement.

We were floating like angels in the heavens, watching as wild flames momentarily consumed the world below. As the trip progressed, we gazed at the sands below with bright eyes, absorbing information from our guide, Thomas. With a German lilt and a resonant timbre in his voice, he said, "Our dunes are part of one of the oldest and driest ecosystems on earth, but they are dynamic and are continuously sculpted into a variety of shapes..." Later, Thomas retrieved what resembled a hunting bow from a box. It was a chordophone and a traditional instrument of Namibia. Plucking it rhythmically with his fingers and using his mouth as a resonator, the sounds produced were raw, tribal and unique. Life was like a dream.

The Pyramids of Giza

The midday sun beat down tirelessly on our backs as we slowly made our way across the desert, towards the largest of the three pyramids, Khufu Pyramid. Rami told me about the history of the pyramids and traditional legends as I gaped at the size of the pyramids. As the sun moved through the sky, the pyramids cast different shadows on the sandy ground.

After a few hours, Rami stopped next to the Khufu Pyramid and tied the camels to a nearby pole, giving them some water and some food. He then took out a picnic basket and laid out a meal of Koshary (vegetarian meal), Samak Mashwy (marinated and grilled fish) and Roz Be Laban (rice pudding).

As the sun began to set, Rami and I were treated to a spectacular view of the sun descending behind the Pyramids of Giza, leaving a trail of purple and pink hues. The sky painted vibrant colours in the sky as I sat back and enjoyed the view.

Pan and Portly's Peculiar Predicament

They glided onwards, encompassed by rich meadow grass
Never have they noticed the rose so vivid, their eyes turned into glass.
A wide, half-circle of foam and shining shoulder of green liquid
The great weir closed the blackwater from back to back, not a single drop was escaped,
It troubled all the quiet surfaces with its twirling eddies and aloft foam-streaks
Deadened all other articulations with its solemn and soothing rumble, hard techniques.

The duo evaded tumultuous water and moored their vessel at the aureate margin of the island
Accompanied by a lush, emerald, dense highland.
In muteness they arrived, enthralled by the spectacular blossoms and herbage
A mystic a cappella thwarted their senses, they were to disengage
From the real world and allow a peculiar chorale to captivate
Them and perchance take them to a foreign magistrate;
A place where no-one ruled
And there was no need to be schooled.

Rat's body began to tingle
And his bones and every single
Muscle reacted and fizzed into action
Soon Mole joined this atypical reaction.
The Awe fell upon fell upon Mole
It turned his bones to water, bowed his head, his mind went out of control
It was no panic or terror but peace and revere
Without witnessing this awe he felt that its august presence was near
With sheer difficulty he pivoted to behold his companion
He stood next to the bough of a banyan.
What occurred next struck Mole the worst
His body started to violently tremble, his fingers first!

Yet still there was pure silence in the populous bird-haunted branches
And still the light grew and grew; until it reached the furthest ranches.
The piping had hushed, the calls and summons now seemed
As if this whole mesmerising experience had been dreamed,
Perhaps he might've never raised an eye
Though the piping hushed, the calls and summons, were still being cried,
In a dominant and imperious style
They could be heard from a mile.
Trembling, Rat obeyed to lift his head
His eyes looked like they were to go to bed.
He looked like some player's pawn
In utter clearness of the imminent dawn,
While Nature flushed the fullness of incredible colour
Rat's face looked much more duller
Than the eerie Presence which extorted the night.

Mole peered into his friend's very pupil,
As delicate as a ladybird in its pupal;
Saw he the backward sweep of the curved horns,
Gleaming in the growing daylight, warns
Off of the stern hooked nose between kindly
Eyes that were glaring down on them funnily.
While his bearded mouth broke into a half-smile
Mole did try to calm him down him for a while;
Saw he the rippling muscles on his arm which lay across his broad chest
The state he was in was not the best.

Magically, Rat insinuated something which resembled that of a riddle:
"Afraid?" the Rat muttered in utterable love,
"Afraid! Of Him? O, never, never! and yet-and yet-O, Mole, I am afraid!"
The Rat answered, Mole was perplexed at this contradictory answer.

He aided this poor, helpless bundle of turmoil,
He dusted him and increased his voile
Top and soothed his aching mind.

Synchronised, the two fur balls, crunching to the Earth,
Bowed their head and worshipped the ground's girth.
Sudden and magnificent, the sun's broad golden disc,
The colour of a seafood bisque,
Showed itself over the horizon facing them;
And the first rays, shooting across a flower stem,
Took the animals full in the eyes and dazzled the pair.
When they were able to look once more, The Vision vanished to their despair.
The air was full of the carol of birds which hailed the dawn.

They stared blankly, dumb misery deepening,
As they slowly realised all they had seen was cheapening
The way of viewing the world, placing them in a mystic trance
Which, I know is a odd thought, perchance.
A capricious little breeze, dancing up from the surface of water, what a strange case,
Tossed the aspens, shook the dewy roses, and blew lightly and caressingly in their face,
And with its soft touch came instant oblivion.
For this is last best gift the vermilion
Furred demigod would bestow upon them; the gift of forgetfulness.
This made the so full of regretfulness.
Lest the awful remembrance should remain and grow,
And overshadow mirth and pleasure, and the great haunting memory will show
Memory which shall spoil all the after-lives of a little animal
Helped out of great difficulties, in order that they should be lighthearted and not meek and small.

Mole rubbed his eyes to the rhythm of his beating feet,
And stared and stared and stared at Rat's gleaming meat,
He was looking about himself in a puzzled manner.

"I beg your pardon; what did you say, Rat?" Mole posed
"I think I was only remarking," Rat slowly proposed.

"That this was the right sort of place, and there here, if anywhere, we should find him!
And look! Why, there he is, the little fellow!"

And with a joyous cry of delight he ran towards the slumbering Portly.

YEAR 7 PICTURE BOOKS



YEAR 9 ENGLISH ENRICHMENT

This year's English Enrichment Program produced a variety of forms of students work, ranging from radio plays to analytical essays to films. These were completed to a high standard. Enjoy these samples of student work from the Year 9 and 10 English Enrichment Program.



A Charred Consciousness by Cole Johnson

All of a sudden, I became aware of my surroundings. Dull chatter registered in my ears and the sweet smell of flaky pastry wafted gently through the air. I heard a long sigh to my right, and turned to see a young man, barely visible behind a pile of books and coffee cups. To my left, a couple had forgotten about their sandwiches – each was reading a newspaper, stealing glances at the other each time they turned a page. Across the room a baby squealed as his mother attempted to wipe something from around his mouth. Next to them, by the front window, sat a young woman who appeared to be completely absorbed in observing the movements of passers-by. I felt drawn to her, without really understanding why. She seemed familiar. I stood up, and began to cross the room towards her.

"Hello!" I called to her. She didn't turn, so I called again.

"Hello?" What was she watching? What was outside that window?

I reached the table and touched her shoulder, but she didn't move a muscle. Why wouldn't she answer me? I was about to speak to her when she grabbed my hand. Her fingertips were stone cold. A chill rushed up my arm and into my chest. Everything seemed to freeze in place, too cold to function. She pulled me into the seat next to her, and turned to me, looking into my eyes for the first time.

"Watch with me," a familiar mouth murmured.

Outside stood a tall woman. Her red scarf fluttered in the wind, a spot of colour in a grey landscape. She stared into my eyes and reached forward, a thick ring glistening on her finger. She beckoned to me, and called out my name but I could hear nothing except the steady pulsing of my heart. The woman took a step forward and touched the glass of the window, but yelled and leapt back immediately. Her finger had burst into flames. She watched in sick fascination as the fire rushed up her arm. Her clothes caught alight, the red of her scarf coming truly alive. She looked up from her flaming torso and into my eyes once again, this time with desperation, as if only just realising what was happening. Her face contorted as she let out a terrible scream and collapsed to the ground.

Spice Water by Alexander Coombes

He chewed his nails as he walked, not out of nervousness but rather as an ineffective attempt at self-hygiene. Frederick stopped to cross the road, it was quiet and empty, and so he proceeded without worry across the street, glancing at his hands to examine his handiwork as he did so.

"Better," he remarked absent mindedly.

The murmur was drowned out by a fast approaching car. Then a loud thud as the bonnet collided with Frederick's feeble body sending him sprawling to the curb. By the time the vehicles driver had arrived at his side, desperately trying to bring him to, his hair and scalp were soaked thickly in blood. The helpless motorist jammed his hands into the tight pockets of his jeans clawing with two fingers for his smart phone until he fished it out. He dialed emergency services with the tips of his nails, careful not to cover his smart phone screen in blood. When Frederick awoke from the coma two weeks later, he found himself lying stiff and queasy in a bleached white room. After feebly propping him-self up a dizzy sensation passed over him and immediately he began to gag. Soon after he threw up, over the neatly tucked sheets under which he lay, leaving himself damp with bile. In an attempt to turn his attention away from the unpleasant situation he awoke to, he began to glance around the small and windowless room. The only furniture, aside from the bed, were a small set of drawers next to Frederick, on which lay a clipboard. He gleaned it was for another patient after making out the name "Walter" printed on it. As he lay straining to read the clipboard, the door on the right hand side of the room opened and a nurse stepped in. The nurse seemed a little surprised when she saw Frederick was awake.

The Making Of by Moss Johnston

Int. Bank.

Title Card: The Bank

BANK PRESIDENT (B.P) and SAM are sitting at a desk, talking. The BANK PRESIDENT is short, with a small black moustache and neatly combed hair. There is a window between them. It begins to rain lightly, growing stronger as the conversation continues. The sound of the rain should grow, but never to the point at which the actors have to raise their voices above a polite level.

B.P: I understand your problem, Sam, but you realise we can't fund something we can't bank on. We aren't a charity, or a film institute.

SAM: Mr President, we tried the institute already, and they turned us down.

B.P: There you are. If a well-known foundation like the Deep South Film Institute won't fund you, why should someone with so little knowledge in the field, such as myself? I'm not authorised to use my client's funds for creative purposes. The business of business is business, Sam. Not films, or songs, or art or anything.

SAM: But sir, surely you realise what a break this would be for me, and everyone else working on the picture.

B.P: It's not my business to give people breaks. It's my business to make money. And regardless of what your film does for its cast and crew, it won't do that.

SAM: Sir, the people working on this picture have talent, and...vision, and...everything else! What is there not to trust? This film can only be a success.

B.P: Sam, no one watches silent films, or black-and-white films anymore. I haven't seen a film like that be popular for years.

Night of the Living Parent Teacher Interview by Imogen Marosz

Narrator: As our two adventurers take the road through the Very Dangerous Greenery to reach the school for very important parent/teacher interviews, the teachers in the school discuss Lawrence.

Miss Scarlet: Mrs Peacock, I am yet to see young Lawrence's parents.

Mrs Peacock: That may be difficult, Miss Scarlet. You see, young Lawrence's parents were murdered on this very day many years ago by (pause) Colonel Mustard.

Miss Scarlet: Gasp! The Geography teacher?

Mrs Peacock: The very same. Colonel Mustard went mad after Lawrence's parents told him that geography was slightly boring and killed both of them. He ran away to the Very Dangerous Greenery and...

Miss Scarlet: Yes?

Mrs Peacock: And gave up his teaching degree. Yet, once a year on the anniversary of that day, he regains his teaching degree for an entire night, and anyone who sees him is sure to learn slightly boring geography.

Miss Scarlet: Gasp! That's terrible!

Mrs Peacock: Yes it is. If Lawrence and Colonel Mustard meet, only terrible things can happen.

Scene 3

Narrator: We return to Lawrence, who is completely unaware that his parents were killed by Colonel Mustard the geography teacher, and has vowed to find out who killed his parents and bring them to justice.

Lawrence: I have vowed to bring my parents' killer to justice!

Grandmother: What made you bring that up?

Lawrence: Peer pressure?



Jiamin Guo: Ghost

'Ghost' delves into the supernatural as well as the manifestations of one's imagination. Communicating the message that life should be the last thing taken for granted.

Oscar Martin Hetherington

'Hetherington' is a short documentary on the life of Norman Hetherington, the creator of the iconic Australian children's show Mr. Squiggle, and his relationship with Fort Street.



YEAR 10 ENGLISH ENRICHMENT

Cathy couldn't figure out exactly what was off. The last time she had met her sister, there had distinctly been something different about May, something wrong. However, since she'd been busy dealing with the trivialities of teen life, the inextricable sense of not being able to put her finger on the matter had melted away. It had drowned in the tears of a girl, whose breakup had surfaced on Facebook, and had disappeared into a little puddle of all the things that Cathy had forgotten since she started working at Catherine McCauley: her friends, her health, and – oh – her timetable? Cathy, also known to the pubescent brats as Miss Sullivan, scrambled around the room looking for that pathetic scrawny little sheet of paper, that wasn't even that important anyway – Oh thank Goodness, she had found it. Looking down at the scrunched up sheet of paper, she realised that she had just missed her lunch break because of Mandy. The new transfer student trampled her way into the counselor's office clutching her broken heart and a report card with her small grubby hands. Poor girl, Cathy thought. For a faint second Mandy

reminded Cathy of herself in high school. Her stomach growled as she thought about it; she remembered having to leave school early when May had mistaken a teacher for their mum. She remembered her friends calling her sister a freak show. Her stomach grumbled again, catapulting her into the realisation that she hadn't eaten for a few too many hours. She thought about the cinnamon glazed donuts that she and May had invested a fortune into, and immediately felt pools of saliva swirl around in her mouth. Remember to eat on time, the words appeared in a haze of thought, her late mother's thin voice seeping through. She wasn't going to lie; living without her mum had not been easy... May had started talking to her imaginary friends, and it didn't help that her dad always went away on business trips. But by some random act of luck, all three of them turned out okay. In Cathy's sporadic recollection of her mum, she stumbled across another memory. Last week. The café, May.

ELLIE ZHANG

In a Station, Waiting

The decent hours of the night had shifted into the secretive time just before the stroke of midnight, and now all Ella had to do was wait. She'd come to the slow realisation that she'd been waiting all her 16 years for this. This one act of rebellion, this one stroke of midnight, this one boy.

The train station looked bigger when devoid of people. The tunnel was a vast disused ballroom, the amount of grime hidden only by the fact that there was nothing clean to compare it to. Warnings of stranger danger crept through Ella's mind, only increasing her anticipation as the clock ticked closer to twelve. He would soon be here, he and then the train—a rickety industrial coach turned into an actual coach, a horse-drawn carriage waiting to whisk them away.

EMILY HENDERSON

Scene Two

Lights up. Toys are strewn around the floor. Child Rose and Child Tom are playing together. Shouts of joy and excitement can be heard. The telephone rings. Rose scrambles up.

Rose: (shouting) I'll get it!

Tom: No, Rose, Dad said to not answer the phone when he's not home! You don't know who it could be!

Rose: Tom, he won't know! It'll be fun!

Tom: Make sure you say what he told us to! And make it so I can hear too.

Rose: Tom of course I will. I've been practising!

She picks up the phone, puts it on speaker, and stands still next to it. Tom remains sitting on the floor, watching her.

Graham residence talking.

Phone voice: Hi sweetheart, are there any adults at home with you?

Tom: (hushed voices) Rosie, he could be one of those scary people! Dad said to not say anything about what's at home!

Rose: Shh, he sounds nice! (To phone) No, Dad's at work.

Phone voice: Is your mum anywhere?

Rose: Dad told us that she's in the Clements graveyard which is past the hotel on the left. She's-

Tom: She's in the third row! Fourth from the left.

Rose: We don't visit her, but Daddy said we will soon.

Phone Voice: Honey, we're going to come and pick you and your brother up from your house. I'm Mr. Jones, a policeman.

Tom: (excited gasp) A policeman!

Phone voice: Kids, your dad's had an accident on the motorway. He won't be coming home.

Pause

Rose: (frantic, tears forming) But who's going to take me to ballet this afternoon? He said he'd take me!

Phone voice: What's your address sweetie?

Tom: Shh, Rose. Um, Mr. Policeman our address is 5 Randwick Road.

Phone voice: Alright, hang tight we're on our way.

Lights fade on Rose crying into Tom's shoulder. Various toys are strewn over the floor. The phone lies forgotten next to them.

ZOE ROBERTSON

THE WHITLAM WHAT MATTERS? ESSAY COMPETITION

YEAR 7/8 WINNER NSW/ACT

FELICITY CHARLS, FORT STREET HIGH SCHOOL

Felicity gained 1st place in the Year 7/8 section of this very prestigious competition



OPEN YOUR EYES

2052

The mother polar bear grunted in despair as she watched her thin cub lie motionless on the iceberg. She had failed as a mother. She circled her cub, continuously nudging her, hoping that somehow her cub was just being very still. After several minutes, she had to accept that the small pile of fur was dead. She lowered herself to the ground, thinking about her hunt failures. That one time, the seal slipped right through her paws. During that, her cub was lying limply on the ice, already tired. Her cub was too tired to even help her own mother hunt. The former mother stood, and walked across the ice, her fur being ruffled by a cold chill. There were so less seals. So less ice. Nothing was the same. Everything would just get worse.

The sea turtle's powerful flippers moved with the flow of the ocean as she swam towards her destination - the beach. She patiently waited for the land to come into view. It did... but there was one thing missing. Where was the sand? The sand had completely disappeared. The sea turtle paused and blinked, wondering if her eyes were playing tricks on her. No, there really was no sand. She climbed onto the land, feeling disgusted at the rough ground below her. It hurt her flippers. She tapped the ground, and she felt horrified when she realised she couldn't dig through

it. What would she do? She couldn't dig a cavity, so where would she lay her eggs? The turtle obviously couldn't lay her eggs in the open sun. They would dry out, be stepped on, or be eaten. She had no idea what to do at all.

The tadpole was inside his soft jelly-like encasing. He knew he wasn't exactly alive yet, but he could think and feel. Every day, he would feel the water rush past him as fish and birds ate his unborn sisters and brothers, and he hoped he wouldn't have the same fate as them. Oh, how unlucky he was to wish that he would have a different fate. The tadpole had a much worse fate than his siblings. He didn't feel it at first, but the water was definitely getting warmer. He knew he was buried safely in the water, but as days passed, it seemed like he was right at the surface of the water. He didn't understand. He was certain his mother - whoever she was - had ensured she had laid her eggs deep in the water. Several days passed and he realised that now, he was above the water. He felt the hot, burning sun dry the jelly, and felt himself slowly dying.

The only thing the boy was thinking was that it was hot. He turned on the air conditioner, then the fans. He savoured the cool air that was blowing onto his face, then plopped onto the bed, and turned on the TV. The news reporter droned on and on about the last polar bear dying, the last sea turtle dying, and the last frog dying.

So *what?* thought the boy. They were just animals. There were plenty of other animals. He grabbed his 3DS, and started to play it, leaving the TV on with no one watching it.

Humans are asleep, even when they are awake. We need to open our eyes, and see the world as it really is. See what our species is actually doing to the planet. We help ... but we destroy more than we help. Open your eyes, and make a difference.

She received her award at Western Sydney University

YEAR 12 ENGLISH EXTENSION 2

THE OPENING PAGE

The Small Hours

Short story

HERCULES ST, 28 APRIL 2004, 3:59 PM

It was one of those quiet moments, just after the rush of rowdy school children and just before the on slaughter of sweaty bodies dragging themselves home from work in their polished black shoes and blistered heels. The breeze swept over the sweat clinging to the nape of my neck, brushing the stray strands of hair from my eyes.

At the corner of the 7- Eleven the moon peeked out from under the thick smog, quietly roaming, before being pulled back to the centre. Stubborn, it pushed forward again, knowing that if it moved fast enough it would be able escape.

We rolled up our sleeves, exposing pale forearms and prominent tan lines.

Most of us leaned against our cabs, jeering and grumbling about the unqualified Uber bastards stealing our fares. I remained inside my cab, pushing my seat back to stretch my cramped legs and silently observe. Georgiou hunkered in the shade, a strange little smile on his face. He once told me he couldn't think of a better job; a reason to be close to home yet away from the wife and kids for, he could go anywhere he wanted. He joked that in another life he was a race-car driver but he wanted to live a little longer this time.

A smoke cloud hovered above the interchange, growing large each day as we lingered around our taxi – lingered long after the crowds dispersed.

A couple more minutes and we would scatter, migrating to the city. The MT Data propped on my dashboard beeped twice. Finally.

Valentina Duong

WARNING:

Y*U *RE B*ING W*TCH*D

PROLOGUE

Kai stood in the waning light, his small form almost swallowed by the cold grey stomach of the basement. Tightening his grip on his jacket, he slowly made his way down the steps. His bare feet padded over the dirty cement floor, once covered in a thick red rug. He looked over to the grey walls that had been adorned with hints of reds and browns from the homey furniture his Aunt had furnished the place with. The tomb-like walls stared back at him.

...

“Come on, I’ll read you *The Fall of Icarus*’ today. Sound good?” his Aunt’s voice beckoned to him from the basement.

Kai crept along the halls, slowly making his way towards the source of the voice. He lingered by the doorway, regarding her warily. “Mama said that it’s no good to read,” he stated, his small hands clutching the door frame.

He fiddled with his jacket as silence stretched on. Why’d she go quiet? It wasn’t like he said anything mean, but then and again his Aunt really liked reading. He thought it was fun too, not that he could do it very well. Aunt mostly read to him after all.

“Is that what you think, Kai?” she asked.

He shook his head, brows furrowed in confusion as he seated himself next to her on the couch. He avoided meeting her gaze, preferring to let his own wander around the room. They landed on

Amy Feng

At the Doors of the House of Bread

I.

Before the world
dragged its touch

across his innocence,
staining thoughts with

hooks made of nothing. Before
the creature sodden

in lumps of clay
had thought to carve away

at him, he could feel
sky reaching down,

ground sagging up.

He listened

to the house whisper
the null winter breaths,

drained from the sky,
sucked down the plug hole,

leaving silence that drowned

Illya Conn

TRACE

Trace

The End

The rain drums dismally against the pavement. It is as poignant and unremarkable as it sounds on paper. That is the description that is to mark the final chapter of his story. A stream of red spills from a fresh knife wound, conjoining with the overflowing gutter that sends the victim's muted protest into the pitch black sewerage pipes.

This feels right, the victim mumbles. This is how I should go. It is a dark end to a dark story. The cruel emptiness of the streets makes it more apparent, the funeral blues that begin to jingle inside his head. He has been writing the tune all the while, playing the architect of his own, perfect demise.

