

Fort Street High School

2019 Annual Report



8504

Introduction

The Annual Report for 2019 is provided to the community of Fort Street High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

faber est suae quisque fortunae (each person is a maker of their own destiny). This motto underpins the values and expectations of this great school. Our academically selective school is proudly multicultural; a school which encourages and celebrates diversity, tolerance, acceptance and individuals working together to form a vibrant and questioning community.

The school exit profile articulates the vision for student achievement. Successful Fortians will have:

- maximised their academic potential
- developed individual skills and talents across a variety of areas
- developed learning strategies to equip them to be independent, self-motivated and life-long learners
- developed emotional resilience, self-reliance, interpersonal skills, the capacity to connect to others and leadership potential
- recognised their responsibilities to the wider community
- developed a strong sense of social justice as well as a commitment to fairness and equity.

School context

Fort Street High School is an academically selective co-educational high school with a long history of providing education for gifted students. The school is located in Petersham and has an enrolment of 920 students of whom 80% come from language backgrounds other than English. The school is known for developing leadership across an extensive range of areas and endeavours. Fortians are encouraged to be self-directed, independent learners as well as critical thinking young adults who contribute to society in the context of a highly developed social conscience. The school provides a wide range of co-curricular programs which enhance the learning of Fortians. The school is supported by a diverse and engaged parent community.

Fort Street High School commenced as the Fort Street Model School in 1849. located on Observatory Hill. In 1916 the boys' school was relocated to Taverners Hill. The current co-educational school commenced in 1974, with the amalgamation of the Fort Street Girls and Boys High Schools. The school's unique place in NSW is acknowledged as epitomising and espousing academic excellence, the liberal tradition in educational philosophy, individualism, multiculturalism, acceptance and school traditions.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellent Teaching, Effective Learning

Purpose

To provide an engaging and collaborative learning environment and to ensure Fortians become creative and critical thinkers and learners.

Improvement Measures

Literacy

Improvement in Band 8 Naplan in reading and writing results for Year 9.

SEF: Progress towards Excelling: NAPLAN

Numeracy

Improvement in working mathematically including problem solving to ensure continued challenge and maximum learning.

SEF Progress towards Excelling: Curriculum Provision

Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

SEF Progress towards Excelling: Differentiation

ALARM:

(A Learning and Response Matrix) literacy strategy is utilised across the school.

Progress towards achieving improvement measures

Process 1: Improving Writing:

Implement whole school, evidence based and data driven approaches to developing and refining writing skills.

Evaluation	Funds Expended (Resources)
English, Creative and Performing Arts and the Language Faculties completed training of 'A Learning and Response Matrix' (ALARM) to improve extended response writing. Implementation of the matrix has commenced in Years 7, 9 and 11. Analysis of NAPLAN and HSC results indicated writing was an area for improvement, it is too early at this stage to evaluate the impacts of this program. Adjustments were also made to the 2020 Year 8 timetable and curriculum to specifically target writing.	ALARM Registered course training and casual relief for Team 4. Funding Sources: <ul style="list-style-type: none">• SD1 Max Woods (\$450.00)• SD1 – Casual relief (\$1800.00)

Process 2: Collaborative Teaching Practices:

Embed creative and collaborative learning opportunities into teaching and learning programs across the school.

Evaluation	Funds Expended (Resources)
Cross Faculty observations were conducted by a group of teachers and an evaluation of this program completed in which the efficacy of the program was discussed along with a celebration of achievements and shared experience of pedagogy. The Year 9 connected curricula program ran again	Casual relief where required. Prizes purchased: \$250 from SDD1

Progress towards achieving improvement measures

in 2019 culminating in a panel of guests each of whom are considered experts in the area of climate change who spent an afternoon answering questions, providing advice and inspiration toward the final student projects. Through the connected curricula program students were able to finesse problem-solving skills, apply them to real world problems and situations.

Process 3: Personalised Learning:

Implement whole school approach of differentiated curriculum and assessment with focus on improving student engagement incorporating a coordinated program to support targeted students and identified areas of student need.

Evaluation	Funds Expended (Resources)
Recommendations from the Learning Support review undertaken in 2019 were addressed through the creation of a Learning Support Handbook, defined role statements and clarification of referral procedures. . The Personalised Learning and Support Plan template was redesigned to include further information and give teachers clear strategies to help support students with different learning needs. In 2020 the Learning Centre will be relocated into the new Library space and students will have access to full time Learning and Support Staff.	

Next Steps

Improving Writing – In 2020 the ALARM matrix training will be extended to include all faculties across the school and a review of the dedicated writing lessons in Year 8 will be completed.

Personalised Learning – Further professional learning in the areas of understanding autism spectrum disorder and understanding personalised learning and support has been planned for 2020.

Strategic Direction 2

Inclusive, Positive School Culture

Purpose

To develop a culture of positive relationships across the school community, which enable students to connect, succeed and thrive, in the school and beyond.

Improvement Measures

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

SEF Maintenance of Excelling: Planned Approach to Wellbeing

Positive, respectful relationships are evident and widespread among students and staff, and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

SEF Progress towards Excelling: Behaviour

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing:

Align all co-curricular and wellbeing programs with a comprehensive and coherent approach to student wellbeing.

Evaluation	Funds Expended (Resources)
In 2019 the school approached School Services for a tailored support program to conduct a review of our Learning Support systems with the aim of developing consistent practices across the school to address the needs of students with specific learning and support needs. As a result of the review, we have re-structured our Learning Support and Wellbeing team meetings and processes to provide a more comprehensive and coherent approach to student wellbeing. Wellbeing Scope and Sequence documents have also been developed by Year Advisers for each year group including the implementation of the new Year 11 Life Ready course.	eSMART program to provide cyber safety lessons to all Year 7 students during Fortuna Casual relief during Learning Support review Staff Professional Learning

Process 2: Student Voice/Leadership:

Expand student leadership and opportunities for student voice to contribute positively to school initiatives.

Evaluation	Funds Expended (Resources)
In 2019 the SRC has taken on responsibility for organising assemblies to allow for increased student ownership and contribution. Year 10 Peer Support Leaders and Duke of Ed mentors have been elected and contributed significantly to the transition of Year 6 to 7 students and also in assisting Year 9 students through the Duke of Ed Bronze medallion process. All members of the SRC executive attended the UN International Women's Day breakfast event.	Casual Teacher Relief for SRC Camp UN International Women's Day Breakfast event – \$990

Process 3: Building Capacity/Educational Leadership:

Develop and implement strategies to support the growth of staff at different career stages.

Evaluation	Funds Expended (Resources)
In 2019 all staff on the wellbeing team completed a two day mental Health	Casual Teacher Relief for all staff to

Progress towards achieving improvement measures

First Aid training course. All additional roles and responsibilities for 2020 have been published to staff and staff have had the opportunity to renegotiate their responsibilities or to apply for particular positions..

attend the Mental Health First Aid training course.

Timetable allocations for roles and responsibilities within the school.

Next Steps

In 2020 the Head Teacher Teaching and Learning will take on a much more prominent role in the induction of new staff to the school as well as providing support for staff seeking accreditation or applying for higher levels of accreditation.

Strategic Direction 3

Partnerships for Learning

Purpose

To strengthen the school community through engagement of all stakeholders in partnership to develop quality teaching and learning environments focused on excellence.

Improvement Measures

Engaging Students

Teaching and learning programs across the school show evidence of teaching practices targeted at increasing student engagement.

SEF Progress towards Excelling: Differentiation

Engaging Parents

Communication between the school and its community is recognised as excellent and responsive through increased parent engagement in school transition programs and online communication platforms.

SEF Progress towards excelling: Community engagement

Engaging Community

The curriculum is enhanced by learning alliances with alumni, other schools and/or organisations.

SEF Progress towards excelling: Curriculum provision

Progress towards achieving improvement measures

Process 1: Engaging Students:

Continuous allocation of resources that will facilitate quality teaching and innovative learning.

Evaluation	Funds Expended (Resources)
The renovation of the library has created a number of flexible spaces for students to work and collaborate. This space has seen an increase in student centred study and interest groups who meet regularly in the bookable seminar rooms. The transformation of the wood work technical room into a robotics lab, equipped with laser cutter and 3D printers has led to the introduction and development of innovative teaching and learning programs utilising new technologies. The new school kitchen has provided students and teachers with access to industrial standard equipment. The carpet in the drama room has been replaced with Tarkett flooring and additional staging purchased for the hall both creating specific purpose spaces for creative and performing arts courses.	Tarkett Flooring in Drama Room – \$15 260 Additional staging in Hall – \$3 092 Library Flexible Furniture – \$16 360

Process 2: Engaging Parents

Enhance the functions of the parent portal and other online platforms to improve communication and strengthen the partnership between parents and the school.

Evaluation	Funds Expended (Resources)
Fort Street has continued to work on improving the communication with our community. Social media platforms continued to be used to celebrate student achievement. Communication training has seen an increase in staff using the Sentral portal	Staff PL provided at a number of staff meetings and twilight sessions. Ongoing Sentral subscription for Parent Portal as well as other parent

Progress towards achieving improvement measures

to communicate directly with parents.

Annual family/parent workshops have been held throughout the year including a series of workshops for Year 7 parents.

apps and communications support (School Website, The Buzz, School Bytes).

Year 7 Parents Workshop – \$2 025

Family/Parent Workshops – \$4 512

Process 3: Engaging Community

Expand alumni relationships and community partnerships to deepen and enrich student learning experiences.

Evaluation	Funds Expended (Resources)
<p>The introduction of data collection from graduating students has increased the link between the school and 2019 Alumni. When the library reopens in 2020 it is anticipated that a reinvention of the homework centre will see employment of ex-students as mentors and tutors for the current student body.. The Science and History Faculties developed networks with a number of school to share best practice and develop student centred programs to enrich teaching and learning.</p>	<p>Casual Teacher Relief for inter-school faculty network meetings.</p>

Next Steps

Engaging Students – in 2020 upgrades to sporting facilities will encourage greater physical activity during breaks, before and after school as well as increasing the capacity of onsite sport facilities.

Engaging Parents – a social media team to be developed in 2020 to increase the productivity on these platforms. A future focus should include strategies for engaging parents from a wider range of community groups on how to access and use the parent portal effectively such as translated information on how to access the parent portal.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Timetabled staffing Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$66 773.00) 	This allocation has been spent on staffing Year 7 literacy classes, an additional two Year 11 and 12 English classes and literacy support either 1:1 or in small groups. These targeted literacy support lessons have resulted in all targeted underperforming year 9, 10 and 11 students reaching the minimum standard after working through the program.
Low level adjustment for disability	Timetabled staffing Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$88 404.00) 	All students with learning disabilities have a personalised learning plan, staff in the learning centre support these students individually and also assist teachers with professional learning and to adjust classwork and assessment tasks.
Socio-economic background	Funds have been spent on student assistance with excursions, uniform and fees. Funds have also been spent on additional tuition for targeted students. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$22 515.00) 	As well as this RAM funding the School Education Fund has provided support to many students to participate in events they would not otherwise have been able to afford.
Support for beginning teachers	Timetabled staffing to reduce teaching allocations for beginning teachers Professional Learning and Casual Teacher relief Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 081.00) 	Fort Street High School had five beginning teachers in 2019. Each of these teachers received a mentor and a reduced teaching load to support their development and to fulfil their mandatory accreditation.. Professional learning targeted specific areas of need including curriculum development, strategies to build student engagement and developing collaborative and professional practices within the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	600	595	573	573
Girls	338	328	335	335

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.4	97.4	97.8	97.3
8	96.7	96.6	96	96.5
9	95	97.3	94.7	95.9
10	97.2	96.6	96.3	95.1
11	96.5	97.7	96.5	95.9
12	96.7	97.1	97.4	97.1
All Years	96.6	97.1	96.5	96.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	n/a	n/a	n/a
Unknown	n/a	n/a	n/a

Year 12 students undertaking vocational or trade training

4.30% of Year 12 students at Fort Street High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Fort Street High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,403,786
Revenue	11,765,068
Appropriation	9,350,736
Sale of Goods and Services	284,618
Grants and contributions	2,105,716
Investment income	23,998
Expenses	-11,393,780
Employee related	-9,175,169
Operating expenses	-2,218,610
Surplus / deficit for the year	371,288

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	179,017
Equity - Aboriginal	1,325
Equity - Socio-economic	22,515
Equity - Language	66,773
Equity - Disability	88,404
Base Total	8,472,385
Base - Per Capita	213,005
Base - Location	0
Base - Other	8,259,380
Other Total	517,358
Grand Total	9,168,760