This is how I wanted to go. This is how I wanted to be found. Having authored and amended the course of my fate a dozen scores, the only logical outcome that I could envision was to end this tiresome story with a measure of saving grace. This was as good as it was ever going to get.

* * *

Naomi Hyland

Saturation

I see the smooth pale blue egg, I scoop it up. It is hollow and damp. I know that birds are clever and hide their young by spiriting away their shells, but I look up anyway.

A blue cloudless sky always looks flat. I shift the sky's undertone of yellow with each blink. I often find myself staggered to think that the blue is unimaginably and ungraspably thick and long and curved—further than anything—swaddling and grasping this little clod of ill—stuck dust, on which I find myself standing. And that this little brain of mine is generating just a spark in the vastness.

My tipped head shifts my centre of gravity and I stagger. I absentmindedly slip the egg into my side-dress pocket for future use. It is the soft point of the nose of the egg that is so touching, so endearing. The shape is the same as the curve of my tongue-tip.

I wander down the grass-lined path a little. It is the purple under-leaf species of grass I am skittish of. I was warned a long time ago of dangers of allergy. My reluctantly proffered arm was stamped with a grid. Little yolk-ish yellow dew drops drop, to land evenly spaced amongst the lines of ink. *She-that-I-don't-know* approaches, with a SHARP. I recoil. But *She-who-is-safe-and-mine* smiles and smiles. She smiles too widely. I doubt her, but when I am pricked, I find that I am not hurt. I take comfort, bundled up in her warmth.

The arms of those green spikes, housing itsy-bitsy black seeds, reach for my pale ankles. I hop and skip and jump and do just about everything I can to stop them from touching me. But still, thin, raised, red lines score my skin.

I lean down and pinch the green stems just below the seed heads, as if they were poisonous snakes. I snap off the stems and throw them down onto the ground.

Ailsa Liu

A Sun is Rising in the East

“Perhaps the god who had made the Cat People intended them as a joke. They had schools, but no education; politicians but no government; people, but no personal integrity; faces, but no concept of face. One had to admit that their god had gone a little too far with his little joke.”

— Lao She, *Cat Country*

I. Glass

When Mei was younger, her ribs gave her hell. She found out the first time her parents left. Clung to her mother so tightly she felt a crack; sickening pain pulsed through her body. She lay in bed afterwards, her grandmother rubbed tiger balm into her chest, soothing small cries of despair.

“When you grow up,” she said, low, crackling voice, moving her fingers in light, concentric circles, “don’t leave here like your Dad. Family is important above everything. Don’t leave your grandmother who does all the work even though she is so old that her bones creak every step she takes.”

With every heave of her chest she felt her glass ribs knock hard against taut skin.

She saw her parents once a year. They lived in the city, slept in one room next to the factory. Their beds small and cramped, they carried their lives in their suitcases, under their arms, under their eyes. Came home on a crowded train, barely talking to each other. They returned in the New Year, like all Chinese do: a week travelling, hot and humid, dragging on and on. They scolded her for her terrible grades, then left the next week.

Time seeps slowly in sleepy towns. She walked with her grandmother in the field, the old woman carried corn on her back as if she were still young and strong. Mei wondered why she, on the other hand, had been cursed with constant pain.

Ligaya Quibuyen

A Tale of Two Novelists: The Burden of Historical Fidelity in Dickens and Mantel

English Extension 2 – A Tale of Two Novelists

Student 2740 5657

A Tale of Two Novelists:

The Burden of Historical Fidelity in Dickens and Mantel

“For the historian and the poet do not differ by their writing in prose or verse. The difference, rather, lies in the fact that the historian narrates events that have actually happened, whereas the poet writes about things as they might possibly have occurred. Poetry, therefore, is more philosophical and more significant than history, for poetry is more concerned with the universal, and history more with the individual”

- Aristotle, Poetics, IX¹

In his study of the art of tragedy, Aristotle presents his ruminations on what makes tragedy great, what separates an ordinary work from a transcendent one: whether it is the construction of a flowing, gripping plot, the establishment of deeply flawed personalities, the writing of powerful and provocative dialogue, or whether it is ultimately the artful combination of these various elements that defines a work of dramatic art. By examining the use and importance of individual elements, and relationships between the various elements of narrative, including the *mythos* (plot), *ethos* (character), *lexis* (dialogue and rhetoric) and *mimesis* (imitative qualities), Aristotle analyses exactly which elements are most important, most effective, in the construction of a work. Yet in one section in particular, Aristotle alludes to an issue that transcends the confines of the genre of the tragedy, outlining the use of history within a narrative. In this, Aristotle describes a marriage of different, even contradictory, elements, a combination which has manifested itself as the prime feature of one of the most beloved modern-day genres: historical fiction.

¹ Quoted from Richter, David H., The Critical Tradition: Classic Texts and

Daniel Schmoll

Searching For Nepal

[http://googlesearch: Nepal](http://googlesearch:Nepal)

Sandwiched between the two super countries of China and India, Nepal is a hidden gem with much to offer. From the snow peaked mountains bordering the nation, to the multitude of Buddhist monasteries scattered across the country, from the incredible ancient towns, such as Patan and Kritipur, to the newest and latest shopping centres in Kathmandu, Nepal offers a range of exciting activities for the adventurous traveller in all of us!

The capital, Kathmandu, and its neighbouring regions, Bhaktapur and Nuwakot, form the cultural cauldron of the country. It is here in Kathmandu Valley that Nepalese people from various backgrounds and ethnic groups live cheek by jowl. The original inhabitants of the valley are thought to be the Newars, who still speak in their mother dialect of Newari. Their culture, a mixture between Hinduism and Buddhism, can be seen in the incredible architecture of many of the buildings and palaces hidden amongst the vibrant hubbub of the city.

Secluded from the screeches and persistent beeps of the peak Kathmandu traffic, the two children chased one another, ducking and weaving in circles, their laughter echoing in the small alleyway in which they played.

It had been a while since he had seen his friend, Siddhartha thought, as Anushka ducked under his arm to avoid being tipped. As they had grown older, their friendship had become hidden, like the small shrine of the Lord Ganesh they enjoyed visiting together in the neighbouring alley.

He laughed as Anushka ran a circle around him before taking off in the opposite direction.

Tamwee Shrestha

The Medium Vanishes

A Radio Script

27405940



All that is solid melts into air

—*The Communist Manifesto*

Karl Marx and Friedrich Engels

1848

—*Symphony Number 45 in F Sharp minor, 'Farewell Symphony'*

Joseph Haydn

1772¹

Dorothy Symons

The Busy Girl Buys Beauty

I. Shénme?

I am an atom, in a metal box of particles, gambolling and pulsating through the air. When I work, I work for a cooperation of molecules as an iota. When I speak, I transmit radio waves of frequency, vibrating through the air. I live as an atom. A molecule. A particle, anonymous, tiny, insignificant – in an essential part, my matter has no spiritual soul.

Flight IA 632 Ingold Airlines, named after Swiss contemporary artist Res Ingold, had just passed France. Pukka could see the choppy crests of the North Atlantic through the dusty window. She hugged her khaki tighter, furrowing her brows at the grotesque smacking of gum from the Scandewgian man next to her.

Assaulted by the pop of yet another bubble of gum, Pukka reached into the front pocket of her jacket, extracting a flurry of earphones, a plastic-coated, copper-wired, silicone-budded tangle, the nest of some demented bird. Trapped inside was a small crumpled note.

Hyper Advertising – ‘Super models for a Hyper reality!’

The name of the agency, in San Francisco, was accompanied by a column of contact details. She tucked the note back in her pocket, placed the headphones in her ear. Leaning back into her headrest, Lily Allen’s indulgently playful vocals did little to subdue the tightness in Pukka’s heart.

Emma Wei

BREAKING THE NEWS

Travis Stuart

Script

Radio Scene 1

<Beeping on the second>

Rita:

Ok, we're recording in three seconds ... two ... one <counting over each beep>

<Beep of a new take>

Ben:

Good morning and wel- hang on, this is going to air this afternoon, isn't it? No, no, no, do it again.

<Beep>

Ben:

Hello, and welcome to Daily Dose, I'm Benjamin Roberts. In the news this week – Tony Abbott. The worst Prime Minister in Australian history or merely a man with no plan?

Rita <behind Ben>:

Stop, stop. <After Ben> Objective.

Ben:

What? Oh, objective. I thought you said sub- yep, sorry. Go again.

<Beep>

Ben:

Tony Abbott, Barack Obama and Angela <mispronounced, 'g' sounds like a 'j'>

Merkel agree that-

Rita <cutting off>:

Stop, do it again. <Sounding worn out, exasperated>

Ben:

What was wrong with that?

Rita:

Angela Merkel.

Ben:

Well next time tell me it's pronounced Angela <correctly, 'g' sounds like in 'good'>

before you tell me I'm wrong. Bloody hell.

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Radio Scene 2

<Music of program followed by correct start, program runs through scene at a decreased

volume, <https://au.news.yahoo.com/thewest/latest/a/25509675/russian-ships-a-show-ofstrength/>>

Ben:

Marty, how many takes did we do of this?

Marty:

27.

Ben:

27 takes for that rubbish. You'd think for all this effort we'd get at least half-decent ratings.

Marty:

Yeah, well if success were about effort the world would be a different place. The

Greek economy wouldn't be in the gutter, it just wouldn't exist, and if for instance

one were to compare, say, Agincourt to ISIS, then-

Ben:

It's ISIL. <Wondering> Actually maybe it's just called IS.

Marty <annoyed>:

Mate.

Ben:

Right, sorry.

Marty:

Don't get me started on political correctness. Your generation needs to harden up a bit. Anyway... um... I've forgotten what I was getting at. By the way how did I get conned into doing office dishes twice in a row?

Ben:

Cleaners took a week off. They left a note calling Canberra the "arse-end of the universe".

Rita <walking into the room>:

Whether it's the arse-end or not is irrelevant, this arse is at the heart of everything.

Marty:

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Clearly you've never studied anatomy, Rita. Good morning to you too by the way.

Rita <dismissively>:

It'd be good to see you if you were doing some work.

Hanson's back, Lambie's out,

and you've both got your feet up. I need you both to start working on today's

broadcast. Back to work. Now.

Marty <pompously>:

Had you cared to look closer you would've seen that it's your coffee mug I'm

cleaning now! Why should it be my prob-

Ben <cutting off>:

Hang on, why haven't we got anything yet? We're five

minutes' from Parliament. If I

had access to one of those new drones we bought I'd be able to watch Lambie give

Palmer a seeing-to in her office from here. Not that that's something I'd want to see.

Rita:

You underlings are all too worried about getting your hands dirty. Anyway, most of

the reporters are out for today, something about Holden

factory closures. We've got

to keep our heads down and work a bit harder, just for the

next half hour. There's no

time for morning tea. Get a move on, I'm going out for a

coffee. <exits >

Ben:

Who hired her?

Marty:

I know. <mimicking/mockng> Ooh, my toe's sore so I'm

taking the day off. My car's

broken down and buses are for poor people, I can't get in on

time. <Normal voice>

Where's her commitment?

Ben:

Yep, well she's still right. I'm gonna go and see if my

computer's done updating, it

only took an hour last time. Then again I suppose that's what

happens when you're

using Windows XP in 2015. Give up on cleaning that mug by

the way, those coffee

rings have been there since before you were born. Come and

give me a hand.

Marty:

<Mumbled> If I must.

JEAN FLEMING ARNOT, LIBRARIAN AND ACTIVIST, FORTIAN 1920

In the twenty-two boxes of Jean Fleming Arnot's boxes at the Mitchell Library in Sydney are many mementoes of her ongoing relationship with her alma mater, Fort Street Girls' High School. In my previous career, I had the privilege of conducting archival research on Miss Arnot, and noted with interest her strong connection to her school, not anticipating that I would later develop my own connection to Fort Street. Teaching here has given me the opportunity to raise the profile of this fascinating Fortian.

Louise Sorbello, German teacher

Jean Arnot's historical significance lies in both her career as a librarian and her activism for women's rights, a struggle that culminated in the Commonwealth Conciliation and Arbitration Commission's adoption of the principle of equal pay for work of equal value in 1972. Arnot and her colleagues had fought across the century against the principle established in the Harvester decision of 1907 allowing employers to pay women less than men for the same work.

Arnot attended Fort Street Girls High School at Observatory Hill from 1916 to 1920, achieving well academically and developing her leadership skills as a prefect in the class of 1920. She often acknowledged that the education she received at Fort Street Girls' High School gave her an excellent foundation on which to build her later professional and public life.

After her matriculation in 1920, the financial situation of her family precluded Arnot's attendance at university. Instead, she entered the Public Library of New South Wales (PLNSW), as the State Library was formerly known, as a trainee in 1921. On April 18 1968 a two-page article entitled '47 Years in a Library' appeared in the Sydney Morning Herald to commemorate her retirement. The PLNSW has been described as an extraordinary window of opportunity for educated women in the early twentieth century. Despite not being able to fulfil her original desire to attend university, Arnot was nevertheless able to enjoy an interesting and fulfilling professional career, eventually as Head Cataloguer, a position she held for eighteen years.

Arnot was intensely proud of her profession; it was something she saw as a vocation and a public service. In 1949, for example, she undertook a ten-month study tour of Great Britain and the United States, focussing in particular on library services to the institutionalised. She commented in later years that she could write a book on the story of her travels and the project she completed upon her return of establishing library services in NSW government institutions. Arnot's actions in marching bravely into Long Bay and Bathurst Prisons and insisting upon the inmates' right to suitable reading matter reflect the determination and integrity with which she approached her professional life. In 1961 Arnot attended the first International Conference on Bibliographic Principles in Paris as one of two Australian delegates.

The story of Arnot's librarianship career is one of discrimination as well as achievement. On 21 March 1947 the Brisbane Courier Mail published an article entitled 'Took

Year to Get Librarian', reporting the appointment of Mr J.L. Stapleton to the position of Queensland State Librarian after a recruitment process lasting twelve months. Five days later a letter from J. Arnot of Sydney appeared in the same paper. Arnot wrote:

The position was first advertised in the Sydney Press on April 19, 1946. A woman holding all the necessary qualifications applied for the position and her application was formally acknowledged. On November 2, 1946 once again the position was advertised and once again she forwarded an application.

To my knowledge several men, not one of them as fully qualified as she, all from other states, were interviewed for the position, whereas no interview was granted to her. The only inference that can be drawn is that women were not considered for this position simply because of their sex, professional qualifications for the position being a secondary consideration.

Interviewed in later years, Arnot spoke often of the injustice that 'bit into her soul' of receiving fifty-four percent of her male colleagues' pay. This prompted her involvement in the equal pay campaign. Arnot's early involvement in the struggle was marked by a speech to the NSW Public Service Association Conference in 1937. Her engagement in the cause continued unabated across the century in various capacities, including her membership of the Council of Action for Equal Pay, and the frequent deployment of her exceptional public speaking skills. In 1946, for example, she made the opening speech on ABC radio's 'Nation's Forum of the Air' program on equal pay. In her history of Australian feminism the historian Marilyn Lake speaks of the erroneous perception that there have been but two waves of feminism – that of the suffragettes in the late nineteenth and early twentieth centuries and Women's Liberation in the 1970s - with a long lull of inactivity in between. It is to this overlooked period in between that Arnot and her efforts belong and beckon the historian. She fought not only for equal pay but also on other issues she saw as impinging on women's essential dignity as equal citizens. She also campaigned, for example, to restore the right for women to sit the NSW public service examinations.

Arnot's efforts were recognized formally in a number of official distinctions, including her appointment as a Member of the British Empire in 1965. On her ninetieth birthday a luncheon in her honour was held at Parliament House. This event is now repeated annually as the Jean Arnot Memorial Luncheon to recognise women over ninety who have served the community, and it is planned that representatives from Fort Street will attend in 2016. Arnot's legacy lies not only in her professional achievements as a librarian and in her victories in the battle for women's rights but also in the determined and dignified way in which she handled the barriers and the injustice that she encountered. Perhaps the manner in which she used the education she received at Fort Street to contribute to her profession and society will serve as an inspiration to today's generation of Fortians.

MESSAGE FROM THE P&C

It is a widely held belief that parents can make a positive impact on outcomes for students by getting involved with the school as much as they can. In 2015 the P&C at Fort Street has played an important role in the life of the school. In particular, the P&C has acted as the spokesperson for the parent body. In 2015 the P&C was involved in the functioning of the school in numerous ways. Significantly, the P&C represented parents in the development of the school plan. We were also asked to endorse changes in school policy such as the uniform policy, and through this consultation process we were able to ensure parents' views were considered. P&C members represented parents on interview panels for new teachers, ensuring that processes were followed and parent perspectives were presented. During P&C meetings members gave feedback about school practices and processes to ensure a constant cycle of improvement. P&C members were also involved with monitoring canteen issues and initiated liaison with Marrickville Council about road safety issues. The P&C also wrote to politicians and the local paper to advocate about road safety issues on behalf of students and parents. I would like to thank all of the P&C members who were involved in advocacy on behalf of the parent body.

Through the efforts of P&C volunteers we have been able to raise money to support the school in providing programs and resources. Fundraising is a key component of a P&C, and there are many people who have given their time and efforts

to raise funds. I would like to recognise the efforts of Gladys and the parent volunteers in the Uniform Shop. Through their efforts we not only offer a service to the school, but are able to monitor the quality of uniform stock and raise significant funds. I would also like to thank Si and her committee for their efforts on the Fundraising committee; in particular initiating the 'thanks for teaching' breakfast. Many thanks also to our treasurer Lucy and the members of the finance committee, who are managing very complex finances with great skill.

The volunteers who manage the IMP also need to be recognised for their time and efforts in coordinating such a showcase program for the school. The P&C has worked closely with the IMP in 2015 to support them wherever possible. We have lots of plans and great ideas for 2016. The P&C would like to improve our online presence and explore ways to promote our role with the parent body. We would like to present guest speakers about topics of interest. We would also like to support the school to update the student toilets. The big event of next year will be Fort Fest and as usual P&C members will play a significant role leading up to and on Sunday 5 June. I would encourage all parents to become active members of the P&C. For just a gold coin donation P&C members can find out what's going on and have a say in shaping policy and practice at the school.

ELIZABETH CAMPBELL, P&C PRESIDENT 2015

DIVERSITY COMMITTEE

2015 was the Diversity Committee's first year as a fully functioning group. The meetings began in Term 1, and since then the committee has grown in size, put on several events and run the annual Wear-It-Purple Day. The Diversity Committee was formed to encompass three groups in one – the Student Anti-Racism Network (SARN), the Female Rights Awareness Committee (FRAC) and an LGBTQI+ awareness group. Our first event of the year was a cake stall, its aim being to raise awareness for the group, and encourage more students to join. The funds raised during this cake stall were donated to Women's Shelters through the St Vincent de Paul Society.

Our second project involved education around the terms used by many to label their sexuality and gender identity. The group developed posters that displayed each word and its definition and were posted around the school to be seen by the student body. Our third project was a mufti day circulating around the colour purple. Wear-It-Purple Day is a nation-wide day that promotes the acceptance and celebration of sexual and gender

identity. In 2015 at Fort Street it was held on Friday 28th August. The Diversity Committee ran the day's assembly as well as a cake stall, a wall of love and a pledge, all of which were crowded with students during recess and lunch. The assembly included speeches from a representative from the organisation 'Wear-It-Purple' and students Ava McConnell, James Wiggins and Lauren Ashley. The wall of love allowed students to write supportive messages on hearts that were displayed on a wall where they could be viewed, and by signing the pledge students agreed 'not to use or tolerate slurs'. The day was a great success.

As we move into 2016, the Diversity Committee's focus is on changing people's perception of gender, by tackling gender stereotypes and educating the student body to remove the stigma surrounding the trans* community.

DIVERSTIY COMMITEE

VERA PAUSLEY



This year, Ms Vera Millicent Howard, Fortian 1928-1932, turned 100. Born August 1915, Ms Howard attended Fort Street for 5 years. In 1929, she wrote a poem for the school newsletter, an excerpt of which is shown below:

Flower Fairies

'When all the world is fast asleep;
From dainty flowers bright and fair;
With sparkling dewdrops in their hair;
The flower fairies gently creep....'

Ms Howard was a star student at Fort Street. She was Dux of the school for year 4 years running, including her final year. She was awarded 6 A's and 1B in her Intermediate Certificate, and won the Prize for Greek and English that same year. She was the Dux in the Leaving Certificate, with 1st placing in French and Latin with 2nd Class honors. She also came 1st in Greek with 1st class honors. She was awarded a 2nd grade diploma for the Alliance Francaise Examination. She graduated in 1932, the same year as the opening of the Harbor Bridge (The entire school would march across it before it was officially opened to traffic).

Ms Howard went to Sydney University, emerging several years later with a Diploma in Education. She taught languages and Secondary Education level for numerous years. When she was married, she was forced to resign, but the onset of WWII allowed her to return.

She taught at Primary and Secondary levels for 25 years, and was a primary school Deputy Principal at the time of her retirement. She still lives at home, and her daughter assures us that she is 'very sharp'. We at Fort Street wish her a Happy Birthday, and many more.

MOSS JOHNSTON

PEGGY BROWNE

PEGGY BROWNE a devoted teacher and member of the NSW Teachers Federation for more than 45 years, was a regular contributor of book reviews to *Education* which were published just with her initials, MB. She attended Annandale Primary School (1921-1927) and Fort Street Girls' High School (1928-1932) then Sydney Teachers' College. Following

her country service in Condobolin, she began a long career as a maths teacher, first at Leichhardt Girls' High, then Riverside Girls' High and finally at Asquith Girls' High School. In her 100th year when she died on 4 June, 2015. Peggy Browne donated her body to Sydney University.

DOMINIC SMITH

YEAR 9 HISTORY DANCE

The war was over and servicemen were returning home, a new decade of peace promised to the world. It was in this world that Year 9 gathered together for the annual History Dance. Dressed to the nines and filled with good cheer, they filed into the hall to the tune of *In the Mood*. This was followed by the costume parade, accompanied by *The Girl from Ipanema*, which the best and/or most imaginative costumes were chosen and rewarded.

After this, there was a brief dance lesson with Mr Fischer and Ms Cotton, and a few pairs of Year 10s. While they extolled the virtues of the Jive and the Waltz, the students' eyes widened at the teacher's moves and the band conversed

hurriedly trying to arrange the next piece. The dances were excellently performed, another competition was judged, and some excellent photos were taken.