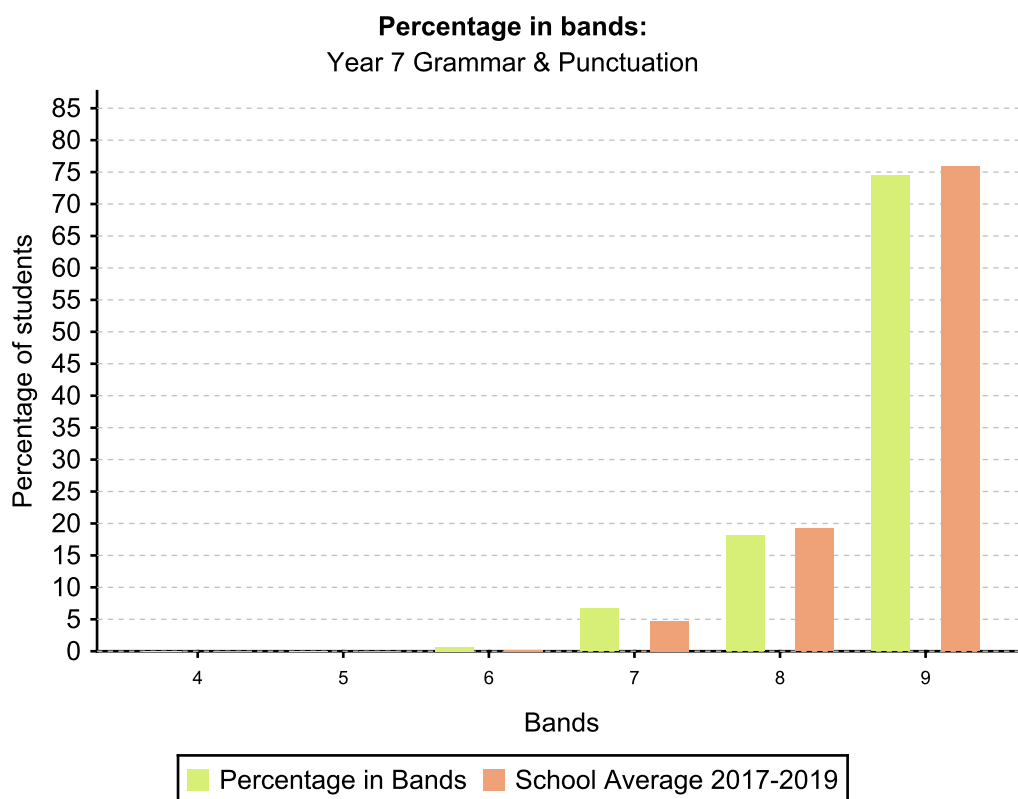
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

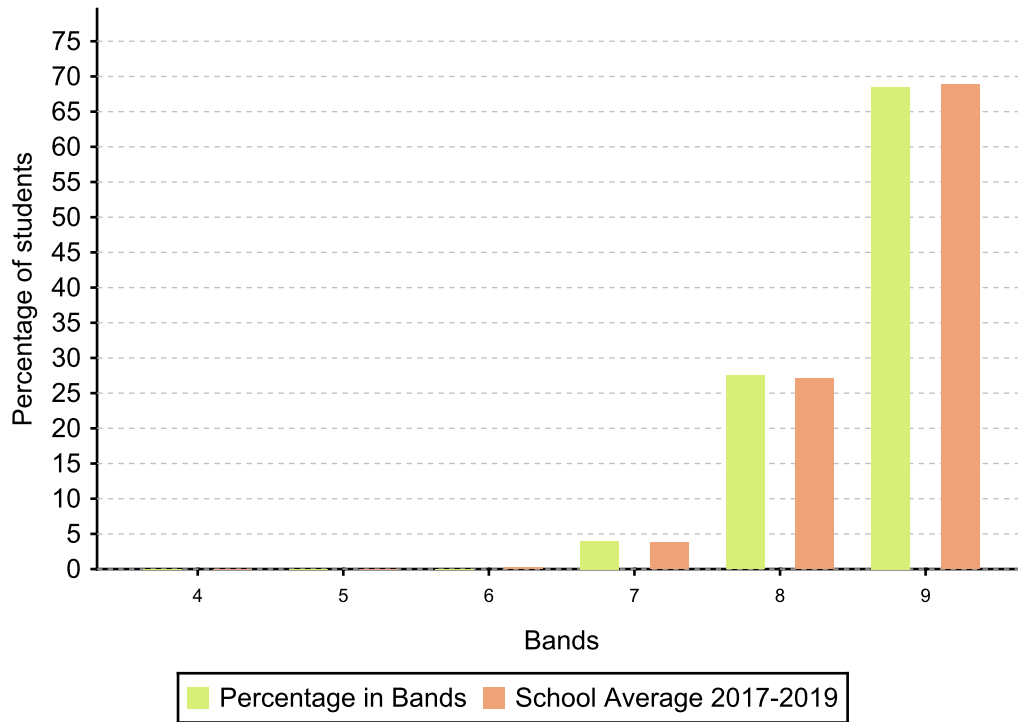
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



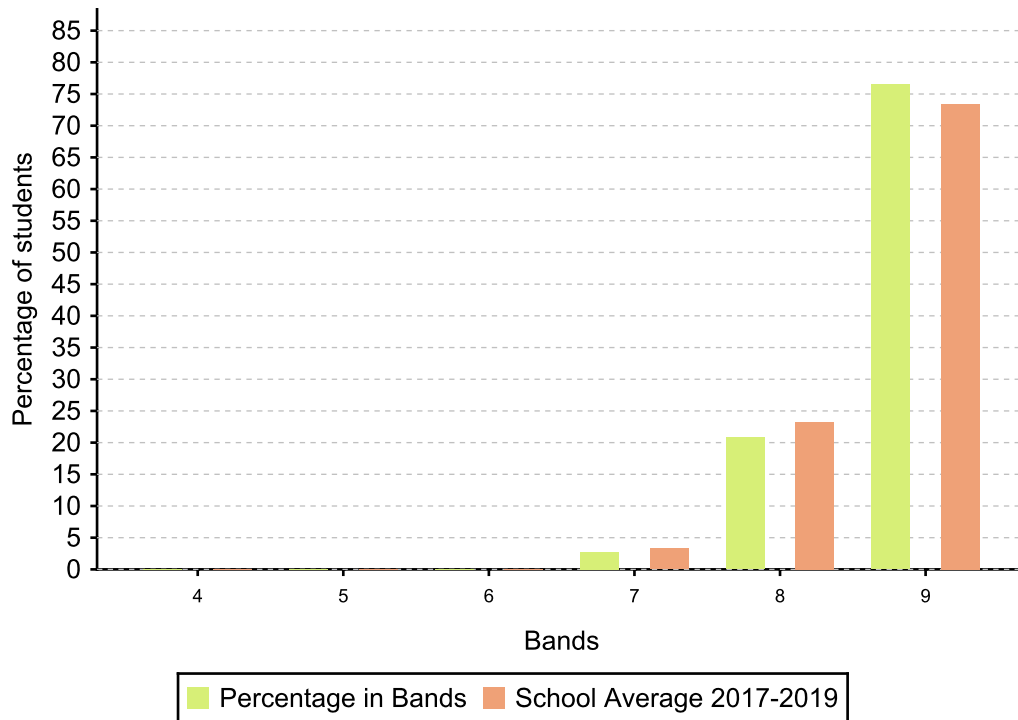
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.7	6.7	18.1	74.5
School avg 2017-2019	0	0	0.2	4.7	19.2	75.9