The final stage of the history celebration was the devouring of the feast that had been prepared earlier by the students. Whether it was an enormous cake, hamburgers, cookies, fudge or a rather incongruous plate of baked beans, there was a piece for everybody, and by the end of the meal, there was nary a clean plate in the hall. The band struck up one last time as the hall was cleared, and the Year 9 History Dance of 2015 was struck to the annals of history.

DRAMA CLUB REPORT

The Year Seven and Eight Drama Club is a group of students who meet every Wednesday morning to further develop their drama skills beyond compulsory classes. At the beginning of the year, our group was quite small, with only three Year Eights and about five Year Sevens, but nevertheless the core focus was to express and move our bodies.

We would all arrive at school at 7:45 each week, where we spent the first 20 minutes warming up with Ms Mattick's yoga and continuous planks. After several warm ups for our voices and body, we did some exercises that developed the way we expressed ourselves through our body. These sessions forced us to move out of our comfort zone and to overcome feelings of self-consciousness when performing.

We continued to do this in Term 2, with the welcoming of more Year 8 students to the group. By the end of Semester One, everyone in drama club was comfortable with each other and we could explore physical expression without the restriction of feeling awkward or ridiculous.

In Semester Two we incorporated this physical performance

style with location development, and we were given plays and poems where we had to create and develop atmosphere while using as few words and props as possible to transform the space into a new world. We also created a machine that required us to work with each other, adding onto each other's physical and verbal actions, repeating them until we came up with a scene we were happy with.

In Term 4 we began working on an adapted scene from *Cloudstreet*. We learnt how to tell the story of the play with the different moods throughout a scene and create tension using our actions. Our scene included some lifts, so we spent a few morning sessions practicing lifting and blocking out our scene. Our year ended with us performing our scene at Music, Art and Drama Night and for the Year 7 Orientation Day. Working with Ms Mattick helped all of us become more confident with performing on stage, and we hope that next year's Year 7s and 8s have as much fun as we did.

LANA TRUSCOTT AND TARA LUCKOCK

WEAR IT PURPLE DAY





JAPANESE TRIP

Finally the morning had arrived! To be exact, the really early morning had arrived. Everyone with their tired faces filed in through the airport entrance at 5am to get their names marked off. Though the lack of sleep had dampened our will to jump around, by 8am after our long search for breakfast, we filled our stomachs and began to chatter loudly and excitedly about the trip ahead.

After the long flight full of movie marathons and games we got off the plane. Then humidity hit and for the majority of us it was pretty strong. Complaints ran from left to right. But as soon as we left the confines of Kyoto Station on the very first night everyone got over the humidity and made the discovery of how easily most of our budgets got chewed up by the wonders of Japanese vending machines. Over the rest of our trip many of us would get separated due to these fascinating drink dispensers. And that's how our first night ended with everyone packed with drinks and a cheap but delicious dinner. To the delight of all the hotel floor also had a vending machine.

The following days were filled with a constant stream of movement as we travelled from one destination to another admiring the scenery of Japan. First off with Nara the free-roaming deer immediately attracted all of us as we fought to see who could get the best selfie with one. It wasn't long after this day ended that we realised how tiring every day was going to be. The day after, and the day after that, we spent our time sight-seeing at what seemed like half Japan as we travelled from temple to temple. At one point it seemed to occur to Ms Manson that it would be a good idea to set up a lateness and profanity jar seeing as everyone kept missing the meeting times, which meant that it was 100 yen for every time we were late or a undesirable word had left our lips. This kept everyone in check as our budgets tightened. One of the highlights would probably be our attempts to walk from one stone to another in a straight line with our eyes closed in hopes that this tradition would bring us good luck in our marriages in

the future. It would seem not too hard except for the hundreds of other tourists who filled the area in between making navigating to the next stone hard.

I would like to think that of all the tourist activities we enjoyed, the most long-awaited was Universal Studio Japan. Our dreams of roaming the streets of Diagon Alley and drinking butter beer came true. We spent the whole day running around and heading onto rides and playing as if there were no tomorrow. Undoubtedly a most fantastic day.

The week in Kyoto flew by and before we knew it we were in Tokyo. We headed to Sugunami Sogo School (our Japanese sister school), some of us filled with nervousness and others with excitement depending on whether we were meeting our hosts for the first time or reuniting with friends. As soon as contact was made they swarmed us and we were met with lots of hugs and joyous screaming. We had our welcoming party and then we were all taken home to our hosts. For many if not all it was a little awkward at first but it wasn't long before we all felt like we were a part of the family. The weekend was spent with our hosts bonding and a lot of shopping was done. Then came Monday and we all had a taste of what Japanese schools were like. For us, luckily enough, our trip coincided with the school's annual sports festival. We all got a chance to participate in the activities and for sure though the sun was beating down on us it was an extremely enjoyable time. Time flew past and before we knew it was time to leave. With tears in our eyes we had our reluctant parting ceremony and left Sugunami Sogo High School. Strong friendships that are sure to last over the years were created and memories forged that are unforgettable. Lastly, on behalf of everyone on the trip, I would like to thank Mr Gillespie, Ms Manson and Ms Shino for their time and dedication to take care of us and share our adventure. We understand the time they sacrificed.

CHRISTINE CHEN, YEAR 11

GERMAN EXCHANGE

"Fort Street's name rings round the world" and whilst that might just seem to be a line in our school song, we have sister schools in Germany, Japan, France and China which really do recognise Fortians as a second family.

Every two years Fortians travel to our sister school in Germany, and we return the favour by hosting German students in Australia on a three week exchange program. Remembering how perfect, horizon-broadening and mind-opening our experience was, we tried to replicate this opportunity for them in March this year.

15 German students arrived at Sydney airport in March and from then we took them on a bedazzling journey around our beautiful harbour city of Sydney. This included visits to Manly beach, the aquarium, the Opera House, Taronga Zoo (where they squealed delightedly at the sight of a kangaroo), and a three day trip in the Blue Mountains which included a

connection with our indigenous heritage of the Three Sisters and rock paintings. While helping their discovery of Sydney, we encountered long forgotten jewels of the city that had passed from our minds.

Thanks to the hard work of Frau Sorbello, Frau Reynolds and Herr De Bres as well as countless others, we met with unique and marvellous personalities in our exchange students with whom we will remain friends for the rest of our lives.

It truly was an incredible experience and we urge any to whom this opportunity is offered, to seize it with glee and vigour. Our world perspective will never be the same and we have grown as global individuals to have a greater understanding of the world beyond Australia's borders.

As legendary footballer Tim Cahill once said; "A journey is measured in friends, rather than miles"

WILL THACKWAY, LYNDON WALE, YEAR 11

CHINESE IMMERSION DAY

With the support from Hanban and the school community, Chinese Immersion Day was held on 16th September, 2015 in the Hall of Fort Street High School. Every student in Year 7 and Year 8 contributed a poster for Chinese Immersion Day and they were posted in every corner of our school to attract attention. With the help of Year 12 students, decorations such as lanterns and Chinese Knots were displayed in the office room on that day as well.

Since it was near the Mid-Autumn festival, lots of moon cakes were purchased for all teachers and students. Everybody who walked into our school enjoyed a taste of Chinese culture. Two Confucius teachers from Kensington Public School were invited to help with some Chinese activities. Students

practised calligraphy, traditional Chinese painting, paper cutting, paper folding and tangram and so on. Angela from Year 10 performed an excellent fan dance and the Chinese Culture Group played the Chinese traditional instrument *Gu Zheng*, a type of stringed Chinese musical instrument. The performance of *Kungfu* attracted lots of students' attention and applause. Everyone in the hall really had a good time. This event was quite a success. These activities gave all students and teachers an opportunity to experience some Chinese culture first-hand, stimulated the students' interests in China and promoted the teaching and learning of Chinese language in our school.



FROM THE ARCHIVES

WWI Letter

1915-2015, the centenary of the allied landings at Gallipoli and the year when the new Honour Board of Fortians who made the Supreme Sacrifice in World War 1 was updated and erected in the school hall on Remembrance Day. World War 1 is made a little more meaningful by this letter received by Mr W J Edwards from his son Sergeant-Major C W Edwards, of the 1st Australian Light Horse on August 13, 1915:

“Suppose you want to know all about the charge our regiment made. On Saturday, August 8, at 2am, we received orders to put on all gear and accoutrements, including the bully beef and those delightful biscuits, a little tea, sugar, and ox soup tablets. At 2.15am orders were given that we were to start the walk or run at about 3am to 3.40 am. All were waiting for the artillery on our side to bombard the enemy, and all were eager to be let loose. Luckily we did not have to wait many minutes – when what a roar of earth-tearing sounds – our artillery had opened fire. They just poured lyddite and shrapnel into the Turks and German officers. As soon as the guns ceased firing, we withdrew from our front firing trench and filled up a gully called No Man’s Gully, and then formed into line, were soon at it against our enemy. From both flanks and from the centre of the enemy’s lines we were subjected to very heavy machine gun fire. When our orders were issued earlier in the morning we were instructed to use our bayonets. When the machine guns opened on us they did awful damage, consequently we had to seek as much cover as possible. The roar from the shells and bombs were terrible – in fact, we became deaf and nearly dumb. After passing across two evacuated Turkish trenches I sought my little cover. However, a confounded machine gun soon caught me under the right shoulder blade with two shots. Needless to say my rifle and bayonet went clean out of my hands about five yards away. Putting my hand on the wound to see if I was badly hurt, I came to the conclusion I could go on a little longer, and crawled to my rifle and had just picked it up when I thought I was kicked by about 20 horses at once. I was again hit through the left ear, and another in the neck, the bullet coming out through the top of my head. This stunned me for a considerable time, and I fell from 30 to 40 feet down a hill into an empty trench, and was hung up by my puttee strings. They were not yet finished with me as a bomb landed not ten yards away and burst, God only knows how I was spared and not hit. I thought it was about time to give in, and later, after a walk of about a mile, I came to a dressing station and was soon attended to. Later I was sent down to the clearing station at the beach about two miles away, and was subjected to many enquiries as to my name, number, regiment, wounds, next of kin, and many other questions. From the clearing station I was put aboard a lighter with many more unfortunate fellows – a steam pinnace then tied on, and was about to tow us to the hospital ship, when all of a sudden a terrible sound, a terrible hiss, and then a mass of falling lead and shrapnel – the German artillery from Achi Baba seven miles away, were shelling us. The first shell went through the bottom of the lighter, and seven went about a yard over us and exploded in the water. We were shoved off and soon began to sink in mid-ocean. You can guess how we felt, wounded and helpless. Luckily for us, a trawler came quickly, and embarked us just as the lighter was sinking. We were soon aboard a hospital ship and had some tea and eatables. After several hours we were taken to the island of Cimbro, and put on board the Cunard liner Ascania, a hospital transport. We left on Saturday for Lemnos Island, and on Sunday at daybreak left for Alexandria. We arrived on Wednesday at 11am and were put ashore in a Red Crescent (Egyptian) train and sent to Heliopolis Palace Hospital where we were dressed, had a good feed, and slept soundly.”

From The Fortian magazine October 1915 pages 55 & 56

BAKE OFF FOR NATIONAL GONSKI WEEK

National Gonski Week culminated in staff gathering for a Gonski Bake Off to celebrate how the needs-based funding model has supported students at Fort Street High School. With many wearing Gonski green on Friday, the 30th of October, everyone was keen to find out more about how to pressure the Federal government to back the final two years of the scheme.

While eagerly devouring a variety of beautifully elaborate cakes, painstakingly baked by teachers and front office staff, all were inspired by the latest video from the Gonski campaign, which conveyed the growing support of the movement across the country from school and community gatherings, to raise awareness about Gonski, to letters, petitions, emails and tweets lobbying members of parliament.

Under the Gonski model, the school received the Aboriginal background and low socio-economic background loadings totalling \$15,493 in 2014. A large portion of this money has been used to purchase laptops and other devices for students, who come from a low socio-economic background, to equitably access the curriculum.

This year, the school received approximately \$70,000, in the RAM of \$96,666, to provide additional resources and support to students identified as learning English as an Additional Language or Dialect (EAL/D), students with a low-level disability, students with an Aboriginal background, and students who come from a low socio-economic background. The school is set to receive \$105,009 in 2016, but an even more significant amount of funding is expected in 2017. This will be extremely helpful in maintaining the Learning Centre, which provides individual support for students with additional learning needs to have equitable educational opportunities. Currently, the Federal government is refusing to continue to fund schools beyond 2017 despite five state and territory governments signing agreements to be funded for a further two years beyond this date. This also means that the possibility for recurrent funding, based on the Gonski individual needs-based based model, is also under threat. If the fifth and sixth years were invested, the school would be able to permanently implement a literacy program for the 80 percent of students identified as EAL/D.

Fort Street High School hopes you will also be able to join the thousands of Australians who are already calling on the Federal government to reconsider its stance on the greatest chance this country has seen in decades to address inequality in educational outcomes.

By the way, the Gonski Bake Off winner was Aurélie Serre (French Teacher) with Sally Baker (Maths Teacher) and Alissa Nasti (English Teacher) placed equal runner-up. Many thanks to all who baked a tasty morsel to share on the day!

AMELIA KERR, ENGLISH AND DRAMA TEACHER
(WOMEN'S CONTACT, NSW TEACHERS' FEDERATION)



THEATRESPORTS

This year, Fort Street High School's Theatresports group participated in a number of competitions, with excellent results. For those unfamiliar with Theatresports, it is a form of improvisational theatre, where groups must create scenes according to predefined rules in the form of games.

At Fort Street High School, students meet on Friday mornings before school to practice Theatresports games, with the guidance of Ms Blake and Ms Mattick. During the year, Fort Street was invited to competitions at other schools around Sydney. This year, two teams of five members competed in the Newington Cup, the Impro Australia Theatresports Schools Challenge and the IGS Cup.

The Newington Cup was held on Friday the 13th. The senior team, 'The Omen Showmen' made up of Milo Watkinson, Liam Dodd, William Thackway, Patrick Gallagher and Sefa Laga'aia, came first and the intermediate team, 'The Scream Team' comprising of Ailin Gist, Frank Dwyer, Yasmin Kirk, Moss Johnston and Angelo Morton, came fourth. For many this was their first time performing live theatresports in front of an unfamiliar audience. It was a huge win for Fort Street as the cup has been held by Newington College for the past 3 years and also gave our students extra confidence in the Impro Australia 2015 Theatresports School Challenge. A huge congratulations to Sefa Laga'ai Moss Johnston and Sefa Laga'aia who were named most valuable improvisers out of the two teams

The next competition, the Impro Australia Theatresports Schools Challenge was made up of a series of rounds, split

into intermediate and senior competitions. Fort Street's intermediate team, composed of Brianna Wilson, Yasmin Kirk, Claudia Nguyen, Moss Johnston, and Rowan Lembitt made it to the semi-finals, and the senior team comprising of Milo Watkinson, Liam Dodd, William Thackway, Angelo Morton and Sefa Laga'aia made it to the state final, after being given a wildcard position. The students had the privilege of performing at the Enmore Theatre to a sell-out audience and were placed second in a highly competitive team. The team is to be congratulated for their outstanding performances this year as well as for the leadership role they have taken in making Theatresports such a successful co-curricular activity in the school.

The third competition of 2015 for Fort Street was the IGS Off-Broadway Cup. The two teams were 'The General Rabble,' composed of Dylan Williams, Paddy Gallagher, Dominic Smith, and Moss Johnston and 'The Fort Street Bourgeoisie,' including Ailin Gist, Frank Dwyer, and James Wiggins.

Both teams performed very well, with 'The General Rabble' claiming first after an intense final round with one of the IGS teams. It was a thrilling conclusion to an amazing year in theatresports at the Fort.

We would like to encourage all students in Years 9 – 11 to join the Theatresports group in 2016 and we invite all Fortians and families to come along and support the Fort Street teams in these highly entertaining competitions throughout the year.

CAROLYN MATTICK

FORTIANS 1978

This year, Fort Street was proud to welcome back a group of Ex-Fortians (The Class of 1978) for a day. After the assembly, we went to interview them. Below is our pick of a number of stories:

"We used to go to the Boy's Toilets for a smoke. One day, person after person was coming in, asking for a light, but no-one had thought to bring a lighter or a match. Soon, there was a whole group of us, standing around with our unlit cigarettes, unable to smoke. We were all feeling pretty sorry for ourselves when a teacher came in. They'd been waiting to catch us smoking, but when they came in, we weren't smoking, so there was nothing they could do."

"There were only three people in the 4-unit maths class. At the time, there was only one computer in the school- a big calculator that had to be wheeled out on a tray because it was so big. It had to be programmed using cards. The 4-unit maths kids were the only ones allowed to touch it. They were always messing around on it, and we weren't allowed to touch it."

"There were these big barriers in the school. One Muck-Up Day, a group of students snuck in at around 5 a.m. They set them up along Parramatta Road, before the inner city traffic arrived. When they did arrive, they were diverted by the barriers through the front of the school, eventually causing an enormous traffic jam in the middle of the school."

"There used to be a fire station right near the school, and we could hear the siren go off. We used to trick the substitute teachers into thinking that it was the school bell so we could leave class early."

"There was a move to make boys cut their hair- the teachers said we'd have to have it above the collar. A lot of boys went on strike to keep their long hair. It was televised across the city and we were able to keep our hair as it was."

"Fort Street was the focus for a lot of media attention back in the day. I suppose it still is. If Fort Street said anything or did anything it would be on television. When the Sydney Opera House first opened, we had our speech day there. It was pretty nice, too."

LATIN

Latin was offered for the first time in many years in 2015 and was taught by Mr Bernie Newsom (Fortian 1957 and Dux). In the beginning of the year, 20 eager Year 8 students began their studies in Latin in W3 every Tuesday afternoon from 2:30-4:30. Every week we would learn about fascinating Roman history (including the Iliad, the fall of Troy, Dido Queen of Carthage and many more interesting people and events), Roman culture and the complicated, yet logical, Roman language. Every Tuesday, Mr Newsom would engulf us in language curiosities, such as why the word for beard in French is feminine, and he would take us on a boardwalk through history, literature and culture. It took us a while to wrap our heads around the concept of everything being of a gender, the 6 cases that every word has and their respective endings, and the declensions each word belongs to. By the end of 2015, we had gained a lot of knowledge in terms of both vocabulary and history.

Overall, we thought Latin was a success for 2015. We had a good time, learnt a wide range of new vocabulary and were taught by the amazing Mr Newsom. However, one point of criticism was that it was very hard to concentrate for 2 hours at a time after school, including doing sport. Some people found it too difficult to cope with this schedule and felt obliged to give up Latin as a result.

The school is planning to continue to offer off-timetable Latin to Year 8 in 2016 and I can highly recommend this opportunity to students. It is hard, and requires dedication and commitment, but is certainly worthwhile.

GEORGIO HAWI, 8R

About this course:

Latin is offered at Fort Street, for Year 8 students, as a subject additional to the standard curriculum. Participation is voluntary. The class meets once a week, after normal school hours.

The central aim of the course is to develop skills in reading Latin, in order to provide access to the literature and culture of the ancient Roman world. Students are required to build their understanding of the way Latin conveys meaning, and to acquire a vocabulary of Latin words, beginning with the simplest and most common. These are skills which have some transfer value, given that Latin is the basis of five modern European languages and English. That we speak today, whilst also exemplifying features shared by other languages and providing extensive vocabulary to languages in many parts of the world.

The other aims of the course are:

- To introduce students to various aspects of ancient Roman society and culture, in order to engender understanding of the origins of much of our own ways of life, whilst also encouraging them to appreciate different modes of living and behaving;
- To extend students' English vocabulary and provide skills in decoding English words with which they may not be immediately familiar.

OUR FRENCH VISIT

In June this year, we were visited by a group of French students from the Lycée Arbez Carme in Oyonnax (between Lyon and Geneva). Many of them were from the countryside and grew up on farms, so it was a big change for them to come to Sydney.

As French students, we were given the opportunity to host these students while they were in Australia. After revising emergency procedures in case of drop bear attack and performing the compulsory vegemite initiation ceremony, their stay in Australia had officially begun.

Joining us at school, they were interrogated by certain teachers and experienced everyday Fort Street life. They accompanied us to classes and plenty of extra-curricular activities, such as music, drama and sport. Some even took part!

As well as coming to school, they regularly had excursions to

see the beautiful sites of Sydney. Many said that they enjoyed the Vivid Exhibition the most, with the Opera House and Luna Park coming in a strong second. Many hosts also took their students to the Blue Mountains, which proved to be a favourite. We taught them all about Aussie barbeques and Aussie music.

When time came to leave, tears were shed. Social media details were exchanged, with promises to stay in contact. After a brief hug, it was goodbye. It had been a memorable experience for all. We are looking forward to going over to France in 2016, and strongly recommend hosting a foreign exchange student if you get the chance.

BRIANNA WILSON, EMILY HENDERSON, ROWAN LEMBIT AND ZOË ROBERTSON, YEAR 9

MENTAL HEALTH PUBLIC SPEAKING CHALLENGE

Words are coarse and inane;
Nerves flutter.
As the blazers disembark the train
Don't stutter.
Remaining bright and hopeful
This bunch of writers
Pulling all-nighters
Assemble at Concord Oval.

"Fort Street," The happy roll declares.
Swift palm card checks.
Single file onstage beneath the judges' stares
Of spinifex.
But Aurora starts; refuses to sway
And addressing anxiety
With tonal variety
The show gets underway.

Words unmask the depressive enigma
Talking sense.
Shining a light through clouds of stigma
Providence.
Talking Post Traumatic Stress
Help! We beseech
And ending our speech
Grateful, we convalesce.

Stiff competition; Concord was a force
That apprehended
Canterbury's research and subsequent concourse
Snagged Highly Commended

Ashfield Boys released a volume garrison
But Christian Brothers let slip
Their intention to strip
And the former was tame by comparison.