Percentage in bands:
Year 7 Reading



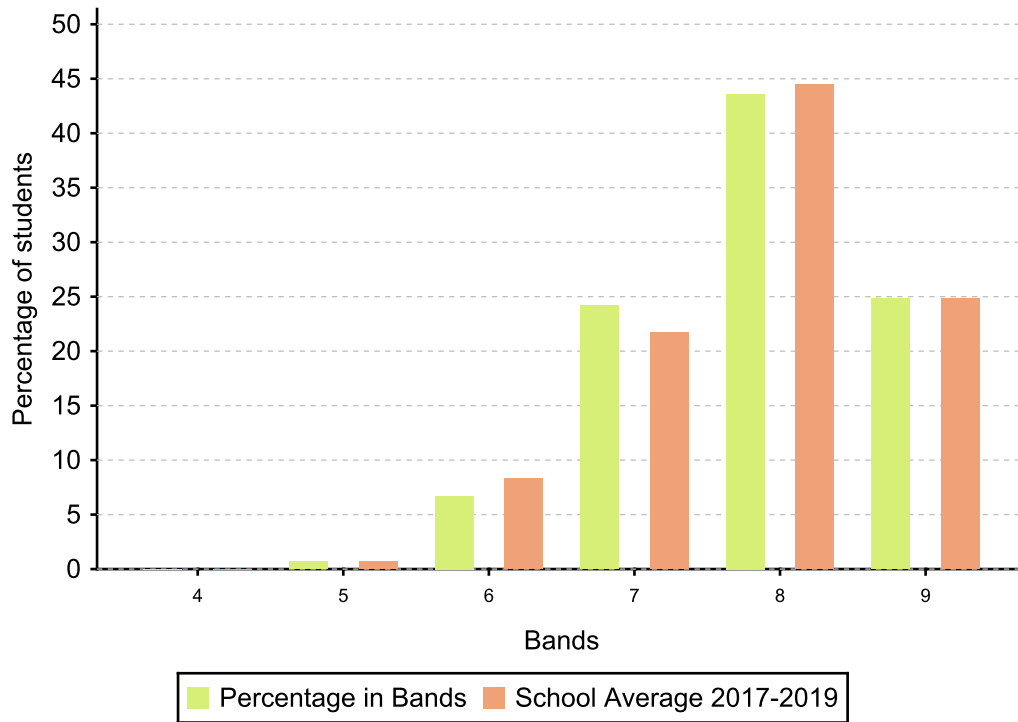
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	4.0	27.5	68.5
School avg 2017-2019	0	0	0.2	3.8	27.1	68.9

Percentage in bands:
Year 7 Spelling



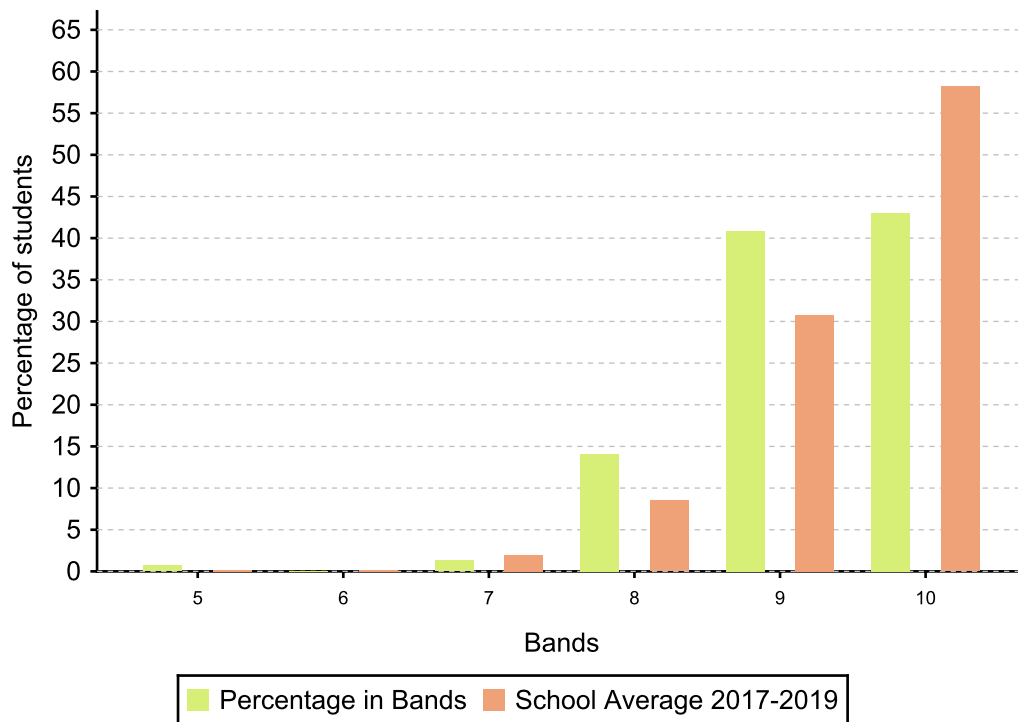
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.7	20.8	76.5
School avg 2017-2019	0	0	0	3.3	23.2	73.4

Percentage in bands:
Year 7 Writing



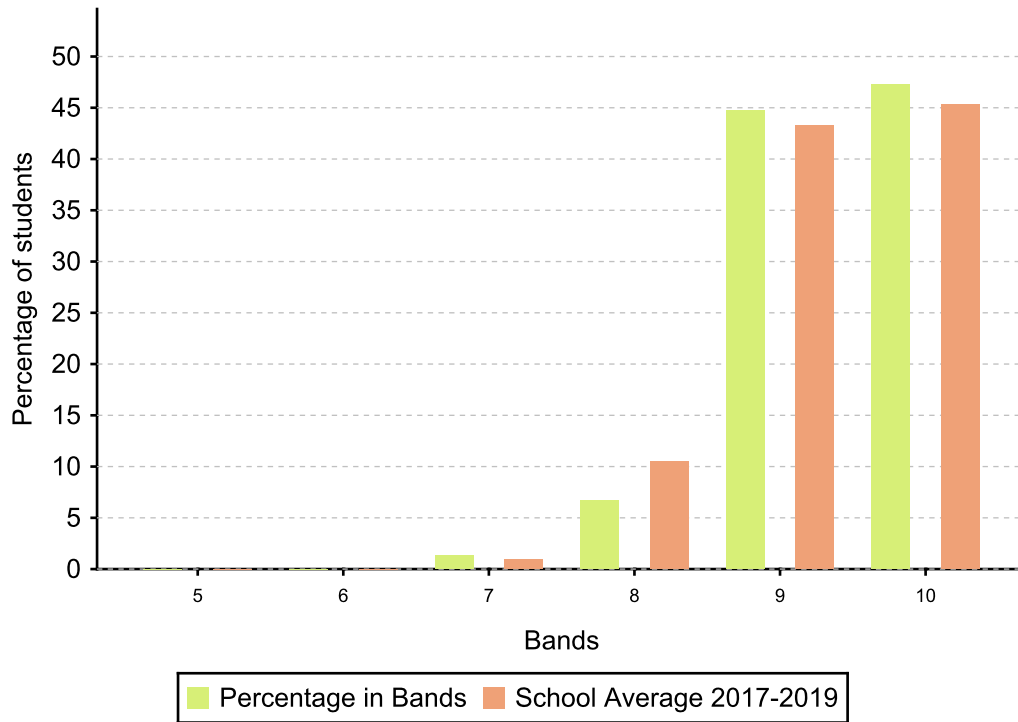
Band	4	5	6	7	8	9
Percentage of students	0.0	0.7	6.7	24.2	43.6	24.8
School avg 2017-2019	0	0.7	8.3	21.7	44.5	24.8

Percentage in bands:
Year 9 Grammar & Punctuation



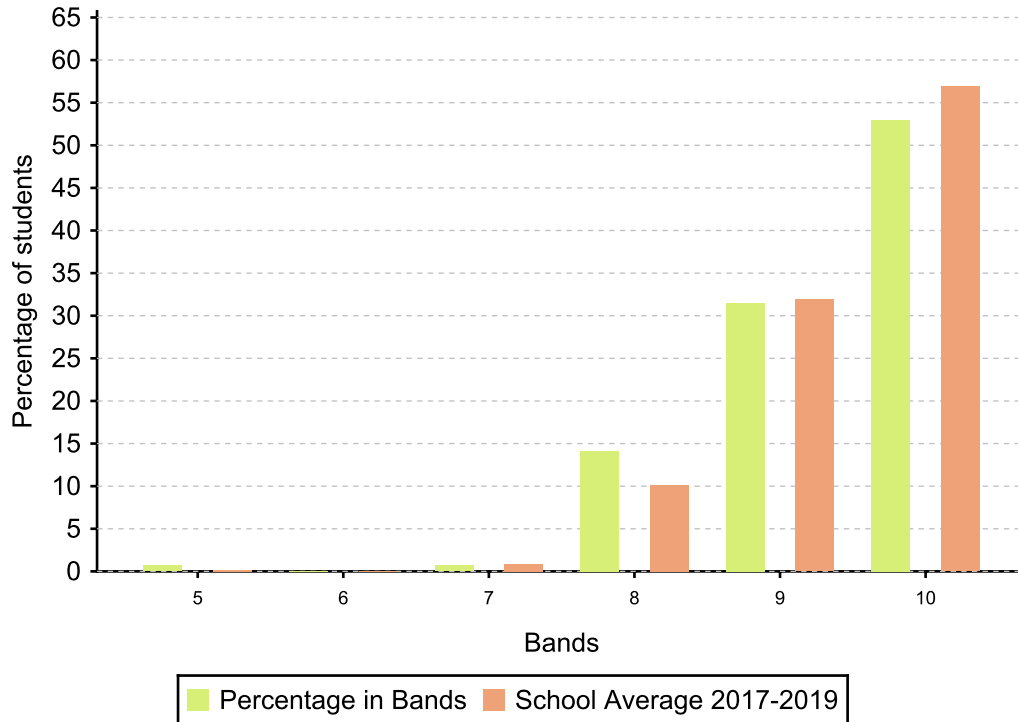
Band	5	6	7	8	9	10
Percentage of students	0.7	0.0	1.3	14.1	40.9	43.0
School avg 2017-2019	0.2	0.2	2	8.5	30.8	58.2

Percentage in bands:
Year 9 Reading



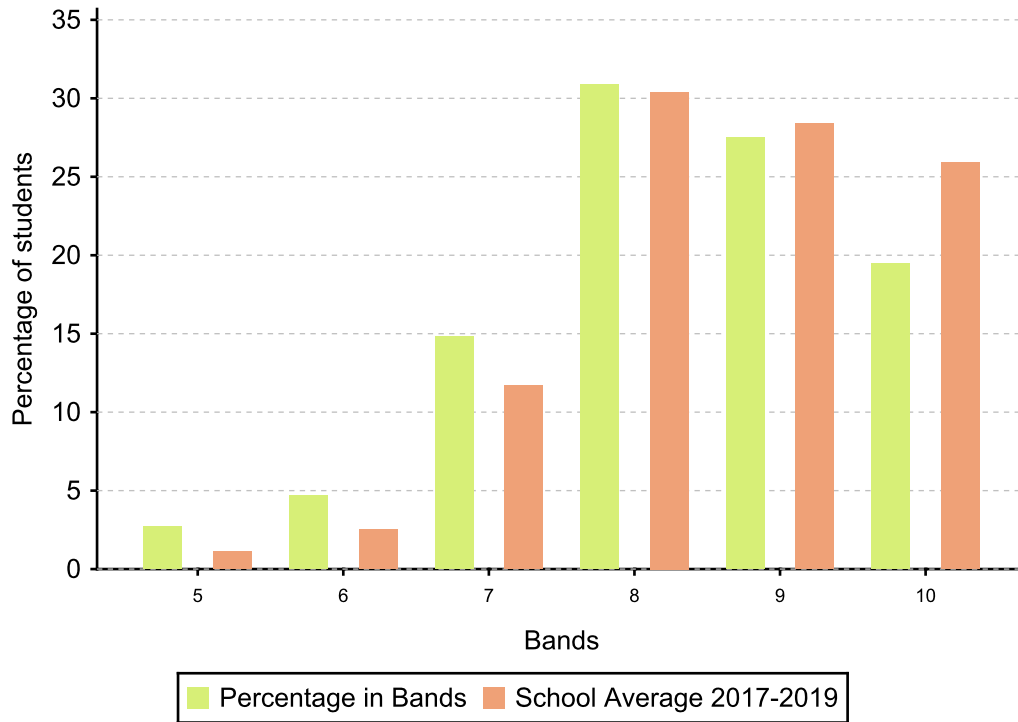
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.3	6.7	44.7	47.3
School avg 2017-2019	0	0	0.9	10.5	43.3	45.3