First prize to the Fort! What a ride
What a blur
Fabulous vibe with Vanessa onsite
As team raconteur
Wait, is Gelatissimo allowed?
Miss Nasti shouts double scoop
For this verbal alley-oop
Winners are grinners in this maroon crowd

JOHN BIVELL, YEAR 9



Aurora Muir, John Bivell and Vanessa Lam,
Mental Health Public Speaking Challenge Winners

BRING YOUR OWN DEVICE

Since the Australian Digital Education Revolution of 2007 most high school students from Year 9 and upwards have had the use of their own personal Laptop. The use of a personal computer is now viewed today as an integral part of the education of high school students. Unfortunately the termination of federal government funding in 2014 resulted in students not having access to laptops, the state government responded by issuing a bring your own device policy for state high schools. Fort Street started by rolling out policies that allowed 2014's Year 9 to bring their laptops and transitioned in 2015 to a BYOD policy wherein students of all years are expected to bring a device. Everything considered, the rollout of the BYOD policies has been very smooth and very effective with students making full use of new software such as Muscores for musical composition, Photoshop for Visual Arts students, full access and use of the school Moodle. However as is the case with any new system, there have been a few bumps in what has so far been the smooth road that is the BYOD program. These can sometimes be quite comical. One of the funniest examples is seeing a student shouting at their laptop out of frustration because they are not able to connect to the school's Wi-Fi. Staff have also started to adjust in different ways to the introduction of laptops within the classroom, each teacher usually has different policies about when laptops should be opened during class. However the teaching staff have quite effectively adapted to the influx of devices into the

classroom. Through using educational software and incorporating devices into traditional classroom work, we have been able to combine learning into a much more collective experience with practical and theory lessons easily being able to be incorporated into a single lesson. Supervision and control over how students work has also adapted. Teaching staff have started using strategic methods to ensure that they may have a constant view of nearly every student's device screen. The paragon of this supervision movement would most probably be Mr Pagani's desk positioning strategy. He has positioned his desk at the very back of the room and now has complete view of every student's screens. He has now made a habit of swooping down on unsuspecting students who are not on task and calling them out on their deviation from the classroom's educational agenda.

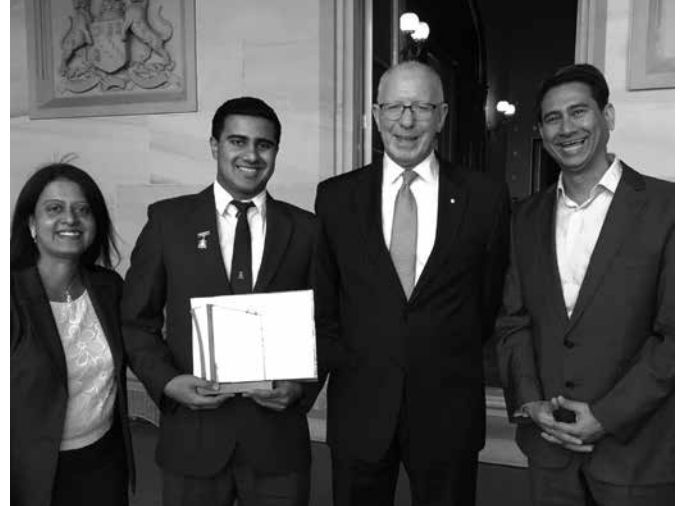
Overall the BYOD program has allowed students to work more efficiently in the classroom, they have access to new methods and resources for learning and have been able to present their learning in increasingly creative ways. Staff have also benefited as they are now able to present lessons in more flexible ways and provide students with a more comprehensive learning experience.

REPORTER, ALEXANDER MIGDALIAS

STUDENT ACHIEVEMENTS



Daniel Schmolle with Ros Moxham, Relieving Director Public Schools and Murat Dizdar Executive Director Public Schools receiving the Minister and Secretary's Award for Excellence in Student Achievement.



Yashas Bhatt receiving John Lincoln Community Service Award from the Order of Australia Association.



Jason Song Year 7 and Vivian Truong receiving medals for the ICAS Writing Competition. They received the highest score NSW/ACT winning them the UNSW Medal.



Thomas Jones 2015 Australian History Competition - Year 10 (96%) 1st Place.

SEVEN BRIDGES

On Sunday 25th of November, a group of 22 Fortians, ranging from Year 7 to Year 10 joined 15000 people on a 27km walk for the 10th Anniversary of the Seven Bridges Walk. The walk is held annually to raise money for the Cancer Council, following a route that crosses over the Sydney Harbour Bridge, Pyrmont Bridge, ANZAC Bridge, Iron Cove Bridge, the Gladesville Bridge, Tarban Creek Bridge and Fig Tree Bridge. As you can see the walk took us all over Sydney, through suburbia, bushland, fields and industrial wasteland. We started bright and early, meeting at Milson's Point Station at 8 o'clock. Our e-tickets were checked and we were given passports where there were spaces for unique stamps you could collect from each bridge and other checkpoints. About 15 minutes later we were

at our first bridge, followed by the Observatory Hill village. The villages were a series of checkpoints where the participants could refill their water bottles, eat fresh fruit for the price of a gold coin donation, enjoy live music and generally put up their feet for a while. At approximately 3:30 the Fort St team had finally finished the now 7 hour walk, having raised \$21, 200. Everybody knows somebody who has suffered the effects of cancer. Come join us next year, help make a change our society and enjoy a great day walking around Sydney. The walk is loads of fun, walking all around Sydney with lots of fresh food and marvelous music.

ADRIAN CASTILLO, YEAR 9

FORTIAN'S UNION SPEECH

As I start this speech tonight, I wonder how many of you are thinking: 'why did I pay good money to hear an (**arguably freshfaced**) 19 year old reflect on life and school and all that?'

If you're not thinking that, here's maybe why you should:

Exactly a year ago today I was in the middle of the HSC. At 5 pm on this very afternoon, I had walked out of my Latin Continuers exam. That's not just a historical curiosity; the point is I have only **one year** of life outside of highschool and Fort Street. Only **one year** to reflect on my schooling. Only **one year** to muster the perspective and the retrospective and the introspective and everything else you need to make an Alumni Union speech.

If you're still not convinced, consider this: apart from being underendowed in life experience, I'm not that many years away from childhood and from childishness.

It wasn't so long ago, maybe three years, that I was caught, in the act, by my disappointed elective history teacher, writing in pen on the wall of her classroom. Sharp remonstrations were delivered. A bucket and powdered industrial soap were brought out. My status as a well-liked and capable, if lightly disruptive, history student was fast vanishing.

To all this I protested in vain: I had had no choice I said; somebody had written on the wall before me; they had written in Latin and honestly their grammar was very poor. All I was doing was making the necessary corrections.

Though highly amused, my history teacher still made me scrub the walls for the rest of the afternoon.

Repeating that story now, with the principal and half the school's executive next to me, I'm still not convinced I won't be hauled off to Ms Moxham's office and put on detention. If that doesn't show how fresh out of the system I am, I don't know what will.

So I don't know what school means to me or to my life. I have little to no idea what Fort Street will mean for the years to come. What, in that case, do I have to say about the school?

I am a classicist. You might have noticed the two stories I have told so far are about Latin; believe me, I looked for others, I really did. I learnt that language under the tutelage of the outstanding Ian McLeod, to whom I am forever indebted. I came first in the HSC in Latin. I now study that language, along with Greek and law, at university.

So, Latin, for me is an obvious starting point for a speech about education. Now, for those of you having flashbacks of the Latin classroom, of unseen passages, and page after page of Caesar and Roman troop movements, don't worry—we won't be conjugating *amo amas amat*.

What I will look at, and this might be commonplace, is the Fort Street's motto.

Faber est suae quisque fortunae.

Each is the architect of their own fate.

We, as Fortians, are pretty familiar with those words. Several years of school assemblies, speech days, and I dare say, Fortians Union dinners have hit home the point: we are all self-determined humans, we make of our lives what we can and we will.

Except that we aren't. Except that, as I discussed today with Ian, my Latin tutor, money, class, race, sex, and background shape our destiny in ways we cannot control. That's more apparent than ever in a society still rank with racism; where predominantly white billionaires control our electoral cycle; and where the bulk of Australians are locked out of public discourse and into a cycle of slowing wage growth and diminishing opportunities.

So how, given, this state of affairs, can the school's motto reflect on

the world and our place in it?

Let us first consider the man who said those words, Appius Claudius Caecus. Appius lived in the 4th century BCE; he is the first verifiably real political figure of Ancient Rome; he was censor twice, consul twice, dictator once, gave a famous speech against a foreign enemy, built an aqueduct and a very famous road which, no surprises, is named after him.

He was the Roman picture of frustratingly over-accomplished public life; maybe a sort of proto-Malcolm Turnbull; though I'm sure it's in our humble prime minister's character to put his name to a major highway. But Appius was blind. His cognomen or nickname was Caecus. Caecus means blind. The tradition is the gods struck him sightless for failing to do important religious rites.

I see a fascinating tension here. On the one hand, achievement, fame, and a maxim of self-determination. On the other hand, adversity, disability, and hardship.

This is the first thing I want to say about the school. I can't tell where the lessons I learnt from Fort Street will take me, but I know, even now, what it says about diversity is crucial.

We are one of the most multicultural schools in Sydney. Over 80% of our student body, I believe, speaks a language other than English at home. The student LGBTQI advocacy group, Wear it Purple, is active on campus. Scripture and lunchtime youth group are well attended. We host a Confucius Centre, aimed at broadening Australian's understanding of China and Chinese culture. Political views and political diversity abound: progressive environmentalist groups, anti-racism groups and charity organisations on the one hand. On the other, an infamous sport teacher who, on the reelection of the Gillard government, told wheezing cross-country runners to 'breathe it in kids, air's free—at least until the commies in Canberra put a tax on it!'

This is a heady environment to spend your teenage years in. It's a confronting one: leaving often insular primary schools and encountering a snapshot of our society's breadth can only be confronting, especially for a 12 year old. Childhood & school can be hurtful, racist, homophobic places—and, at times, Fort Street is no different. At times, people are awful.

But, for most of the time, what Fort Street taught me was empathy.

On one of his visits to the school, The Hon Michael Kirby talked about the word 'tolerance'. Our society flashes it credentials in multiculturalism, in indigenous reconciliation, in diversity. And the basis for this is tolerance. Tolerance of difference. Which, in Michael Kirby's eyes, is patronising. The notion of toleration, of "putting up" with minority groups. As though the majority, the oppressor, had to stoop, almost, in giving permission for self-determination. These remarks have stayed with me. And I think Fort Street's example can get us around the problem of 'tolerance'—get us around the tokenism and the insult.

The way the school does that is through empathy.

A body of 1000 students, each encouraged, like Appius the overachiever and the slightless, to work alongside one another to meet the school's motto, shape our destiny. All of us grappling with the same challenges, and taking the same tests, of academia and of adolescence: we all struggled with fitting in, with break outs of acne, with trying to seem funny, trying to attract those we were attracted to.

Passing through the fire of high school together and emerging, lightly singed, together can only forge bonds. It makes you aware of shared experiences, of differences and of similarities. It makes you

aware of a shared humanity.

This lesson was immensely valuable for me. My wonderful and loving parents are gay; they are both migrants. I have always loved them and cherished the happiness, the outlook on life and the values of hardwork they have given me. But it wasn't until I came to Fort Street that I felt comfortable celebrating them to my friends and to my teachers and to the world.

It's no wonder why. In kindergarten, in the lead up to father's day, all the "normal" families would make cards and other expressions of love. During these activities, I was taken outside by the teacher, a woman with a professed dislike for children, and told to sit quietly and do some colouring. This was isolating; it made me feel ashamed of who my parents were.

At Fort Street, in contrast, eyelids were not batted when I discussed my family. Teachers, at parent teacher night, were unfazed; if anything, when I managed to do well at school as I occasionally did, my parents got some of the credit as parents who were good at parenting, not as anything out of the ordinary.

The respect the school showed my parents made me feel profoundly comfortable with who I am and where I come from. Particularly in the last few years of high school, I felt like I could be myself at school, and not worry about keeping up appearances. I am convinced this was critical for how well I did in the HSC.

I felt like I could be who I wanted, study the subjects I wanted, cultivate the friendships (including some with teachers) which I wanted. Hard work, nerdy determination, Saturdays spent doing an extra subject than I needed to were celebrated.

And like with everything, this came down to empathy for others and for difference.

So what does the school's motto teach us? Celebrate diversity, celebrate difference, and support one another through hardship. Recognise that we're all in life together, and recognise our shared humanity. We all face difficulty, at some time or another, and we all need to show empathy and compassion.

That brings me to something else in the school motto. Destiny, fate, however you translate it, is an uncertain thing. Again, the tension between the motto's speaker and its sense shows it. Appius, struck blind because he didn't properly heed the gods, indeed created his own destiny. And I think that destiny is metaphorical: for the ancients, sightlessness would've been a reminder that we cannot truly see what our futures will hold, or what we will do to shape them. School, as I've said, has an uncertain significance for me. Though that might be a disability for an Alumni Union speech, in a way, I think that's as it should be.

At no point when we're at school, at no point in our lives do we know where our experiences and the lessons we are learning will bring us. I never knew that going to Fort Street would see me speaking before you today.

I never knew that dropping maths and doing what I loved was probably the main reason I managed to do so well in the HSC. I also never knew that laughing when my year 10 maths teacher told me to take advanced HSC maths would, beyond having me sent outside, be a wise wise decision.

I could never tell that doing debating throughout high school would be such a large part of who I am. I didn't know how useful the confidence and the critical thinking would be; I didn't realise how the law challenges your skills in argumentation in similar ways. I also never knew that doing debating at high school was a ticket into the

intimidatingly successful Sydney University Union Debating Society. I also didn't know that that society is renowned for keeping debaters supplied with nights on the town and thousand dollar bar tabs. I now know that.

I also never realised that my enthusiasm for English and literature would allow me to, after the HSC, develop a friendship and stay in touch with my year 12 English teacher.

It didn't cross my mind once, that, on the day when it was announced that I had topped five HSC subjects, the old friend I arranged to meet for lunch would eventually become my girlfriend and best friend. At the time, I didn't realise that, taking a phone call from the *SMH* and giving a ten-minute interview while she waited patiently, somewhat slowed down the progress of that relationship.

All of this is serendipity. It's chance and good luck.

We do make our own fortunes, but we don't know what those fortunes will be. And we should make those fortunes by broadening our worlds, stumbling on serendipity and seeing where it takes us.

This is especially so at school. So much of education today is about goals and vocation and career paths; so many parents, and teachers, and institutions set up a mould for young people, and demand we fit that mould. The result is a narrowing of horizons; static development as a person; the result is not living life to its fullest.

Fort Street, for me, was different, and Fort Street needs to stay different. Never did the school force us to take a path. Never were my options cut off.

Instead, learning for learning's sake was encouraged. It needs to still be encouraged: even in the face of standardised testing and of a society which values you for your profit.

Pursuits like music or debating—at which the school excels—need to stay a focus.

Student politics, charity work, sport—students at our school have these options and need to take them.

All the diversity I spoke about before, all the cultural, personal, political differences—students can't shun them either.

Because shaping our destiny isn't about picking a target and shooting for it; it's about knowing what the world looks like, what opportunities it brings, and realising chance can lead you down any and multiple paths.

Appius, our motto-writer, was blind because he neglected the gods, or so I have said. There is an alternative explanation found in some other texts: that Appius *pretended* to be blind to seem weak and sympathetic to avoid attacks from his political rivals. I find this waggish story appealing. And fitting. Because above all, whatever the school looks like today and yesterday and in the future, it is the slightly waggish character of the place that will remain with me:

A place not willing to take itself entirely seriously, and always ready to support oddness and quirks and outsiders.

It's only in that character that we can uphold the school's motto: only then can we celebrate, with genuine joy, diversity and difference; only then can we fuel an ideal and often useless curiosity that lets us stumble on the most useful things.

As Oscar Wilde said: 'Be yourself—everyone else is taken.'

JANEK DREVIKOVSKY, FORTIAN 2014

MOCK TRIAL

Mock Trial in 2015 proved to be a rewarding experience, both academically and personally. Witnesses Lyndon Wale, Aidan Kemp and Angela Bivell, held up against intense cross-examination from opponents such as Trinity Grammar and IGS, while our barristers, Will Thackway, Ava McConnell, and Ailin Gist, contested evidence, grilled the opposition, and presented a case meticulously planned by solicitors Eilish Salmon and Hagar Gal. Overall, the experience was team-building and incredibly fun, as we dealt with cases of underfed sheep, murder by poisoned coffee, and dogs allegedly driving cars.

The cases were hard work, but with the guidance of professional lawyers, and the feedback from the magistrates, we all improved our courtroom skills. The experience would not have possibly without the help of our mentors Mr. O'Neill and Mr. Sherwin who guided us patiently through the trials and tribulations of the Mock Trial experience. We highly encourage students interested in law, public speaking or just beating private schools to partake in this fulfilling and educational program.

MOCK TRIAL TEAM



Front Row: Hagar Gal, Aidan Kemp, Lyndon Wale, Eilish Salmon
Back Row: Ava McConnell, Willem Proos, Ailin Gist, William Thackway
Absent: Angela Bivell

ROCK AND WATER

Rock and Water is an anti-bullying communication program for Year 7 students which aims to educate young people on alternative approaches to verbal and physical confrontation. Using the ideas of Rock and Water to make conversation more abstract, the program hopes to help those who struggle a little in social situations. Rock is a hard, static approach to a situation, used when one needs to be firm and in control of a situation. Water is the more flexible approach to social

situations, the polar opposite to Rock. Participants in this program were taught how to communicate better with their peers using these principles and physical activities such as martial arts. They finish the year with a progress report to confirm the knowledge they have learned. This program has helped students in social situations and they have enjoyed it tremendously.

MATTHEW DOPIERALA

NAIDOC WEEK

NAIDOC week is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. This year, we celebrated the oldest living culture in the world. The theme this year was “We all stand on Sacred Ground: Learn, Respect and Celebrate.”

This year’s speakers at our assembly were Phil Geia, a Bwgcol man, and Dr Gawaian Bodkin-Andrews. Phil spoke about the issues of Palm Island, such as corruption, domestic violence and unemployment. He told us of the adventures he had around the world with his didgeridoo, and how people’s perception of him varied from culture to culture.

Dr Gawaian Bodkin-Andrews was from the D’harawal nation, and can trace his family history back to the Appin Massacre in 1816. Dr Bodkin-Andrews, as a psychologist and a sociologist

told the story of the Lyrebird. Once all the animals spoke the same language, but the toad, being a trickster imitated the other animals. This caused angry divides between the species. Soon, all the animals were yelling at each other, except the Lyrebird, who attempted to stop the fight. The spirits, angry with the animals for their petty arguing, took away their ability to speak to one another. As the Lyrebird tried to keep the peace, it was given the ability to speak to all the animals. Dr Bodkin-Andrews related this to today’s society, and how the mass media around the world has caused anger and violence. He suggested that only when we can be peaceful should we have mass communication.

The assembly was ended, and the audience was filled with the message that we stand on sacred ground: Learn, Respect and Celebrate.

IMOGEN MAROSZ, YEAR 9

YEAR 9 AND 10 HIGH RESOLVES

This year, students in Year 9 and 10 volunteered to participate in High Resolves, a not-for-profit educational organisation that runs global leadership programs for high school students throughout Australia where participants are taught leadership skills through games and activities. Students were encouraged to formulate ideas as a group and unify them to conquer both global issues and issues within society.

During the program, the young leaders worked and communicated with each other and created a movement that targeted bringing awareness to particular social issues. The Year 9 group created a campaign against social stereotyping entitled RedYellowBlue. And the Year 10s created a movement called H.O.M.E, fighting against homelessness and the stigma that surrounds it.

By putting the skills they had learnt from the program into practice, the Year 9s were able to successfully deliver their message through an assembly, posters and by teaching Year 7 Fortunaes classes. Obtaining permission to run the assembly, working with Fortunaes groups as well as creating posters were handled separately by teams formed within the group, and each group worked hard towards the common goal to deliver their message on issues of prejudiced assumptions.

The Year 10 group worked with the school to hold a barbeque, installed donation jars in local cafes and held a store in the Glebe markets. The funds we made went to buying products on St Vincent de Paul’s list of what homeless people actually needed. Blankets, toothbrushes, toothpaste, packet tissues and socks were bought and packed. With the help of the Salvation Army, they were distributed to the homeless population of Sydney

“It was really fun to run the assembly and see our hard work paying off,” Alicia Gao of Year 9 stated in an interview, and said that she would definitely do the program again.

On the 3rd of December, 20 select students from the Year 9 and 10 High Resolves group took part in the 2015 leadership Summit at UTS. They worked with students from 10 other schools in groups of 4-6. While in these groups, they were given the task to help Oxfam create a sustainable project to carry out in Vanuatu with a budget of 2 million dollars or less. Their task was to tackle the first 2030 sustainable development goal: no poverty. To do this they were trying to solve one of the sub categories, which were; zero hunger, quality education and gender equality. Oxfam had already created three possible projects for each option; all the students had to do was choose one of these pre-existing options and create a plan to carry it out - making sure to include everyone within the society. The work they did will be taken into account when Oxfam makes the decision on what strategy to go with and how to implement it.

The students got to ask questions to global leaders. These people were representatives from the charities Salvation Army, Oxfam and the 40k Group. They were given the chance to ask them questions regarding their experience as global leaders. These people were incredibly patient and willing to answer all of the questions while going into great depth. To wrap up the day they briefly talked about the direction that High Resolves will head in, in 2016.

PENNY STARR, HEAD TEACHER, STUDENT SERVICES

FORT STREET CLASS OF 1965

50th Anniversary Reunion Dinner

Rodney Cavalier

Menzies Hotel

Sydney

Friday 13 November 2015

When we started school in 1961 the ending of the Great War was closer in time to then than then is to now.

Genetic brew gifted us by parents.

All in shadow of Second World War which defined their youths and remainder of their lives. Servicemen, nurses, support personnel, victims of Holocaust, displaced, immigrants and refugees, fathers classified as enemy aliens and interned. Mothers at home. Mothers who worked – not many did. Death among our parents was not a stranger - not pre-1961, not in our years at the school. Boys did not always tell us of a loss.

Consider the wide disparity in ages. Mothers who were born near turn of previous century, mothers born toward end of 1920s.

We were the first and the last born and somewhere in between. Among us were only children. Children with half-siblings and step-parents.

Gap between oldest of our siblings and youngest exceeded 30 years.

Our primary schools numbered four dozen. Yes 48. Summer Hill Opportunity led the feeders in a 14-14 tie with Haberfield. While mainly inner-west, we had one boy from Broken Hill, one from Yerong Creek in the Riverina, one from Queensland, a solitary from the north shore. From the Catholic parochials just one. Fort Street Public provided three. Burwood and Concord in its many iterations were well represented.

One sensed a majority came from both directions on the rail line. Lots of boys came by bus from Balmain and Rozelle. Some of us came from Ryde and Gladesville.

Rituals ruled. Apparent each morning. Same boys boarded same stops. Count on it. Worked in reverse on way home. All stages of every day of a school week had rituals.