Percentage in bands:
Year 9 Spelling



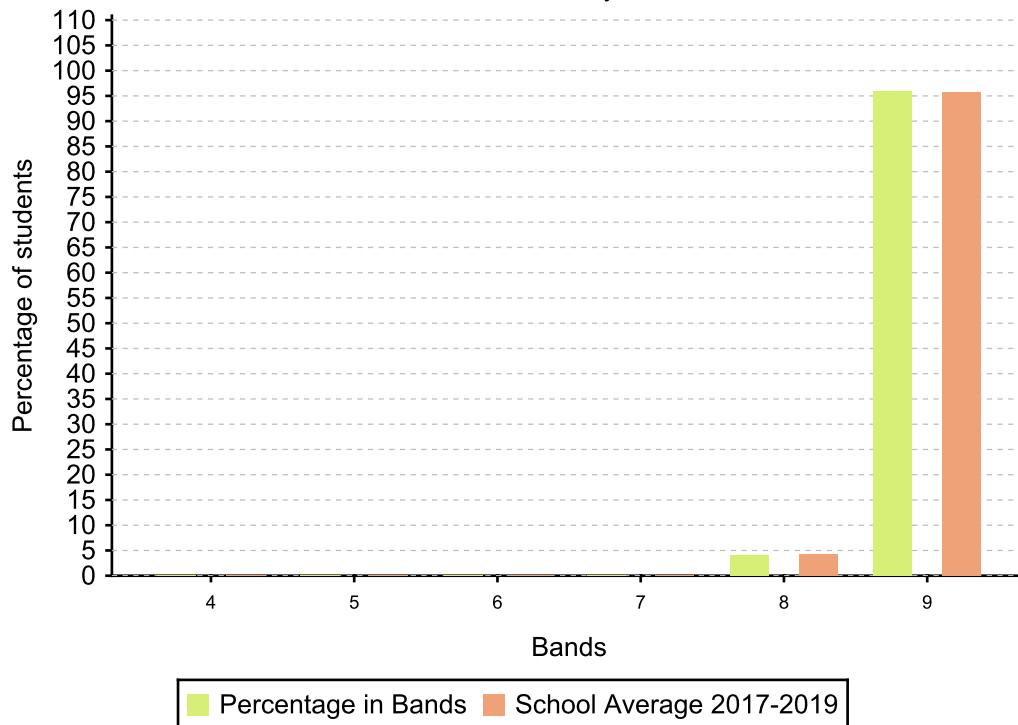
Band	5	6	7	8	9	10
Percentage of students	0.7	0.0	0.7	14.1	31.5	53.0
School avg 2017-2019	0.2	0	0.9	10.1	31.9	56.9

Percentage in bands:
Year 9 Writing



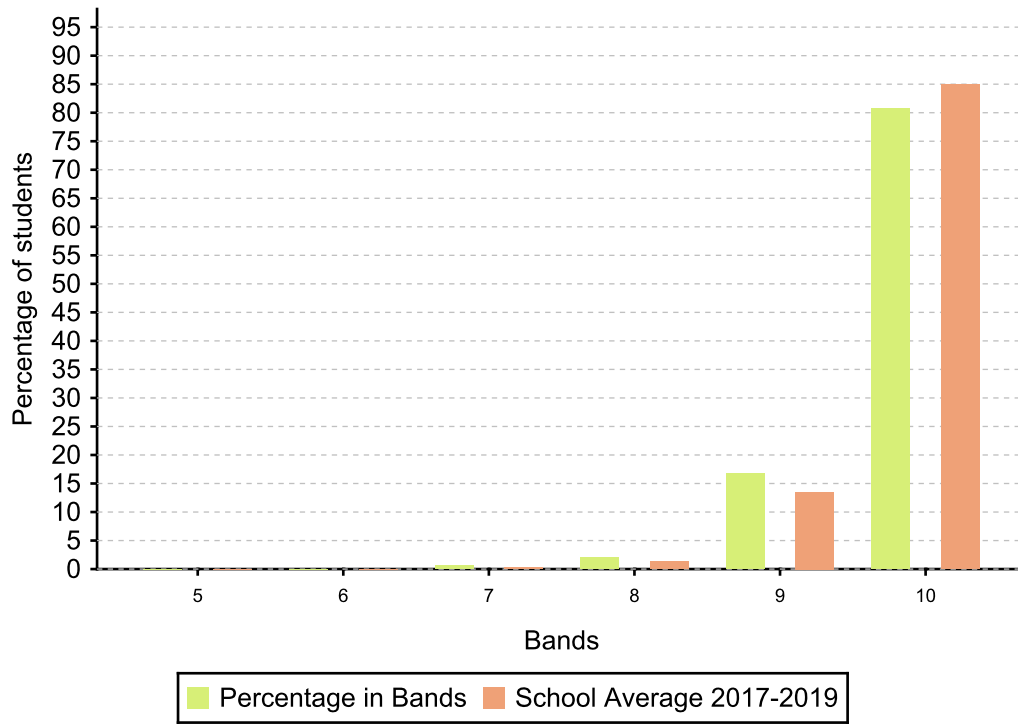
Band	5	6	7	8	9	10
Percentage of students	2.7	4.7	14.8	30.9	27.5	19.5
School avg 2017-2019	1.1	2.5	11.7	30.4	28.4	25.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	4.0	96.0
School avg 2017-2019	0	0	0	0	4.3	95.7

Percentage in bands:
Year 9 Numeracy

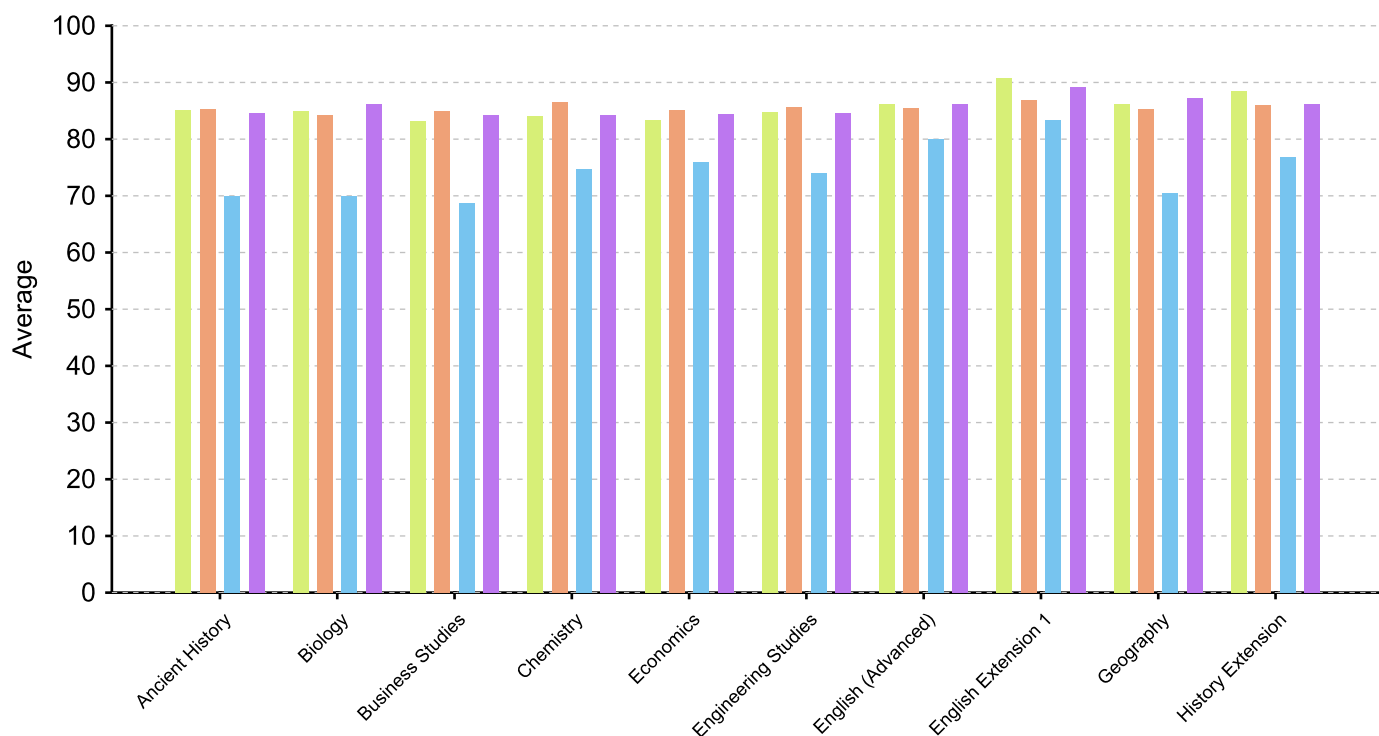


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.7	2.0	16.7	80.7
School avg 2017-2019	0	0	0.2	1.3	13.5	85

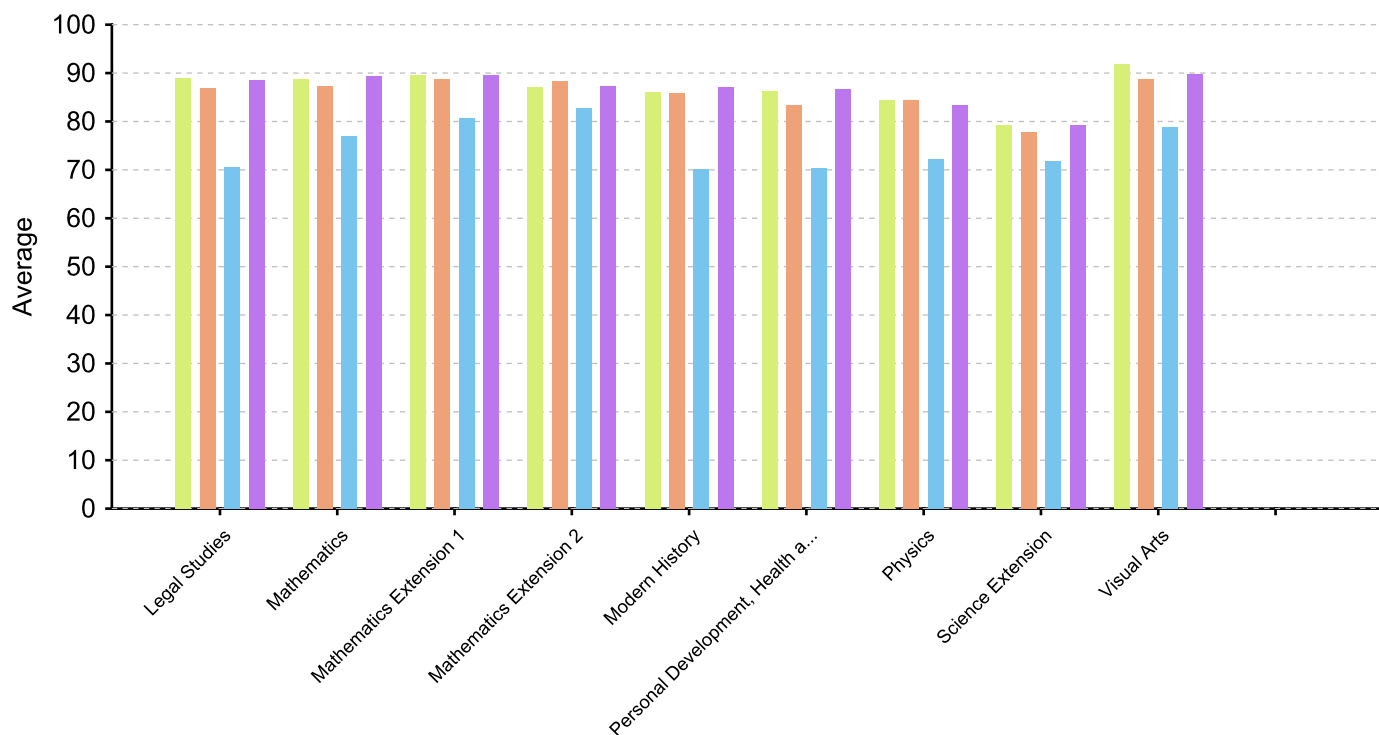
School performance - HSC

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

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



■ School 2019
 ■ SSSG Average 2019
 ■ State Average 2019
 ■ School Average 2015-2019



■ School 2019
 ■ SSSG Average 2019
 ■ State Average 2019
 ■ School Average 2015-2019

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	85.2	85.4	69.9	84.6
Biology	84.9	84.2	69.9	86.2
Business Studies	83.1	84.9	68.6	84.3
Chemistry	84.0	86.6	74.7	84.2
Economics	83.4	85.2	75.9	84.4
Engineering Studies	84.8	85.7	73.9	84.6
English (Advanced)	86.2	85.5	80.0	86.3
English Extension 1	90.7	86.9	83.4	89.2
Geography	86.2	85.2	70.6	87.2
History Extension	88.5	86.0	76.8	86.2
Legal Studies	88.9	87.0	70.6	88.6
Mathematics	88.8	87.4	76.9	89.3
Mathematics Extension 1	89.5	88.7	80.6	89.6
Mathematics Extension 2	87.1	88.3	82.7	87.3
Modern History	86.1	85.9	70.2	87.1
Personal Development, Health and Physical Education	86.2	83.5	70.5	86.8
Physics	84.4	84.4	72.1	83.3
Science Extension	79.2	77.8	71.9	79.2
Visual Arts	91.9	88.7	78.8	89.9

Parent/caregiver, student, teacher satisfaction

In 2019 the History and English faculties both underwent internal validation. The purpose of these validations is to identify areas of strength and growth and to guide continued faculty and whole school improvement and professional learning priorities. Faculty validations comprise of a peer validation team which reviews a faculty self–assessment, interviews focus groups of students and individual teaching staff, reviews teaching and learning programs and assessments and observes teaching practice.

The overall findings of the History Validation were that there is significant depth of knowledge and understanding in the faculty in each of the subject areas. Staff are experienced and recognised by students and other staff members as hardworking, enthusiastic and passionate about their subjects. There is a high level of collaboration between members of the faculty. Staff have a good rapport with their students and lessons are generally well–prepared. Many students in their surveys and focus group interviews stated what pleasure they got from their studies. Overwhelmingly students selected to study a History course in the senior school because they had a passion, interest and ability in that area.