I can remember our first gathering as a group. Day one with a parent, usually a father. I remember it so clearly because that terror of the unknown is a permanent memory.

From a primary school in the suburb where I lived and knew everyone to a school in a distant part of Sydney where I knew no one.

The rest of you seemed to have brothers and friends from primary.

On our first day, once our parents had departed, First Year had its own assembly.

A teacher read the class groupings A B C D.

I had no idea the groupings were streamed rigidly according to an IQ score.

If I had any doubts that being in 1D meant I was a dummy, those doubts were soon removed. Someone got it wrong in the primary school testing – 1D produced two professors of medicine and a Ph.D in Education. Not a bad outcome in academic terms alone.

1A was the high point of some lives.

Mr Taylor, the Bulldog himself, read out each of the 29 School Rules

1. An order or instruction issued by a member of staff must be obeyed smartly and without resentment.
10. Punctual attention will be paid to all school bells.
16. Before school and during the recesses, boys going to and from the Library or Music Room are to do so by way of the eastern staircase only. The whole of the western staircase is out of bounds at these times.

Odd surely to acquaint us who knew nothing of the geography of the school with rules about no go zones: we did not know where the music room or library was. I didn't know east from west.

We had entered an institution with lots of do nots and forbidden places. A student could get into a power of trouble just by taking a walk.

The School seemed a big place. It was a big place. It had stairs for a start and a basement that was forbidden.

Our domain in First Year stretched the eastern side of the 2nd floor. In Second Year we sprawled along the northern front and moved around for subjects. Third Year brought us to the ground.

We became innured to the smell of burning hops and came to doubt the security of wooden lockers.

Noise was a constant. Being on Taverners Hill trucks changed gear on the ascent. Mr Horan could be heard on the same floor for 50 yards in all directions – Mr Steinmetz staged a pause so we might all enjoy his crescendo. He orchestrated the Horan moment with hand gestures. We were not allowed to laugh.

Not laughing at brilliant comedy was a lesson learned immediately or a boy was in trouble. Fred Burtenshaw, employing a language and speech pattern that was pre-1914, had us in stitches or would have if we did not contain our instincts.

We became accustomed to the stacking and unstacking of empty bottles. One day in 1962 stacks of glass bottles fell over – the noise was like an explosion that stretched until, more than a minute later, we were able to discern the squeals of the last of the bottles smashing to pieces.

Net effect of traffic and student movement was to drown out aircraft overhead. 40-minute periods were actually 32-35 minutes depending on distances travelled to the classroom.

We had no sense of owning what was supposed to be our home classroom given it was occupied by others whenever we were elsewhere. You did not leave your stuff beneath desks.

The exceptions that did provide a sense of home were the Music Room and the Geography Room. A select group of boys took control of the bookroom, meaning textbooks, which afforded banks of time away from class with consequences for those boys. A predictable elite hung around the Sports Room, mainly basketballers, fulfilling the description of such boys by Holden Caulfield I would read in *Catcher in the Rye*.

Science rooms, definitely not labs, were primitive facilities with a bunsen burner and sink. The Wyndham Scheme was changing that by 1962.

Corridors and stairways were full of movement. For all the bustle in both directions, I do not remember anyone getting hurt.

Classrooms were far from interruption free. Carnivals for swimming and athletics occasioned older boys touring the school to take down the names of participants. A knock on the door and an announcement were not uncommon.

In all those years I recall only once a telephone call requiring a teacher to leave class. Mr Tow stood at the window of the door to indicate a call was waiting. I remember Mr Tow, I do not remember who the call was for. Strange thing memory.

Weeks had rhythms. Terms had their own character. Serious work was done Monday-Tuesday, Thursday-Friday. Everyone fired better in the mornings.

Wednesday was sport after period 5. It was really a lost day except before recess maybe. Ludicrous allowances were made to get to places like Asquith. Thursday was school assembly, as distinct from the gathering after lunch for any messages. Mr Horan usually presided at the post-lunch stand to. If a boy raised his ire – not uncommon – he would yell as only he could yell: “the boy at the back out. Not you. You know who you are. Ten boys suffering guilt for an offence unknown stepped out.” You could not write this stuff as comedy.

We stripped for PE, went through the penance of Music (or loved it), learned the basics of bibliography and bookcraft from Fuzz Barnard in the library, lessons that served me all my days. Mr Sullivan (Jock) reached the statutory retirement age for a PE teacher and took over the library. How often did that happen in schools?

Scripture was unregulated. You went where it suited you. Word passed about what was most entertaining. Not going was not an option.

An armory was out of sight and locked. I did not ever enter it. The tuckshop was part of the basement. Its operators, firstly private, later a P&C enterprise, were not concerned about nutrition. crazes like Pepsi bottle caps engulfed the school: underneath the cork of the cap lurked every card and suit. A king of diamonds offered a free Pepsi. People gorged themselves to get that free bottle. Coke did very well with yo-yos which were everywhere and very cool. Then not to be seen anywhere at all.

Tip rugby (not touch) occasioned a dozen games overlapping in the limited space of the back lawn. Using a tennis ball, it was a piece of cake to change direction with a throw the width of the playground. Steve Parker, aka Sammy, could sidestep his way through the entire opposition without advancing a yard. Sammy was the only boy who enjoyed a nickname courtesy of a teacher – Mr Burtenshaw could not get Parker's name right so we stuck with Snakey. If Mr Burtenshaw was totally stuck for a name you could be Sinbad or Sambo. We loved Mr Burtenshaw and we knew it. He was so different to anyone we had ever known. Those who ran the school had a practice of punishing boys by sending them back a year. How that served to punish, rehabilitate or educate I have never understood. That is why one afternoon in 2B Latin, Mr Burtenshaw came upon the wholly unfamiliar sight of Edward Wu.

“Good Lord, man, who are you?”

“Wu, Sir.”

“Whoa, Wu. Who are you?”

Edward explained. Whatever he might have done to suffer the extreme punishment of our company, Wu did not misbehave in our classes.

Mr Burtenshaw was wont to cross-examine a boy on any aspect of Latin grammar. A boy who faltered was bound to receive ongoing attention. Malcolm Hughes, today a professor of medicine, did not cope with the pressure.

“Hughes, what's the ablative of *oppidum*?”

Hughes was silent but his brain was working. His face was a tortured grimace. The whirring of internal gears was almost audible. Fred Burtenshaw did not

let him think it through.
"Come on, Hughes, come on."
Not a sound. Hughes knew the answer but could not get it.
"Come on, Hughes. Don't bust your boiler."
Bust your boiler and Hughes became synonymous. A routine developed. One day Mr Burtenshaw was exasperated.
"You know, boys, the day will come when boys not yet born will be in this room and they will look at a smudge on this wall." Fred touched the wall and swept his hand a wide circle.
"The boys will ask their teacher: 'Sir, what is that smudge?' And their teacher will say 'that smudge is Hughes, one day he bust his boiler.'
Another time.
"Careful, Hughes, careful. Careful, boy, careful. You might bust your boiler."
Mr Burtenshaw would open his arms wide to all boys near Hughes: "Carbines, Cavalier, Bowen, you'll have to move, Hughes is about to bust his boiler."
You wanted to howl with laughter but you dared not smile.
Miller's employed small black rubber balls as plug for barrels. These balls bounced to huge heights and were much sought after. They might be scarce for months, then a glut. The plugs were the ball of choice for games against a wall or hand paddling like king pin.
Cricket was played but did not work in the playground as there was no real protection for the pitch from non-players running across it. Stumps were a tin garbage bin. A cricket ball over time turned these cylinders into upright thin objects. Tip ruled even in summer.
I look back in wonder at how swiftly we got food out of way so as to get into tip and then ran our legs off for the 35 minutes remaining. We were never puffed.
The Melbourne Cup spawned a small legion of bookmakers. One penny was an acceptable wager. Five shillings was the ceiling. Odds were determined by starting price. One was Robert Hawkes two years ahead of us. In 1962 Hawkes did not doubt Even Stevens was going to win, he took all the mug money and bet his entire book on Even Stevens which romped home. Hawkes, of course, became a school teacher.
Play Day occupied weeks of rehearsals and preparations. The plays were a joy to watch. The best were selected for our parents to watch on Play Nights until the year that a veteran teacher saw his play miss out and insisted all plays have a gig at night. Bill McCallion resigned from the drama committee over that.
The Fortian was an exceptional journal of record. Professional photographers and glossy paper ensured quality photos as rich today as 54 years ago. Denis Condon was responsible in 1961, Pat Steinmetz 1962-65 assisted by Mr Hayward in 1962 and Jack Sharpham in 1964. Mr Hayward played county cricket, Jack Sharpham played first grade rugby. Mr Steinmetz could name the winner of the welter at Canterbury on a Wednesday for the past eight years. Fourth Year boys were the editorial committee. Colin Long recalls that a boy was nominated but does not recall any actual work. Geoff Squires, sitting on the right-hand of Mr Steinmetz in the 1964 photo, does not remember the photo or any other activity.
Anzac Day was solemn. A 4th Year student delivered an address. Cadets ran the occasion. Commonwealth Day was another occasion for an address. The bounty was learning the words of "Land of hope and glory" and "Recessional", tricks that stood some of us in good stead on state occasions.
Years had punctuation marks. The sports carnivals. The Eisteddfod which Fort Street had been winning effortlessly under Mr Condon and his replacement, Mr Cork. In 1964 we did not win. Mr Condon purged the choir, introduced rigorous selection, Fort Street returned to the dais.
Examinations were a cloud omni-present. Half-yearly, yearly, sitting past papers, regular testing. Assignments regular. Our Assembly Hall the biggest in the land meant Fort Street was host to the Leaving for other schools and mature-age students.
For the most part the School and grounds were a world unto themselves. We might pause here to acknowledge that our teachers faithfully fulfilled their duty of care. The protective screen they provided for us was most effective. I never had a moment feeling unsafe.
Everyone was different. You could go weeks not leaving the grounds during school hours. Those in the cadets, representative sport and the choir had entirely different experiences. Plenty of students arrived early. Cassell and Hepper from Forest Lodge and 1D arrived not long after dawn to help the caretaker with lighting the boiler. Practice for sport and music caused many to stay late. Few of us understood that our teachers were taking time out of their own lives. When they kept us in they kept themselves in.
Remarkable looking back how many long innings teachers were playing. Eric Arnold (Dizzy) had been a pupil 1915-1919 which takes us back to the Kilgour era. He was in the cohort of the First Year who occupied the new school at Taverners Hill, 100 years ago this year. Mr Arnold had been a teacher since 1942, a latecomer compared to Mr Burtenshaw who had been at the school since 1932. One of his pupils was Ron Horan who was an exact contemporary of my father. Each of Menzies, Barnard, Dalgleish, Brownlee had been there for a generation.
I do not remember a teacher coming into a classroom or being on school grounds without a coat and tie.
Successive exam results might have altered our class placement on the

margins. But only on the margins. The IQ score ruled. English results were the determinant of so much.
In the Intermediate 1963, in the last year of the two-lane Gladesville Bridge, we who travelled on the 591 School Special were caught in a monumental jam and arrived nearly an hour late for the English exam. Allowance made nil. I thought I was good at English. I was bounced from 3B to 4D. That turned out to be the break of a lifetime because I scored Pat Steinmetz.
In the years ahead, when I had to endure criticism and assessments of character by the self-interested and the hateful, nothing ever approached a full-scale dressing down from Pat Steinmetz. He took you apart for no apparent reason. A movement out of place, an eyebrow flickering set him off. Bruce Veitch was a constant target.
For all the protective screen and the professionalism of our teachers in not talking politics, the world and its politics did intrude. I worked out Joe Rankin was on the Left.
The Cuban missile crisis was scary. It was a Saturday when word arrived that JFK had been assassinated.
The Cold War gripped us. Few if any doubted the United States were the good guys.
The West Indies tour and the Ashes of 1961 mattered more to me and my circle than any part of politics.
In 1960 conformism was the go. By 1969 there was no norm.
RG Menzies was prime minister for every day we were at school. The NSW Labor Government fell during second term 1965. A Fortian, Harold Wyndham, had been DG Education since 1952 and would remain until 1968. Extolling science at the expense of languages reflected his own Fort Street background and his wish no one should have to suffer it, as he would explain to me in the fullness.
We were the last cohort to do the Leaving. The prospects of repeating hovered over us from the first days of First Year.
After 1965 a familiar world fell apart. The Beatles were not transients trading on long hair. They were the real deal and transformed rock music. Vietnam expanded into much of Indo-China and was beyond the Americans and our troops to secure victory. The Tet offensive of March 1968 brought down a president and sunk popular confidence in a favourable outcome. Gough Whitlam emerged, Harold Holt drowned, John Gorton came and went. Nixon took the US off the gold standard. Riots paralysed Paris. Czechoslovakia gave hope that a Marxist regime could embrace democracy, then Soviet tanks rolled through Prague.
Everyone will have their own answer for how well Fort Street Boys prepared us for higher education, the workforce and adulthood.
Being a boys school was the opposite of good in preparing us for social life at university and early adulthood. You do not have to be long present at the co-educational school of 2015, a school that came into existence in 1974, to know that socially it is far ahead of what we were.
The school motto – *faber est quisque suae fortunae* – is balderdash. Such is the tosh beloved by men of wealth and material display to account for their successes, oblivious to the taxes paid by others and the services provided by a society to sustain the peace and protect the accumulation of wealth.
The myth of the great men set up a standard that wrecked a good number of our cohort. Was it necessary to publish who came 160th out of 160 in a selective school in which everyone attained a reasonable academic standard? Boys who were going to come in the top five at Ibrox were hurt, if not ruined, by coming in the last 20 at Fort Street.
Some unpleasant questions behove me.
Why are our archives are more holes than holdings?
Why does Fort Street lack a good history? Whereas Sydney Grammar has an excellent history . . . written by a Fortian.
I pay tribute to those responsible for erecting a proper honour board only this Wednesday for the lads who served in the Great War. Timber with gilt lettering. 97 years late but it is done.
We are the winners for the most part. We are at the least the survivors. Pause to think about those who are not dead and are not here. Think of those crushed by the reiteration of the great man – Barton Evatt Spender Barwick. We did not produce a great barrister, I do not believe we produced a single barrister. We did produce four boys who won Reserve Bank scholarships and spent most of their working lives on the staff of the Reserve Bank, a very impressive achievement.
Decades later in a discussion with Ian McFarlane, then Governor of the Reserve Bank and a cricket tragic, I mentioned several of our year were in the employ of the Reserve. I named them, Ian knew them all and said they were doing well.
Then you won't mind learning that our Economics teacher was effectively a communist?
So was mine, the Governor replied. All Economics teachers were communists.
The constant invoking of the great men is not how I would organise a school. I speak as one who prospered, one who did well out of going to Fort Street, the second member of three generations at the School.
For all that I have misgivings about what was wrong, I am inordinately proud to have gone to Fort Street, elitist place that it was. I was able to bring Fort Street into the conversation at any moment it availed me. I liked to do one in the eye to those who attended Grammar, Cranbrook, Shore.
Fort Street, my Fort Street, school of my blood.

YEAR 7 REPORT

Despite initially appearing shy in the face of day one of year 7 and high school life, the cohort quickly found their feet (and voices!). They certainly were not able to keep their exuberance in check for long, as first term saw them hit the ground running at their first ever high school camp at Stanwell Tops. Harness based activities such as the giant swing, obstacle courses, team-building exercises, archery, go-carts and games filled three days of excitement away from the newfound pressures of high school life. Year 7 students bonded with Year 11 peer support leaders and each other, many forming meaningful and lasting friendships.

Year 7 demonstrated a capacity to look beyond their own circles with a finely tuned sense of social responsibility. The newly formed charity committee enthusiastically ran cake stalls in both semester 1 and 2. These raised a grand total of \$1045. Proceeds were donated to both the Red Cross Cyclone Pam Vanuata appeal and Médecins Sans Frontières Australia.

In term 3, Gala Day gave year 7 a taste of interschool competition sport. Students showed off their sporting prowess and demonstrated great school spirit in a day that resulted in an enormous amount of fun and numerous games won. Other fun filled days out of school included the Visual Arts excursion to Sculpture by The Sea, a Geography field trip to West Head and finally the end of year picnic to Clovelly Beach.

After such an enormous year of transition, including strong academic achievements, diverse extracurricular activities and much social integration, I look forward to seeing how these youngest Fortians grow and what they accomplish in 2016.

ROD CARRIT, YEAR ADVISER T



YEAR 8 REPORT

Having found familiarity within the hallowed halls of Fort Street, the Year 8 cohort have taken the opportunity to flourish and engage with their interests and those of their peers, whether they be academic or social in nature. They have leveraged confidence and compassion to support themselves and their compatriots with their learning and wellbeing. That is not to say that the group is insular, as the Year 8 Charity Committee proved rather zealous yet again with their fundraising this year. They raised a fantastic \$1118.15 during an inventive make-your-own-cupcake stall on school grounds that students found particularly engaging. Fort Street students also took to the streets for the Seven Bridges Walk, managing to be the Top Team for 2015 by raising a staggering \$21,105 for the Cancer Council. The Top Individual contributor for 2015 was a Year 8 student too, at \$15,414.

Excursions to supplement subject learning took Year 8 abroad, from the Australian Museum during Science Week to the Art Gallery of NSW for the Pop Art exhibition. 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 Fortians continue to grow and what they accomplish in 2016.

TIM HASENBEIN (MR H.), YEAR 8 ADVISER



YEAR 9 REPORT

Charity Committee

This year, the Year 9 Charity Committee was a success. We met our goals and organised a number of events, raising over \$4000 for relief efforts undertaken by the Adara Foundation. Our aim was to raise money for the devastating Nepal earthquakes that occurred in April 2015. With over 9,000 fatalities and more than 23,000 injured, hundreds of thousands of people were made homeless with entire villages flattened. It was the worst natural disaster to hit Nepal for over 70 years.

The news and the shock of this earthquake touched our hearts especially for our fellow classmate, Aava Adhikari, who has family and friends in Nepal. We were quick to respond in this situation, organising a school barbeque, which had a festive atmosphere with lively music and exquisite food, buzzing with students all eager to support the cause. We were also featured in the Inner West Courier. In an interview about this event Vanessa, Annaliese, Jiamin, Aava and Claudia spoke about the cause and our successful event.

What made us very passionate about raising money for this charity was Aava's personal connection with the tragedy. This motivated the committee to put our best efforts into the event. We also raised more money by going to individual roll call classrooms, collecting donations from students. The SRC gave the most money, thanks to the help of Lochlan Chow who donated \$100 to the important cause.

Year 9 has done an exceptional job this year, working hard in organising events to raise money for a good cause. We will continue to strive to accomplish bigger goals in the future and make a difference to those in need.

VANESSA LAM



Legacy Day best fundraisers

On the 4th of September, Year 9 of Fort Street High School participated in Legacy Day. This day was a part of Legacy Week, an Australian fundraising campaign dedicated in raising awareness and funds for the families of Australia's incapacitated and deceased veterans. It was a day of delight and hard work which would significantly enhance Legacy's influence on the families of fallen heroes.

Following the distribution of supplies among the students, we hastily got to work and moved throughout the CBD to find potential buyers. At first, this task seemed difficult due to the harsh weather conditions and the rain beating onto our merchandise. As we had no umbrellas, we stayed at a sheltered area until the rain stopped and then continued to search for a suitable location to sell the goods. Soon we arrived at the Commonwealth Bank where the public were hustling through the doors. Since there was a group of students who had already occupied the area, we went downstairs where there was a food court and a long hallway. Due to the effective site of an ATM in the hallway, the public felt able to donate and make purchases. After doing good business here we moved to the food court and subsequently to the front of the bank that was by then unoccupied by other school students. As the weather improved, so did our business and we earned a lot of money from generous workers. The success of our collection derived from the generosity of strangers who were willing to support a great cause.

RACHEL LEE AND EILEEN LI

If you are searching for one of the most interesting experiences of high school, look no further than Year 9 Camp! From the food to the cabins and activities, we've got you covered! Now, into the more gruesome details... In terms of the activities, we all had several sessions of peer support training, raft-building, leap of faith, commando (in pouring rain) and the two favourites, mud world and team challenge. The weather was exceptionally unpredictable up in Tea Gardens and over the course of the three days, we experienced a cycle of scorching temperatures followed immediately by drenching storms repeat. Most people barely slept, telling tales till twelve, while others woke exceptionally early, eagerly exercising or eating. Another memorable feature was the mouth-watering instant noodles, which were craved by teachers and pupils alike.

Our meals, consisted of sandwiches, sausage rolls, lasagne and the like, which were all nothing compared to the teachers' gourmet dishes. Shower hour was hectic, with long lines and even longer waits; however, pleas for soap and shampoo were an even more dominating characteristic. We had picture-perfect scenery on the beach with freezing cold seawater, and both teachers and students buried alive! Many thanks to all the teachers who accompanied us rowdy Year 9s, as it certainly wouldn't have been possible without their patience and devotion! Overall, many would argue that camp was fun, enlightening and tiring, but certainly worth the trip!

JIA MIN GUO

YEAR 10 REPORT

2015 has been a year full of challenges for Year 10 and has seen students begin to develop into mature leaders within the school community. Students entered into their second year of electives in which they continued to refine the focus of their studies as they move into their senior years of schooling. Some students, those accelerated in IPT or Business, have faced the challenge of HSC courses early; this provides them the opportunity to experience the demands of the HSC assessment schedule.

We challenged the students to face their role as responsible young adults with the introduction of seminars run by ex-police detective Brent Sanders. In these seminars, the students were educated about the rights and responsibilities they have in terms of intimate relationships. These lessons were re-enforced with a meeting with a liaison officer who outlined for the students the laws and obligations surrounding bullying and digital citizenship.

As part of their development students took part in a leadership program in the second half of the year. The program was focused on training students in peer support as well as building their leadership skills in general. Part of this training was carried out during the Year 10 camp which was held at Stanwell Tops in November. While there were sessions devoted to leadership training, there were also a number of activities designed to test student's ability to work in teams and problem-solve. There was a very strong focus of leadership development on camp, it was also a great chance for the year group to bond and relax after a year of hard work. The evening cup-stacking activity was a wonderful and bizarre event that kept 150 teenagers engaged for over two hours. The teachers who attended the camp; Mr O'Neill, Mr. Sherwin, Ms. Fentoulis, Ms. Ryan, Mr. Pike, Mr Hoekstra and myself were extremely impressed by the maturity shown by the students during these two days. All teachers commented on the great commitment the students showed to the leadership training, which bodes well for the next few years.

This year has been yet another year of great achievements for our students - far too many of them to individually identify here. Our year group is made up of students who excel in a range of areas. There are the High Resolves participants who have worked tirelessly through the year on their project to provide aid to Sydney's homeless community as well as all students involved in the charity committee and the SRC leaders who have put their energies behind projects that support those less fortunate than ourselves. We have students involved in the diversity group, Amnesty International and the Environment Committee whose passion and dedication to their causes is inspirational. We have students who have excelled in various academic fields and a number of prestigious awards have been won in a variety of fields of excellence. In the sporting arena we have students who have excelled in cricket, soccer, netball, basketball, swimming, hockey and athletics. There is also the ever-growing group of Frisbee fanatics led on by Mr O'Neill, although he assures me that this is being super-ceded by Gridiron as the sport of choice for the year group. Our excellence in the Arts continues, with a huge number of Year 10's being involved in the IMP, the Arts Unit music ensembles as well as the choirs, orchestras and bands for School Spectacular. We have successful creative writers, skilled artists, passionate actors, talented filmmakers and theatresports champions. Our year group has celebrated an international Pokemon cards champion and a national robotics champion. I am so proud of all the achievements of the students of Year 10 and have the great privilege to be able to share in the accomplishments of my year group whether those accomplishments be great or small. The range of these accomplishments constantly reminds me of the diversity of strengths of these students and I have had yet another wonderful year, privileged to share these experiences with these exceptional students.

CAROLYN MATTICK, YEAR 10 ADVISER

YEAR 11 REPORT

The Senior School: At the Crossroads

Year 11 began with the teachers throwing us headfirst into the senior school world with the two day Crossroads course at Sydney Olympic Park. There, the feeble, childish Year 10s we once were faded away, replaced by strong, confident seniors after our guided journey through adulthood and all its quirks. Those of us who weren't scared into driving responsibly by the intimidating police officer most certainly were after the RYDA instructors repeatedly wrecked the crash dummies with their Honda. Further highlights included the uncontrollable giggling and squirming by the less mature among us when practising contraceptive methods with assorted condoms and cucumbers, and Mr Cotton's exploration of healthy relationships with his improvised and frankly ridiculous "Fort Street If You Are The One" competition. Though we may have entered as innocent, unburdened youngsters, we left with a wealth of knowledge about the ins and outs of the adult world (as well as occasionally surprising information about our teachers and their wild past experiences).

The Synonymy of Murder, Misery and Mathematics:

At the end of Year 10, we gently submerged our toes into the chilling depths known as exam weeks. Upon entry into Year 11, we were pushed mercilessly into the enveloping fathoms of the deep end. Three terms and three sets of exams; a wilderness of stark sheets of paper to be navigated with the all-consuming pressure of the senior years. The high levels of panic ("The mitochondria is the powerhouse of the cell. Is the Xylem or the Phloem an active transport system? Also, I'm dropping Biology next year") were offset by those who'd already crumbled, muttering in their dying throes: "don't worry, only Year 12 matters" (Read: we are now in Year 12). Perhaps the most lasting lesson that was drummed into our minds were the inspiring words of: "there is no magic fairy which will suddenly appear and make you work". We can confirm through thorough experimental application that this is true. We extend our sincere well-wishes to the incoming year 11s.

In Character, In Manner, In Style

Informal provided the catharsis after the tragedy of exam week. It was a night when fairies confronted superheroes, spies meddled with traffic controllers, and 1920s murder mystery characters danced and hydrated alongside Jamaican bobsledders, all the while questioning who killed the victim and, most importantly, who stole the wine? With our surprisingly professional costumes and defiant cries of adolescent independence, we surely disturbed the peace as our boat sailed across the pristine and pre-photographically-enhanced harbour. The ship was filled with a range of characters, some of who were specifically awarded prizes for their distinguishable contributions to the school for the year. First there was Jason, whose presence in the school has learned to be treasured. Then there's Jey—who, along with Christine and Jacqueline, we thank wholeheartedly for a remarkable evening—we express great gratitude to for resisting the urge to put his famous driving skills to the test. And now onto some of the other prize winners: Praise demonstrated his award-winning dance moves on the dance floor, Saddha floated about endless as the beautiful social butterfly she is, and Renee captivated the camera with her prizewinning photogenicity to compete with Sam's famously contagious smile. A night of dancing, masquerade and intrigue; it was the by far the most talked about event of the year.

Year 12 is Beginning:

We would like to think that we've matured since the end of year 10. We've grown as a group, a body, a cohort. We've made unforgettable memories together and will stand united regardless of where the HSC will take us in the coming year. Our group's separation and the HSC are frightening but frankly inevitable events. Thus, despite the looming BIG YEAR, we will continue to treasure our remaining, limited time with each other at The Fort.

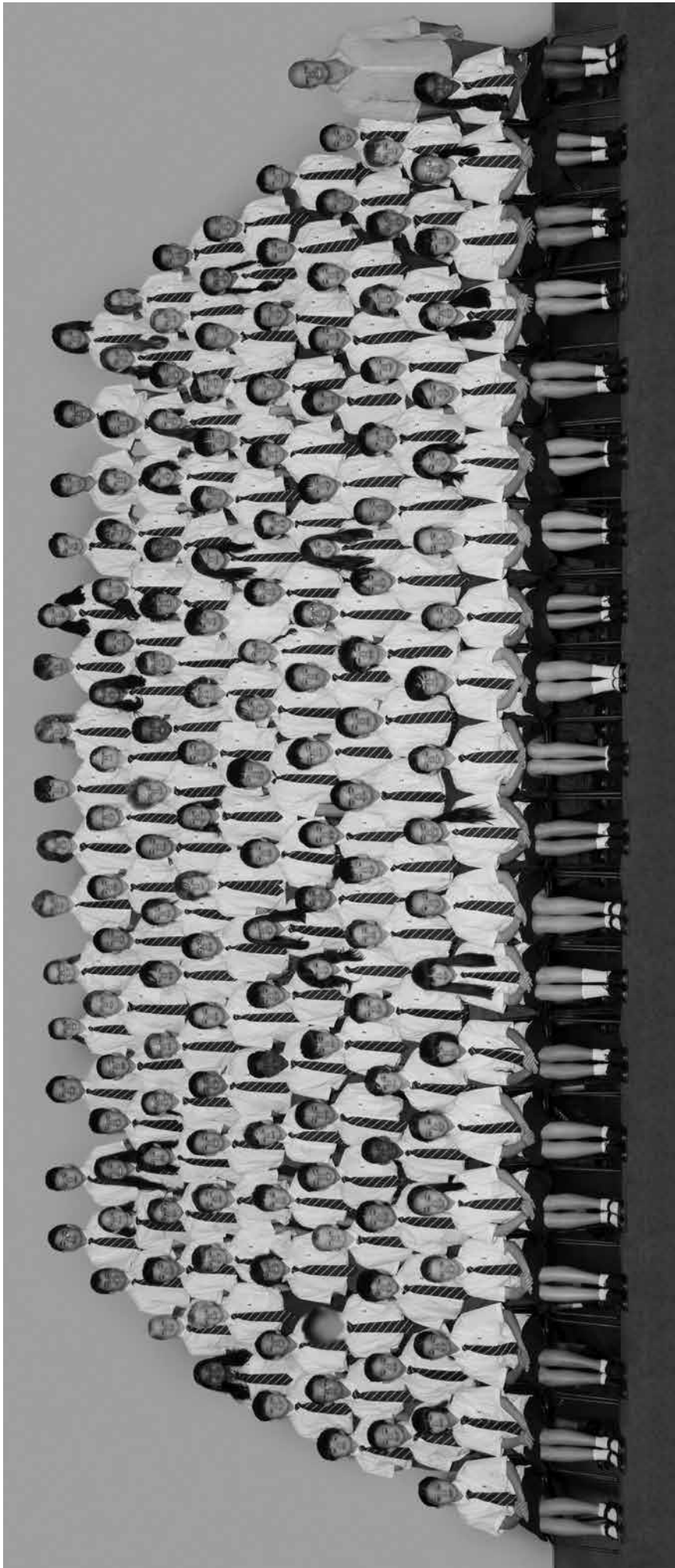
CHRISTINA NGUYEN, HAGAR GAL AND WILLEM PROOS

Staff



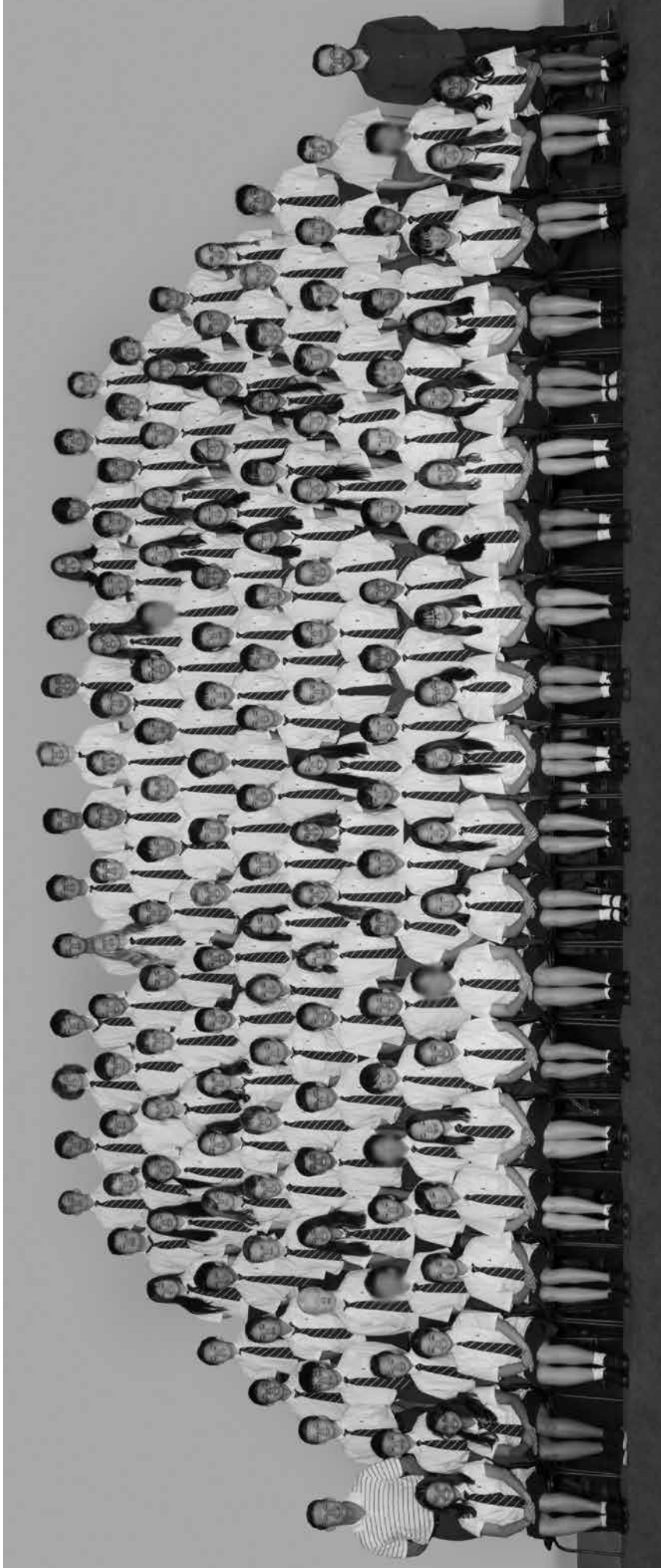
Seated Row: David Sherwin, Tom Hoekstra, John Caal, Leah Anderson, Garth Chapman, Catriona Arcamone, Karen Di Stefano, Ros Moxham, Matthew Dopierala, Phil Niven, Rebecca Cameron, Penny Starr, Allison Woodley, Janice Eastment, Evelyn Manson, Janette Levy
Second Row: Eva Jambale, Aurelie Serre, Caroline Fentoullis, Sali Woodhouse, Joanne Ruth, Louise Sorbello, Hugh Cotton, David Grant, Kellorin Long, Vanessa Chamas, Celia Batista, Petronella Flurisma, Jenny Xu, Lina El-Deiri, Robyn Bartolo
Third Row: Penny Schlam, Melissa Tidon, Clare Cotton, Denise Sloss, Chris Egan, Theo Leonidios, Kylie Salisbury, Gabriel Guy, John Ockwell, Teng Fei Dong, Mary Stamoulos, Christine Humphrys, Jill Ryan, Eddie Tran
Fourth Row: Rowena Penniment, Hilaire Fraser, Dianne Debreczeni, Richard Strauss, Rhianna Blake, Ted Bayas, Senida Krpic, Ken Gillespie, Carolyn Mattick, Bryan Hall, John de Bres, Mark Coulston, Mark Egan
Fifth Row: Amelia Kerr, Shane Fischer, Tim Hasenbein, Martin Cox, Stephen Asher, Paul Barton, Rod Carritt, Peter Van de Hoek, Matthew Manchester, Noah Melse, Paul Pagani, Hugh O'Neill
Absent: Sally Baker, Tali Ezekiel, Carolyn Jerrens, Claire Kendall, Jean Kidd, Zorka Lacmanovic, Amelia Lawson, Bill Lioutas, Annette Miot, David Osland, Simon Pike, Fiona Schubert, Brett Scovell, Peter Scudds, Miori Shino, Helen Thompson

Year 7



Seated Row: Shirley Wu, Caroline Jiang, Carmen Wen, Cecilia Maddox, Flora Ye, Karen Shi, Amy Bao Pham, Angelina Pham, Sabrina Pham, Nicole Liu, Kayla Chan, Yunshu Dai, Angela Lin, Jasmin Young, Connie Wong, Julian Fu, Tiffany Tieu, Jennifer Nguyen, Li-Yu Lin, Angel Senthilnathan
Second Row: Michael Chiu, James Nguyen, Anthony Kha, Nicolas Li, Jason Philip, Raphael Tai, Rong Chen, Finn Kirk, Winston Lam, Henry Zhou, Justin Kin Cheung, John Townsend, Jamie Tran, Steven Meng, Daniel Jjin Park, Calvin Zhen Xu, Michael Smith, Neon Khanal, Max Collingwood
Third Row: Nathan Mu, William Shao, Michael Seberry, Jonathon Kelley, Danny Nguyen, Zau Laphai, Tomo Tarrant, Felicity Charls, Sarvam Khaanna, Kieran Mui, Gavin Xu, Benjamin Park, Woohee Han, Olive Lenehan Choo, Sam Nguyen, Minh Le, Jason Dan, Matthew Huang, Ethan Chow, Matthew Tran
Fourth Row: Matthew Young, Guang Xu, Luca Ittimani, Edmund Nan Derwent, Artur Nuriev, Bhuvan Senthil, Yin Fu, Angelina Lee, Wen Qi Zhang, Thomas Mei, Matthew Moloney, Alana Hodzic, Derek Sae-Jong, Lennie Neagle-Millar, Victor Tang, Kevin Zhe, Ryan Lee, Joshua Lien-Le, Aiden Du
Fifth Row: Dhurara Baheerathan, Jack Williams, Thomas Stevens, Daniel Ho Shon, Elton Zhou, Lakshya Verma, Daphne Hiu Au, Gabriel Thien, Phillip Shurupov, Ameira Sant, Jason JiaJun Song, Oliver Edstein, Alexander Vojvodic, Xia Xuan (Angela) Shi, Julius Faith, Joon Kwon, Alexander Wang, William Fang, Sasha Mendes, George Zheng
Sixth Row: Sarah Boge, Hao-Rong Leung, Christine Nguyen, Millie Hai, Trinity Ng, Artem Sydorenko, Waeylin Pan, Yuki Matsuura, Jason Ni, Nikita Ukladchikov, Ahmed Deenan, Alistair MacDonald, Aidan Linnitos, Sai Thiveyavel Sakthivel, Leah Zheng, Cheylon Devine, Nicholas Chan, Dominic England, Eric Tran
Seventh Row: Jaden White, Lily Robertson, Elle Ngo, Bryan Le, Zi Hong Fan, Tasman Elwig Pollock, Jacky Liu, Yi Jun Zou, Jessica Yoon, Alexander Epps, Vedika Coel, Alexander La, Crystal Pham, Brahm Sohta, Kian Thornley, Zhou Yu, India Treweek, Amelie Skelton
Eighth Row: Liang Hai Jimmy Fan, Scott Trung Nghia Le, Hua Cheng, Lara Vance, Bridget Gard, Rory Stewart, Luca Charlier, Anson Lee, Isaac Broadhead, Benjamin Hamer, Jennifer Shu, Maxwell Tosello, Rujji Guo, Jayden Do, Sabine Chin-Lowe
Absent: Martin Xian Mai, Wen Qing Xiao
Year Advisers: Mr Rod Carritt, Mr Simon Pike (Assistant - Absent)

Year 8



Seated Row: Risa Otsuka-Cooper, Vikneshwari Kadriessane, Karen Xue, Jacquelyn Huang, Tracy Qin, Betty Chen, Chloe Tran, Angie Khuu, Emily Yu, Youn Jae Lee, Bonnie Zhan, Denise Lin, Sunyoung Hwang, Aarohi Tanawade, Marlana Stanhope, Bonnie Huang, Sarah Tran, Min Kim, Jacqueline Rawson, Aarthi Muuva

Second Row: Felix Tran, Yuanhao Liu, Yu Wern Choo, Eric Zheng, Justin Wu, Zi Shan Pang, Runkai Hong, Rohin Soni, Barry Li, Aaron Rahardja, Justin Shu, Hasibul Alam, Justin Phan, Victor Yang, Luca Tropea, Nicholas Utojo, Paul Vu, Monash Sapkota, Matthew Lau

Third Row: Samuel J Xu, Sebastian Chen, Rena Cao, Angela Ha, Yash Shah, Jacky Mei, Ethan Koit, Julian Williams-Kelly, Rosemary Hearne, Tara Luckock, Nicole Ngo, Hugo Degotardi, Ha-ram Woo, Hugo Giles, Jocelyn Hu, Mavis Yau, Sung In Cho, Aidan Martin, Allan Zhou, Halli Aslan

Fourth Row: Brendon Cai, Yerin Kim, Oliver Reucassel, Maxwell Tesoriero, Alek Spasovski, Jiabo Sun, Stephanie Wong, Caitlin Long, Eric Hao Deng, Dennis Xu, Kelvin Trinh, Raymond Pham, Jonathan Lai, Kyu Lee, Stella Lee, Simran Kathuria, Richard Oh, Liam Graham, Ricky Nam Mai, Niamh Elliott-Brennan, Yun-Jung Hwang, Lucy Bailey, Allen Zi Zeng, Matthew Nguyen, Mali Woods, Paul Choi, Brian Lee, Oscar Chong, Humphrey Guo, Sunil Jassal, Giamma Chen, Jessica Song, Rachel Siu, Andreas Papadopoulos, Eloise Kershler

Fifth Row: Erlin Li, Vivian Zhang, Larissa Yang, Gemma Hinton, Aidan Elwig Pollock, Leon Stokes, Caleb Vukovic, William Huynh, Anthony Meneguzzo, Daniel Wang, David Lin, Nemo Gage, Eileen Wu, Erin Ashley, Da Wei Fu, Chantelle Johnstone, Hanif Vastani

Sixth Row: Sunny Wang, Harrison Pritchard, Johan Kim, Ryan Roberts, Tony Ding, Yolana Truscott, Finnegan Collins, Yuntao Jiang, Maxwell Bennett, Patrick Wu, Ashley Challinor, Danny Kwok Lai, David Hoang, Joshua Quek, Georgio Hawi, Gabriel Bean

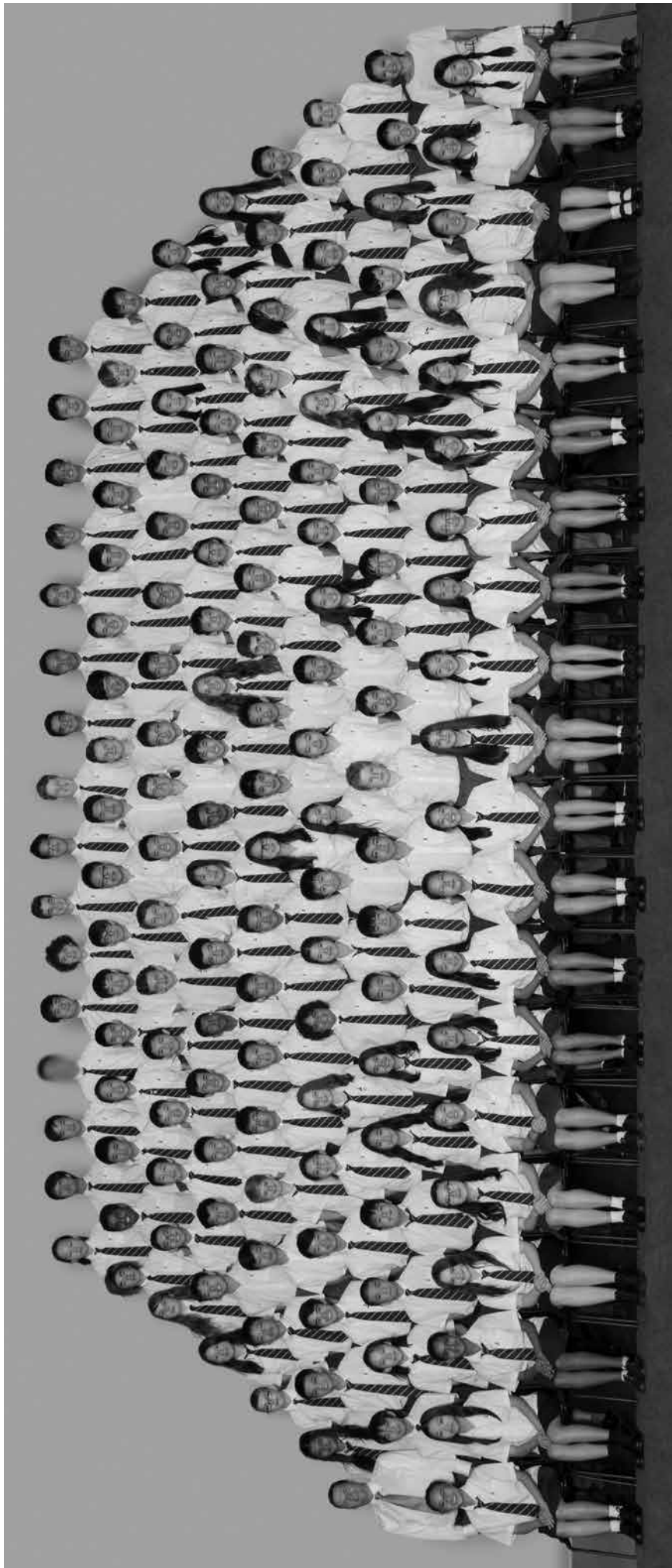
Seventh Row: Nicholas Andresen, Weiyl (William) Xu, Alexander Mead, Frank Jia, Zizhuo Zhang, Nicholas Mok, Ivan Li, Julien Parry, Christian Burrello, Zhen Jia, Sofia Locke, Dylan Petrozzi, Jayvier Ng, Robert Hart

Eighth Row: Dzan Au, Lily Thy Lam, Lavender Lin, Thu Htet Maw, Grace Shan, Michelle Yang, Kristy Yeats

Absent: Mir Peter Van de Hoek (Assistant), Mr Tim Hasenbein

Year Advisers: Mr Peter Van de Hoek (Assistant), Mr Tim Hasenbein

Year 9



Seated Row: Tam Vu, Katrina Chan, Sruthi Supriya, Ailish Campbell, Emily Mai Nguyen, Ka Yi (Kitty) Tong, Yuanrui Zhang, Ericka Koit, Vivian Jin, Eileen Li, Evalena Chilas, Vanessa Lam, Yuanwei Zhang, Yuxiao Hong, Rachel Lee, Wyman Wong, Annaliese McGuirk, Chrystal Lin, Claudia Nguyen, Triana Tsang Ung

Second Row: Jason Dang, Sophia Sun, Marcus Ly, Vincent Chen, Alison King, Elif Halici, Scott Lin, William Li, Edward Yang, Lachlan Purvis, Nathan Cao, Skylar Zou, Martin Deng, Richard Quach, Alicia Gao, Michelle Cheung, Alex Cuan, Samantha Chia, Joshua Lam

Third Row: Ava Adhikari, Johnny Quan, Lochlan Chow, Simon Tang, Yuet On Lee, Aurora Muir, Raphael Muranty, Ada Qiu, Bruno Wu, Farrah Lin, Cherry Qirui Wang, Edmund Feng, Emma Doan, Claire Fan, Chris Cheng, Lauren Berg, Dalena Ly, Lucky Zhan, Daniel Zhi Guo, Oscar Martin

Fourth Row: Alexander Coombs, Ian Diep, Justin Weng, Yasmin Kirk, Owen Tang, William Wang, Tian Feng, Aaron Winata, Grace Chen, Erwen Zhao, Ethan Wong, James Tripovich Green, Morris Chun Ki Cheng, Damian Feng, Matthew Tieu, Anna Stone-Stacy, Vincent Lin, Justin Ly, David Luong

Fifth Row: Rebecca Gismondo, David Ting, An Le Tran, Richard Ly, Stephen Lowe, Gihan Perera, Michael Chen, Shirley Zhou, Abhinandan Khosla, Sean Yao, Angela Meneguzzo, Andrew Li, Yu Cheng Rachel Zhang, Dharmesh Desai, Anthony Nguyen, Winston Sun, Tina Chen, Marina Li

Sixth Row: Imogen Marosz, Kelvin Hua, Kevin Xuan, Kevin Tran, Kevin Zhuo, Moss Johnston, Julian Van Gerwen, Eric Ly, John Bivell, Jeremy Chhor, William Ma, Alan Vien, Johan Annon, Bradley Deng, Rena Deng, Anne Dillon, Renee Xie

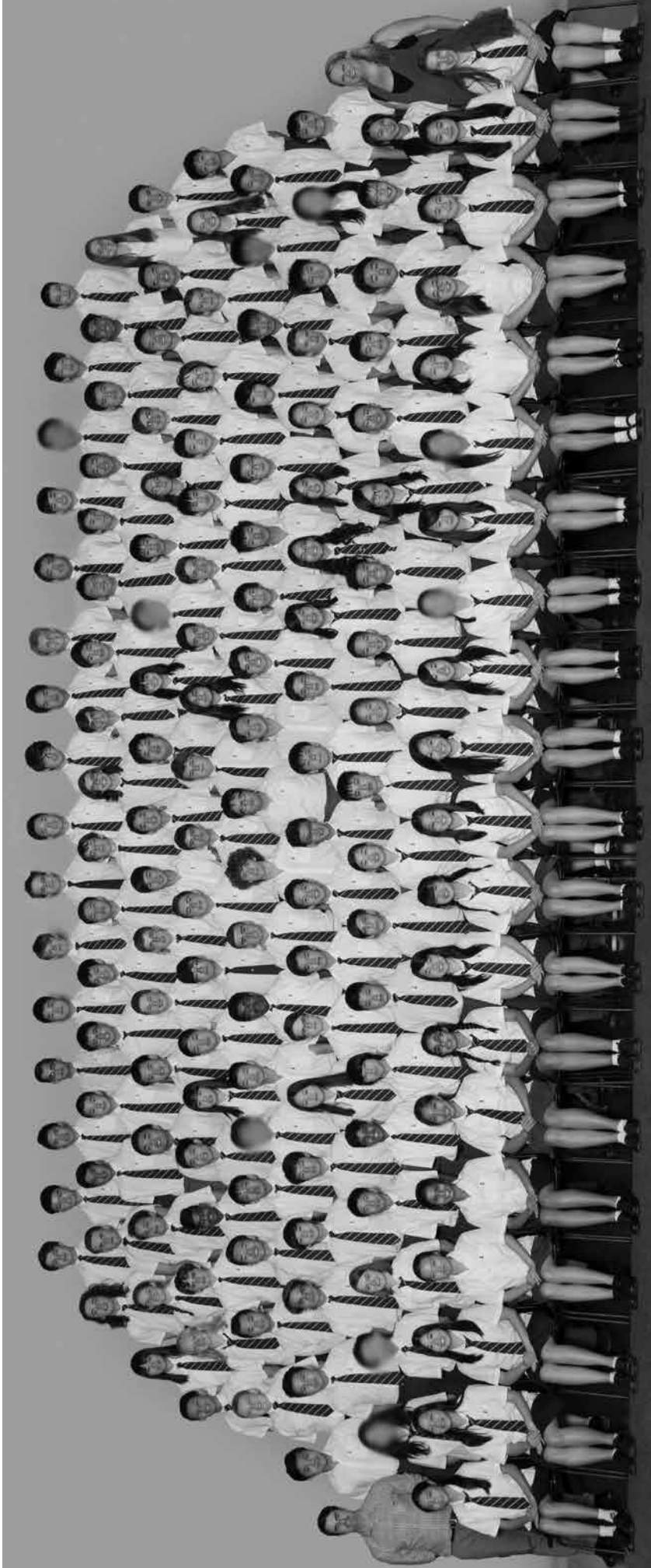
Seventh Row: Richard Trang, Zachary Somy, Daniel Nguyen, Jia Min Guo, Liam Vo, Joshua Jo, Adrian Castillo, Max Xue, Ethan He, Dominic Smith, Matthew Chen, Daniel Wark, Edward Kwag, Frank Su, Tao Zheng, Cole Johnson, Eric Minh Phan

Eighth Row: Angela Fang, Jason Huang, Elijah Lee, Ke Jia Li, Tengfei Jian, Luke Magee, Adam Stuart, Jamie Cheng, Harry Brook, Rahei Sahni, Alexander Migdalias, Adrian Mok, Cassius Hopkins, Edwin Tang, Ollie Chang, Jordan Shen

Absent: Danie Burn, Leonardo Fan, Gaurav Madhani, Brenden Nham, Sai Nehal Nukala, Lukas Postumah

Year Advisers: Mir John de Bres (Assistant), Mrs Sali Woodhouse

Year 10



Seated Row: Karina Bui, Alhena Lee, Bonita Chen, Selina Zhang, Ankita Rao, Monica Thu Tran, Uma Choudhury, Victoria Zheng, Rachel Li, Rachael Hwang, Ellie Zheng, Monica Tran, Hillary Tran, Hyo Bin An, Lillian Wang, Hattie Shu Hua, A-jin Kim, Doreen Zheng, Natalie Jiang, Gracia Clifford

Second Row: Dawnlicity Charis, Danny Zhao, Emily Henderson, Justin Cheah, Kedaran Santhakumar, Patrick Lee, Ivan Hei Chu, Marcello Neilson, Mabelle Duong, Enoch Sim, Regina Wang, Edwin Lam, Jefferson Vo, Bonnie Pak Ou, Kevin Zhu, Nicholas Nguyen, Terry Huynh, Brandon Wong, Vivian Truong

Third Row: David Sulisto, Nhat Huy Dang, Otto Khoo, Thien-An Pham, Hans Choy, Jessica Kim, Thomas Jones, Jim Long Ng, Harvey Ling, Lincoln Hoang-Linh Ngo, Samuel Li, Hyunbin Kim, Madeleine Huynh, Olivia Le Khac, Anastasia Cao, Angela Zha, Giacomo Degotardi, Patrick Nguyen, Joy Li, Anthony Kwee Kartawardana

Fourth Row: Aidan Williams, David Duc Du, Michael Wang, Martin Liang, Adam Kim, Jerry Xiong, Athyban Kumanan, Mitchell Clayton, James Wiggins, Jim Jing Tang, Jayden Viet Nguyen, James Moran O'Donnell, Andrew He, Dennis Thanh Do, Ryan Kim, Henry Wen, Boyuan Liang, Jeremy Lim, Zhong Chen

Fifth Row: Oscar Luan, Zoe Robertson, Oscar Cowdery Lack, Darrun Sureshkumar, Anthony Tran, Lucilia Lam, Jia Xi Lu, Austin Kim, Curtis Godfrey, Samuel Falzon, Igor Djurdjevic, Astha Malik, Jordan Woods, Gabriel Beswick, James Luo, Daniel Yang, Conor O'Neill, Charles Boyd, Jessica Boyley, Haohan Guo

Sixth Row: Sylvia Li, Brianna Wilson, Samuel Martin, Eddison Liang, Chengyan Feng, Benjamin Strom Collins, Owen Silver, Bill Lam, Yeun Kim, Jeffrey Lu, Alana Tohko Tarrant, William Kinmont, Jefferson Lee, Leon Beare, Rowan Lembit, Richard Shi, David Phan Luong, Jason Ius

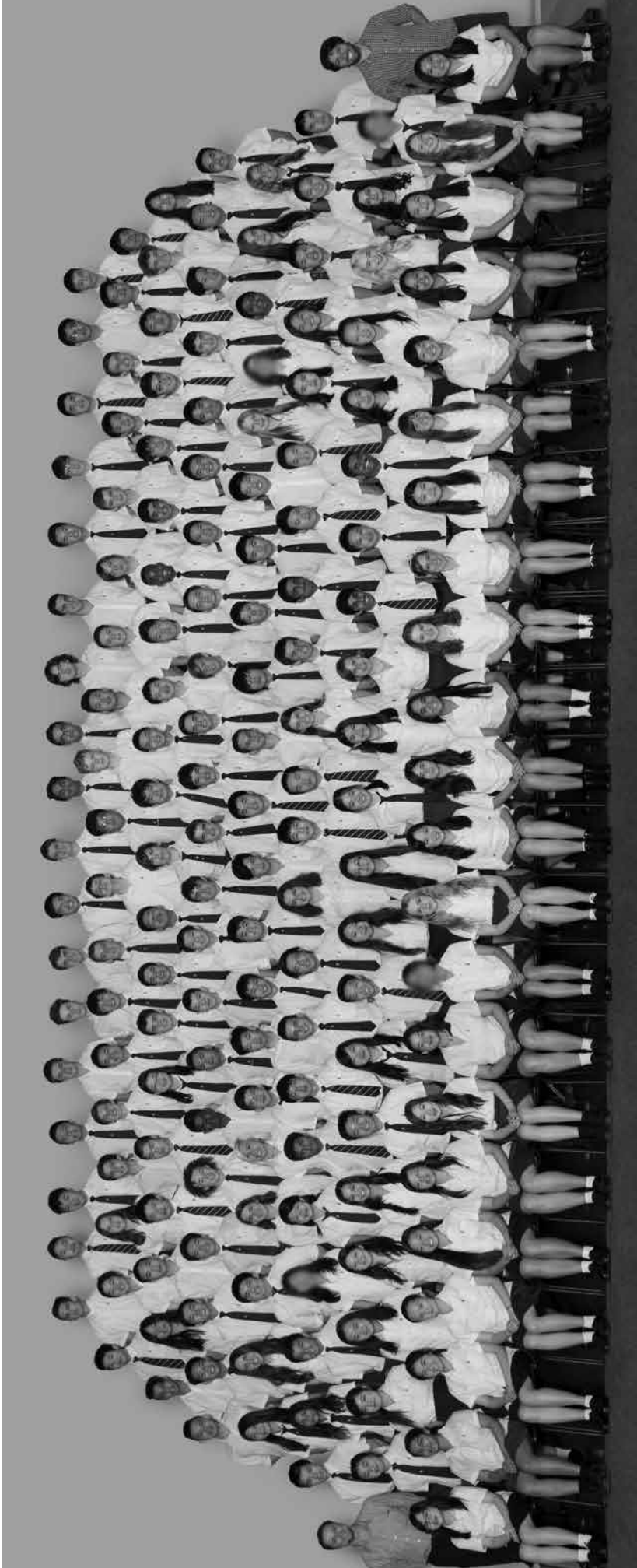
Seventh Row: Henry Lee, Ruarri Campbell, Diren Goonasekera, Alvin Cheng, Jin Lee, Victor Tsang, Xingao Le, Dylan Williams, Rory Maley, Oliver Locke, Justin Trinh, Shichen Mao, Linus Urbanik, Geoffrey Ni, Jiarui Lu, Sameer Jassal, Arielle Atkin Bolton

Eighth Row: Andrew Stevenson, Minh Cam, Gordon Xie, Behzad Pierzad, Chang Min Her, Rex Collin, Seamus Kirk, Eason Xia, Ji Woo Jung, John Liu, Samuel Alexander-Prideaux, Hans Sun, James Hong, Marcus Chan, Eric Dai, Luke Simmonds

Absent: Siming Han

Year Advisers: Mr Hugh O'Neill (Assistant), Ms Carolyn Mattick

Year 11



Seated Row: Patricia Chung, Sri Praveenkumar, Jessica Nguyen, Yeeun Cho, Sunny Zhan, Catherine Tran, Lauren Wang, Tran Nguyen, Serena Taing, Kira Horneman, Lillian He, Naomi Murn, Sarah Mondejar, Elish Salmon, Claudia Stone-Stacy, Jessica Chen, Kiona Verrall, Helena Ke, Vivien Le, Hae Ran Jung, Phaedra Carroll, Nadine Thanh Nguyen

Second Row: Rachel Ma, Christine Chen, Amy Long, Renee Steamer, Jacqueline Ngo, Richard Chen, Winnie Zhang, An Li Duke Fong Hee, Sabrina Zeng, Karen Wang, Winnie Su, Bettina Liang, Ava McConnell, Yash Kasbekar, Alan Phan, Michael Senthilnathan, Christina Nguyen, Elaine Mao, Ellen Waring, Sharanya Napiet-Raman, Denise Chan

Third Row: Winson Chen, Priyansha Chand, Brendon Ly, Jana Choi, Jessica Yang, Mahmudul Islam, Dean Hou, Maksim Stojkovic, Jason Pang, Sarah Desney, Zhi Chao Li, Kaizhao Liang, Shannon Reynolds, Lindsay Small, Rohit Nair, James Vu, Matthew Xu, Ruth Lin, Jessica Le, Matthew Choo, Lily Wong Gaints, Dennis Cheung

Fourth Row: Erin Long, Anna Zolotareva, Michael Sung, Poppy Duwenbeck, Rebecca Duong, Weizhi Zhong, Willis Lau Kwok, Eldon Fan, Adrian Guo, Richard Pham, Steve Sun, Efin Feygelson, Reuben Mon, Derek Sun, Vincent Din, Jitran Chen, Zoe Taylor, Angela Bivell, Pragash Haran, Eleanor Goodwin-Ward, Celeste Bernard Chandler

Fifth Row: James Kuang, Daniel Park, Anthony Le, Steven Deng, Lyndon Wale, Karthik Vetcha, Cong Thanh Lai, William Anthony, Edmund Yu, Thomas Eccles, Angelo Morton, Shintaro Messer, Dominic Dwyer, Milo Watkinson, Huw Morgan, Charlton Chen, Jason Nguyen, Roy Zhang, Michael Jarvis, James Viet Nguyen, Jun Hyun Oh, Tony Chen

Sixth Row: Ben Zhi Wang, Matthew Trevitt, Aidan Kemp, Rebecca Kang

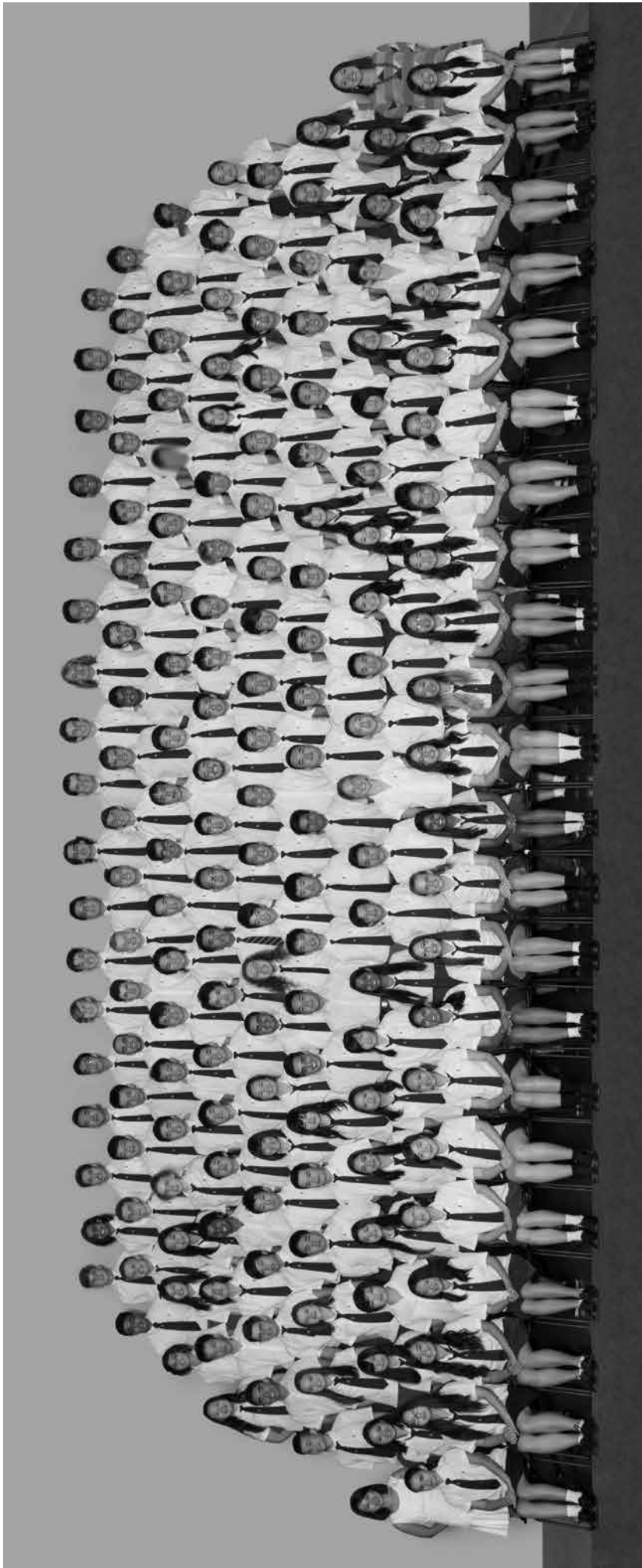
Seventh Row: Tahmid Chowdhury, Laura Yun Zi Chen, Richard Wang, Li Xu, Michael Tan, Angele Yan, Sebastian Van Gerwen, Carlo Pane, Samuel Hai, Lauren Ashley, Andrew Lee, Victor Kuo, James Ho Lee, Jasper Chen, Praise Akuete, Hari Rao, Joshua Cho, Edward Fu, Vivien Vy Le, Rosemary Mylrea, Rishi Colembiewski, Dominic Bicego, Wesley Lai, James Iamitto, Ike Schwartz, Amir Harambasic, Jonathan Cai, Willem Proos, Joshua Lin, Ethan Zagarella, Patrick Galagher, Zachary Edwards, Kevin To, Francis Marychurch, Dennis Rusali, Kevin Wong

Eighth Row: Stepan Bashkirov, Huilun Shu, Kevin Wang, Aiden Chak Kei Cheung, Alexander Wright, Liam Dodd, Daniel Thiele, Anthony Lin, Matthew Lihou, Harri Jani, Iosefa Laga'ala, Ailin Gist, Andrei Cirkvencic, Min Hee Keane, Francis Dwyer, Arthur Sze, William Yang, James Hua

Absent: Aradhya Bhattarai, Kate Cousins, Saddha Fernando, Hagar Gal, Christine Han, Benjamin Lam, Chang Lee, Yu Jin Lee, William Thackway, Christy Xie, Kevin Zhu

Year Advisers: Mr Peter Scudds (Assistant), Mr Noah Meiser

Year 12



Seated Row: Jemima Khoo, Lisa Zhang, Judy Chen, Caroline Yang, Annie Shu, Yue (Zoe) Zuo, May Wei Chen, Gayathri Shankar, Tina Dang, Josephine Armiger, Praveena Baheerathan, Enrica Tsui, Esta Qiu, Alice Tang, U Jin Cho, Ada Zixin Zeng, An Thien Hong, Nancy Hua, Flora Yu, Krystal Lim, Christine Yang, Eunike Utojo
Second Row: Ligaya Quibuyen, Lucy Chen, Ailsa Liu, Crystal Wong, Maria Talarico, Jenny Trinh, Annie Cai, Priyadarshini Sreeram, Jordan Yap, Edward Le, Tyla Bickley, Chun Wong, John Chan, Chelsea Iglesia, Janet Wang, Li Qin Lu, Christopher Chen, Anna Li, Sinead Border, Tanwee Shrestha, Valentina Duong
Third Row: Zi Chong Xu, Naomi Hyland, Lauren White, William Zheng, Kevin Yan, Luxi Lin, Zain Mehdji, Jhony Phuong Vo, Juwin Lee, Wilson Chen, Vishal Repaka, Zhi Yi Huang, Austin Lai, Daniel Fan, Young Jin You, Nami Shi, Alex Grady, James Wang, Si Yang Chen, Emmalene Baker, Jennifer Zhao, Elaine Kong
Fourth Row: Kevin Nguyen, Haralambos Pericleous, Edward Nguyen, Daniel Wu, Amy Feng, Sim Yang, Yashas Bhatt, Marcus Vitlin, Daniel Hung Tran, Kevin Zhang, Hugh Lam, Jeff Wu, Justin Chun, Albert Ong, Tim Fu, An Phuoc Tan Ho, Daniel Lee, Andy Zhao, Hyungsik Kim, Leon Tan, Eric Son Trinh
Fifth Row: Lucy Li, Ben Tang, Alison Truong, Syamalan Soma Devan, Jonathan Lam, Kenny Liang, Jonathan Wang, Marc Tan, Jack Chen, Xinrui Huang, Jin-Wen Wong, Joe Young, Xiangxi Zhang, David Smith, David Khang Bui, Jack Okeby, Raymond Wang, Jessica Truong, Linda Xu, Ying Min Wu, Damian Berberu, Diana Xue
Sixth Row: Angeleth Morris, Ying Qin Zhou, Yixen Wei, Dorothy Symons, Nathan Zhang, Richard Han, Lucas Chang, David Yuan Hao Lu, Clinton Huynh, Nicholas Newton, John Savige, Denis He, Wilson Yin, Joshua Vukovic, Eric Zhang, Alex Xie, Kai Min Zeng, Wei Hong Chen, Andy Phung, Vidhun Premkumar
Seventh Row: Rahul Kapadia, Sy Dyson-Kahm, Liam Varley, Kelvin Lin, Matthew Lynn, Adam Saker, Liam Edgeworth, Lachlan White, Raymond Xia, Spencer Ferrier, Matthew Bass, Vicknesswaran Ramakrishnan, Riley Loneragan-Stewart, Huw Cox, Jianshi Dai, Patrick Coleman, Andrew Hou, Allen Su, Bill Shan
Eighth Row: Eliash Hemzal, Kvvv Sheikh, Vincent Hsu, Jim Tong, Branden Lee, Thomas Vlakic, Daniel Schmoll, Gary You, Simon Corta, Hamish Tranter, Travis Stuart, Joshua O'Loughlin, HuiLin Shu, Ilyia Conn, Sam Johnson, Daniel Hien Gia Tran, Lachlan Fung, Rahim Vastani
Absent: Harcharan Dhillon Pack, Raelene Emmanuel, Franklin Xia, Audrey Zhang
Year Advisers: Ms Melissa Tidon (Assistant), Ms Rhianna Blake

PARENT SPEECH GRADUATION

Good evening, for those who do not know me, my name is Finola Border, Sinead's mum.

I was honoured to be asked to speak tonight on behalf of the parents and carers of all the Year 12s. Our family are lucky enough to live in Petersham and we are constantly impressed by the long distances many of you have had to travel to get to the Fort – but I am sure you will all agree- it was worth it!

How could 6 years fly by so fast? It seems like only yesterday that these fine young adults were TWINKIES standing in the Fountain Quad on their first day in uniforms that looked too big. I am sure that just like us parents, teachers, and staff you Year 12s are now starting to feel - YES it is almost over.

Tonight is a celebration, and a chance to reflect on 6 years at the Fort - 6 years of learning, music making, friendship, fun and amazing achievements AND a chance to look towards the future. In time you will look back with fondness on your years at the Fort - the friends you made, the battles you both won and lost, the experiences you enjoyed and the success you achieved.

Let's remember some of the technological and environmental changes that have occurred during your time at the Fort: When you were in Year 7 Apple released the iPad and sold 3 million in 80 days. In Year 8 the world population reached 7 billion inhabitants. In Year 9 (according to the Mayan calendar) the world was supposed to end on 21 December 2012.

Many of us thought it would end sooner as we endured the El Nino weather surrounding the Fort St Festival in June that year - but we survived. Your Year 10 saw the rise of Bitcoin and scientists successfully cloned human cells for the first time. Last year 2014 Psy's "Gangnam Style" became the first video to reach 2 billion views on YouTube.

This Year – The New Horizons Spacecraft reached planet Pluto and more importantly the Fort St Chamber Choir won the Australian Choral Grand Prix for the second year in a row.

All that in 6 short years – what will your future hold? Like many parents here I was born overseas and I can honestly say the HSC is still a foreign mystery to me. I am sure when the HSC and ATAR results are released in December you will make us and yourselves proud – BUT REMEMBER success in life is not just about the HSC. Tonight success for most of you will be that after 6 years of hard work you have made it to graduation. In the coming months success may be measured by being accepted into university, getting a place in the course you applied for, getting a paid job or even setting out on some travel adventure. Regardless of what your endeavours may be, the future is yours.

Success is not about being rich or famous. Success is fulfilment, happiness, to be surrounded by loving friends and family. To feel satisfied

in your career path but more importantly in how you serve others. Success is achieving a goal for which you know you have personally strived and can stand back and be proud of what you have accomplished.

Through time, class of 2015, you will likely forget much of the academics you were taught, the titrations, the logarithms and the significance of the year 1066, but you will retain something much more lasting: a love of learning, the value of hard work, self-discipline and expanded horizons.

For all of that I would like to acknowledge Ms Moxham, Mr Osland and the school executive team, your year advisers, your dedicated teachers, and the support staff who have worked tirelessly in helping you get to this point. The thanks I offer could never be enough for such vital work which they will commence all over again in a matter of weeks with the Year 11s.

Year 12s - tonight you stand before your family and friends who have supported you through your Fort Street journey, shared the stresses of study; no doubt through a range of tears, tantrums and laughter. You might recall a hug or words of encouragement in getting an assignment completed, you may remember asking for advice on a mathematics problem only to realise that Mum and Dad had no idea, and let's not forget all the parent interviews, meetings to discuss your behaviour or the taxi service Mum and Dad provided. Your life will change. So will ours. In fact, it already has.

As you are filled with the restless excitement of your final days in high school, you are looking ahead to a new adventure that will energise, challenge and change you. On the other hand, spare a thought for us parents - whilst we are thrilled beyond expression about your achievements, some of us will soon join the ranks of parents who are no longer ruled by the Fort St calendar, with its sports, debates, robotics, festivals, p and c meetings, and IMP concerts and rehearsals – a sea change that will require an ocean of adjustment.

Your parents, like your teachers, can now only look on as you move ahead on your own two feet, striding into the wonderful future that is the rest of your life. On behalf of all the parents and carers I wish you the very best of luck in the pursuit of your dreams and goals.

I'd like to finish off with an old Irish blessing:

May the road rise to meet you.

May the wind be always at your back.

May the sun shine warm upon your face,

the rain fall soft upon your fields.

And until we meet again,

may God hold you in the palm of his hand.

GOOD LUCK FORTIANS the Year 12 Graduating class of 2015

PHINOLA CAREY-BORDER





YEAR 12 FAREWELL SPEECH

Congratulations!
Today is your day.
You're off to great places.
You're off and away!

My first ever speech to you back in Year 7 ended with the last lines from Dr Seuss' *Oh the Places You'll Go*. Today, I opened my last ever speech to you with the first lines from the same book. Dear Year 12s we have come a full circle.

December 2009 - Orientation Day was when I met a lot of you for the first time. I don't think any of you approached me but many of your parents did, worried about how you'll go in the big school but you were fine - mostly.

January 2010 – first day of high school. I have never been surrounded by so many twinkies in my life. Looking back at some photos your uniform was impeccable then. And you were so little! Back then, for some strange reason, every time I turned around there was always someone trying to measure their height against mine like I was some sort of a height tracker. Liam Varley was probably the most keen. It took him until Year 8 to reach my height and not until Year 9 to finally become taller than me.

2010 was the year I taught 7I. I will never forget 7I. None of the teachers who taught 7I will ever forget 7I. Such a ... vibrant group of students. The girls were so lovely, Ligaya was so lively and then there were the boys. There was nowhere in the room that you could put Josh Vukovic without him finding someone to talk to, even on the other side of K15 all by himself. So much brightness in the one room and so much noise. And all but three are still here to the very end.

Year 7 camp was our first major event. It highlighted Josh O'Loughlin's popularity when his name turned up in four different cabin groups. Albert Ong strutted his newspaper gown on the catwalk and totally owned it. Special thanks goes out to Mr Fischer for showcasing his expansive knowledge of trivia during Bingo night and for being an awesome sidekick. "I got your back, Miss", he'd say to me. Thank you Mr Fischer. You are 'beautiful people full of value and gold'.

Year 7 was the year of Fortuna – FUN as it was called in your timetable and fun we did have. Although if you ask Wilson Yin what he thought of Fortuna he'll say, "What's fortuna?" Daniel Fan would say, "Is Fortuna when we did the Easter Egg hunt?" I got to know a lot of you pretty well in Fortuna. I think I still have the Fortuna homework you have emailed me. I also remember a comment one of you wrote about me on Rate my Teacher – "So nice except wants us to be supa organized and stuff. Overall brill." That comment still makes me chuckle to this day.

I wasn't there for much of Year 8. Having left in a bit of a hurry, the makeshift card that my Year 8 class gave me is something that I truly treasure. It would seem that my departure then has set a pattern for the rest of your high school life. No other year group has had so many changes in year advisers. Strangely, every single one of your year advisers have come down with the same affliction.

For a period of time you had Mrs Mosse-Robinson and the then Ms Robinson now Mrs Cotton as your year adviser and assistant year adviser. Mrs Mosse-Robinson has sent you a message: It was a privilege and an honour to be a year adviser to such a

wonderful year. I hope that the Fortian values you have learnt along the way help pave the path for your future aspirations. Thank you for all the wonderful memories that I will cherish forever. Congratulations, Year 12! – Mrs Mosse-Robinson. Mrs Cotton may only have been a year adviser to you on and off but she has always been my go-to person when I needed to know how someone is going. In her capacity as PE teacher she has come to know a lot of you really well over the years. It is amazing how valuable she has been to all three of your year advisers. She has been the one continuity who has watched over you mostly in the background.

I may not have been the best or most consistent year adviser. I especially regret not getting to know a lot of you who came to Fort Street in Year 11, but I know you were in the very good hands of Ms Blake. I have missed many important events and milestones. Year 8 Jamberoo excursion – missed it. Year 9 Legacy day missed it. Year 9 camp – missed it. Planning the Year 9 camp was like planning a totally awesome party knowing you're not going to be able to attend.

However, I am very glad that I got the opportunity to be there for you in the very end. The relationships that I have built with you over the years are the reason why I teach. There is not a single day when I'm not thankful that science research did not work out for me. The experience and memories you are leaving me with keep me going every day. Some of you will end up with the doctor in front of your name that I had aspired to for most of my youth. It might be Dr Yash Bhatman. It will be you who will be making the ground-breaking discoveries that I wished I did. It could be Austin Lai or Jessica Truong or Judy Chen. It will be you who will be working in a high powered, high flying, high paying career which I once fantasised about. It could be Joe Young or Travis Stuart. The thought that I may have played a small part to help you achieve success is incredibly empowering and humbling at the same time. I hope to one day hear of the amazing things you will do. I hope to one day legally download Kashif's album when it drops.

The road ahead will not always be smooth. There will always be obstacles and failures. Do not be afraid to fail. Nobody who has ever reached the pinnacle of success has never made a seemingly catastrophic mistake. My most spectacular failure has led to my greatest successes.

You might never reach the goal you set for yourself at 17 or 18 no matter how hard you try. It's okay. You will probably end up somewhere better than you imagined. Fraulein Maria in the Sound of Music said "When God closes a door, somewhere he opens a window." But don't wait for someone to hand you opportunities. Sometimes you have to be enterprising and create opportunities for yourself.

There will be some, maybe even a lot of criticism, negativity and unbelievers along the way but the only source of negativity that will really hold you back is your own. You can't let negativity and failure weigh your shoulders down. You must do one thing and I quote one of the most prolific, contemporary poets of our time – JayZ:

"You gotta get that dirt off your shoulder."

MELISSA TIDON, YEAR 12 ADVISOR

YEAR 12 FAREWELL SPEECH

Fortians, Parents, Staff,

I also acknowledge the Gadigal people of the Eora nation, traditional owners of the land on which we meet and learn every day and I pay my respects to Aboriginal peoples, past and present and to those Aboriginal people amongst the audience this evening.

This evening is the culmination of our celebrations of and for Year 12, 2015.

Over the past few weeks we have seen football matches, basketball, netball, awareness raising for transgender issues that ended up in the minister's office, water activities on the oval, class parties, today, we have enjoyed exciting and emotional activities that started with :

- the staff farewell breakfast, organised and prepared for Yr 12 by their teachers with the help of Yr 11;
- the assembly which provided the whole school the opportunity to say farewell and which included some motivational, clever, humorous and sentimental videos prepared by Year 12 and managed by Ada, together with and music performances and a performance of Kashif's English Extension 2 work. Culminating this evening with this formal graduation ceremony,

The breakfast atmosphere reflected the genuine respect and affection that is shared between you and your teachers. We remember you Year 12 2015 for your diversity from feisty and outspoken to quiet, humble and demure.

Tonight we commemorate a real milestone, the end of 13 years of schooling for you Year 12, and parents, the transition of your children into adulthood and you allowing them as young adults to take responsibility for their actions. I would like to acknowledge your parents and their role in your development and achievements. Year 12 join me in expressing your appreciation for the ongoing support of you by your parents

The weeks to come will be full of study, study and more study- and then after the HSC examinations will come the beginning of a wonderful set of opportunities full of expanding horizons and relationships as young adults as you learn further in a tertiary environment or the workforce or travel overseas.

Two days ago I was at the NSW Parliament to watch Daniel Schmill receive a Minister's award for student excellence.

Just after lunch on Saturday I received a call from Mr Leondios to tell me that Tina Dang had received not only a gold medal in the Australasian Titration Competition but also had achieved the best individual score in NSW.

Last week I was privileged to be at Government House to see Yash Bhatt receive the NSW Order of Australia Committee John Lincoln Award for service to the community. Yash was one of 25 students from across the state to have the honour to be presented their awards by our outgoing Governor His Excellency The Honourable David Hurley. The Sunday prior to this I was at Sydney Town Hall to hear our Chamber Choir win the Jury Prize, the Peoples' choice award and the award for best arrangement of an Australian song.

At this point I would like to acknowledge Ms Moxham for having the faith in my leadership that has allowed me to participate in not only these highlights but also the day to day satisfaction you get from working with amazing young men and women. But this was and is only the tip of an iceberg. The cohort as a whole makes the year. *Coming into Year 7 in 2010 we started to look for ways that would enable all of you to meet our exit profile. It is this exit profile that the community collaboratively developed that shapes what we aim for when working with students.*

Maximising your academic potential. This is a core goal of the school. Some of you achieved early success, some of you bloomed in the later part of your school career while some relied on natural ability and struggled when that was not sufficient. What have we as a school learnt from you? I hope we have learnt a great deal from your time at the school. Systemically we need to address the issue of underachieving students, how we identify them throughout their entire time at the school and more importantly how we reengage them. I return to my theme of an iceberg and would note that we maybe need to tune our educational sonar allowing us to see what is happening below the academic water line.

The development of leadership potential. I would like to acknowledge that many of you have accepted and embraced leadership opportunities and have added to the richness of the school. Those of you who sought office as SRC Representatives or as leaders of the SRC are the obvious candidates and I thank you. We should not forget house captains and vice captains, leaders of sections of the orchestra and IMP ensembles, Tournament of the Minds leaders, peer support leaders, Hi Resolves leaders, Leaders of the robotics program, Representatives who sit on the school council or attend P&C meetings, formal organisers, the management and leadership of organising your videos for today or how the simple enjoyment of throwing a Frisbee led to activities that brought the school together. I acknowledge your contribution and thank you on behalf of the school. The members of the Chamber Choir from Year 12 - you as leaders within the group have taken on the responsibility of leadership and teamwork in a tight dynamic and have been recognised in and out of the school.

Many of you have recognised your responsibility to the wider community and the development of a strong sense of social justice as well as commitment to fairness and equity.

Bandaged Bear fundraising in Year 7 followed by Daffodil Day in Year 8 and then Legacy in Year 9 where you raised \$22 130. 60 in one day. This was a solid foundation on which to build. Remember though that with the advantage of attending such an outstanding school comes a lifelong obligation to serve others who are less fortunate. The passion you have shown for causes within the school I hope you will take into the broader community and make a real difference. Your ability to influence others will be important and I expect that each and every one of you no matter what your ATAR will defend the human rights of others less fortunate than yourselves, and fight with passion and intelligence to protect the rights of others.

We would like you to leave here and be able to address some of the global issues that you have been mostly insulated from. We dream of you becoming leaders, making breakthrough achievements and having a steady hand on the rudder of humanity.

In 2010 two weeks before you started school 250,000 people lost their lives in an earthquake that hit Haiti with over 1 million people being left homeless. On the day you started school the Apple iPad was announced. While you were in Year 8 the Greek PM resigned over a debt crisis that is continuing to impact on the daily lives of others. There were also unfortunately major terrorist bombings in Iraq, Mumbai and Moscow. In Year 9 the Mars rover Curiosity landed and there were two major gun related incidents in the US

While you were in Year 10 Nelson Mandela passed away and a Factory where cheap clothing was being made in Bangladesh collapsed killing over 700 people.

While you were in Year 11 the European space agency landed a craft on a comet, an aeroplane with 298 people was shot down over Ukraine, and over 200 Nigerian school girls were abducted.

Currently we are seeing the results of wars and the disparity between the wealthy and poor leading to mass movements of families from Africa and the Middle East into Europe.

I have raised a mixture of achievements and disasters as this reflects life. There will be good and bad times in your own life and it is the lessons about resilience and your ability to stay motivated and be self-directed learners that will carry you through.

Fortians – we don't expect you to solve these problems individually, but we do expect that you will join with others, raise your voice and speak out for humanity and the planet. We do expect that, like Michael Kirby (Fortian 1955) you will work tirelessly to bring about Reform in your chosen area and not let as Lord Denning describes the dead hand of the past decide our future.

We do expect that you will follow John Yu's (Fortian 1952) example when he says;

Stand up for what you think is right. That might be very different from what I am saying, but you are allowed to differ from me just as I am allowed to differ from you. That is part of our strength as a country.

We expect you to follow in the footsteps of Jean Arnot (Fortian 1920) who found that the disparity in wages between male and female

meant that as a graduate library assistant and female that she was paid less than a male cleaner in the library where she worked. She used her intellect and persistence to play a leading role in improving the rights of women in Australian society. She is described as self-assured and measured, never strident, always well-mannered but firm. Some of the issues took until her retirement to be resolved while some still linger in our society.

I know that Fortians 2015, you have been, and will continue in the spirit of our school motto, to be the makers of your own destiny. I trust that you remember our dreams for you when you are creating that destiny.

In closing I would like to thank your Year Advisers and Assistant Year Advisers, Ms Tidon, Ms Blake, Ms Moss Robinson, Ms Cotton and Mr Fischer, Ms Kidd and Ms Shino our counsellors and Mr Dopierala for their extraordinary efforts in support of you at school and at home. In addition I thank Mr Leondios, Mr Bayas and Mr Melser and the Yr 11 team for the organisation of the breakfast and their support for graduation this evening.

Thank you

RHIANNA BLAKE, YEAR 12 ADVISER

YEAR 12 FAREWELL SPEECH

There's something to be said about words not quite communicating one's thoughts and emotions. The words "thank you" would be a good attempt for us to express, as the class of 2015, how we feel, but they won't quite do it. So, while we try to say thank you for the enormous support and guidance you've given us, look at the Fortians of 2015. Their faces have the gratitude we feel tonight, written on them more eloquently and brightly than any speech.

Having said that, we're going to try to use words as well.

Over the years we've found that this school has become our second home. Fort Street has provided a relaxed yet driven atmosphere in which we've felt comfortable to discover our weaknesses and strengths, our desire to push our limits, our resilience and our potential. Here at Fort Street, we pride ourselves in our progressive nature and our extraordinary culture of service; and during our time here, through our involvement with Students Anti-Racism Network, Amnesty International, our collaboration with the Wear It Purple organisation and R U OK, we have learned how to stand up for social justice and the importance of it. These experiences have taught us something extremely important; that is, our capacity to make a difference.

As Fortians, we are proud to have been part of a community that facilitates such a diverse range of opportunities; that has allowed us to follow our musically inclined passions in programs such as the IMP. We'd like to thank everyone who helps with these programs, because you really do make Fort Street Special. We'd also like to thank everyone who has helped with other co-curricular programs for giving us the opportunity to be interesting, and for helping us find some of our more obscure interests

Teachers and staff, you taught us how to write; making the labyrinthine matrix of teenage thought legible on paper is a lot harder than it sounds. You taught us how to speak; and how to stand up and be

heard. You taught us how to listen; to the tough things as well as what we wanted to hear. You taught us about ourselves.

Parents, thank you for bearing with us. Because of your unrelenting support and guidance, you have helped us to, and will continue to, aid us in realising our potential. You're always there to cheer us on, or cheer us up. To get us to go to bed in the evening, or to get us out of bed in the morning. To tell us when to stop, or to tell us never to stop. To care, and to tell us why we should care. You've been there in the small ways, something that we never fail to underappreciate, but something that we will always remember as home.

Teachers and parents, thank you for helping us find the path and for helping us to stay true to it. You've always known what was best for us, even when we had no idea ourselves. You've shaped us into the young women and men here tonight, who display strength of character, perseverance, intelligence and compassion. Hopefully we can express our gratitude for this immeasurable feat by maximising our potential, and showing the world just how lucky we are to have learned from you. And to our fellow class of 2015, during our time at Fort Street we've made more friends than we could imagine, but none who could escape memory. You've been kooky, quirky and crazy, and we love you for it. So as we look around here today, at all of the people who helped make us who we are, I know it feels like we're saying goodbye, but we will carry a piece of each other into everything that we do next, to remind us of who we are, and of who we're meant to be.

Now is the time for us to shine, the time when our dreams are in reach and possibilities, vast. Now is the time for all of us to become the people we always dreamed of being. This is your world. You're here. You matter. The world is waiting. Don't just dream, do.

ILLYA CONN



Fort Street High School Annual Chronicle

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