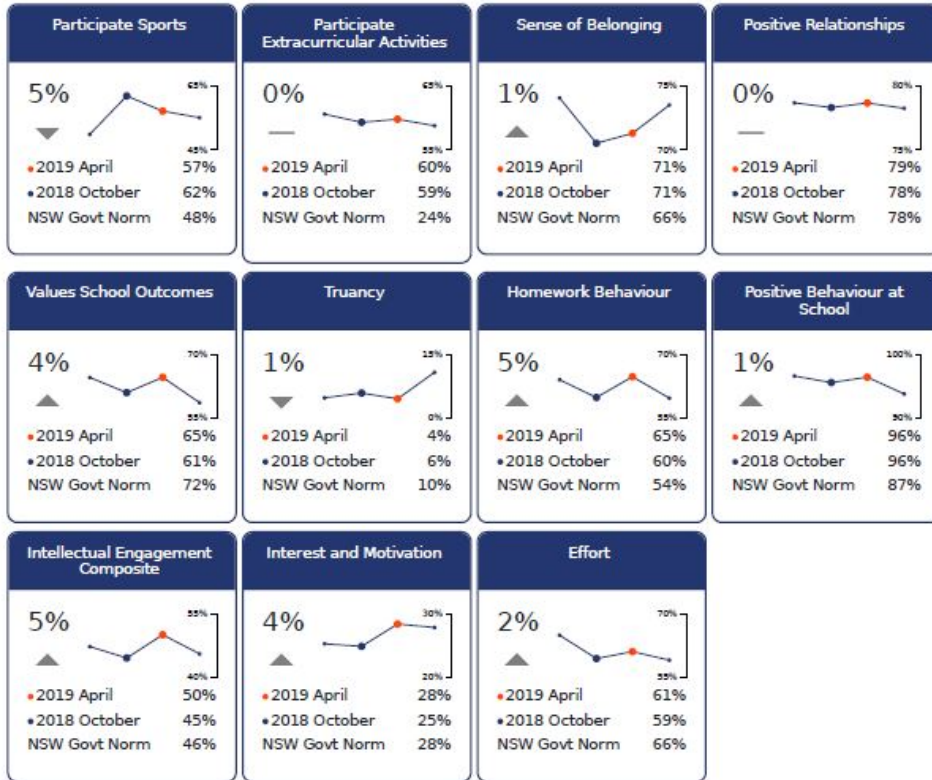
A variety of teaching and learning techniques were observed and these were tailored to the students and the task. Most of the lessons observed were extremely well prepared and it was evident that student and staff relationships are very positive across the entire faculty. Teachers demonstrated a command of their content and the ability to give clear and concise instructions. Student feedback overwhelmingly indicated that students enjoy history lessons and history excursions at Fort Street. History courses are seen to be interesting and the faculty has great teachers who are motivated and able to deliver lessons in an interesting and engaging manner. Students appreciate that the teachers are approachable and willing to give time outside of classes to assist students with their work.

The English Faculty Validation was not finalised at the end of 2019. School Services conducted a Tailored Support program for the school in which they independently reviewed learning and wellbeing systems with the aim of developing consistent practices across the school to address the needs of students with specific learning and support needs. All members of the learning and wellbeing team were independently interviewed as part of this process. As a result of the review, Learning Support and Wellbeing team meetings have been re–structured and processes re–designed to provide a more comprehensive and coherent approach to wellbeing.

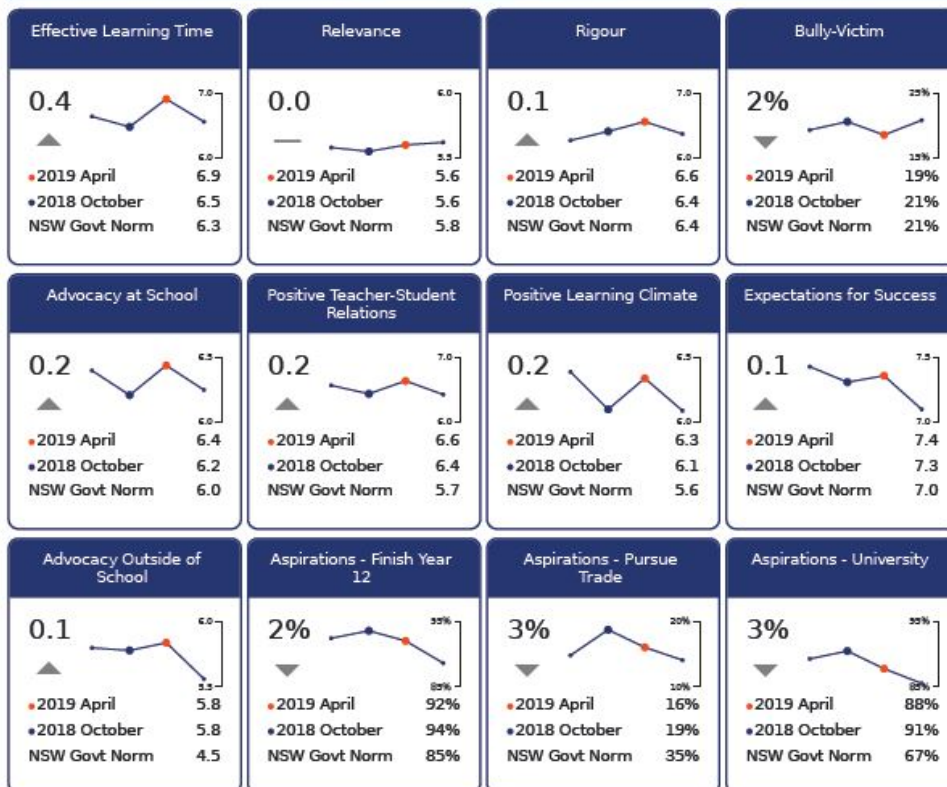
In 2019 the SRC introduced 'Feedback Friday' at year meetings in which the SRC either delivered targeted questions for specific feedback from their year groups or they would ask more generally for student feedback during meetings. The Principal held a workshop with members of the executive in the SRC and together they designed a survey and method to collect student information around prioritising major school improvement projects. Parent feedback was also sought at P&C meetings and through the school newsletter. As a result the school was able to develop a clear list of priorities and works have been completed on many of these big improvement projects.

At Fort Street High School in 2019, 823 students completed the Semester 1, Tell Them From Me (TTFM) survey and 660 students completed the Semester 2 TTFM survey both of which included ten measures of student engagement alongside the five drivers of student outcomes. Only 88 parents responded to the 'Partners in Learning' Parent Survey and we hope to encourage more parents to participate in this questionnaire in 2020. 26 teachers responded to the 'Focus on Learning Survey' which is a self–evaluation tool for teachers and schools. Growth was seen in all areas of the parent feedback from the previous year except in the area of parents supporting learning at home. Increases were seen in how parents feel welcomed at the school, informed and their thoughts about how the school supports learning, positive behaviour, safety at school and inclusivity.

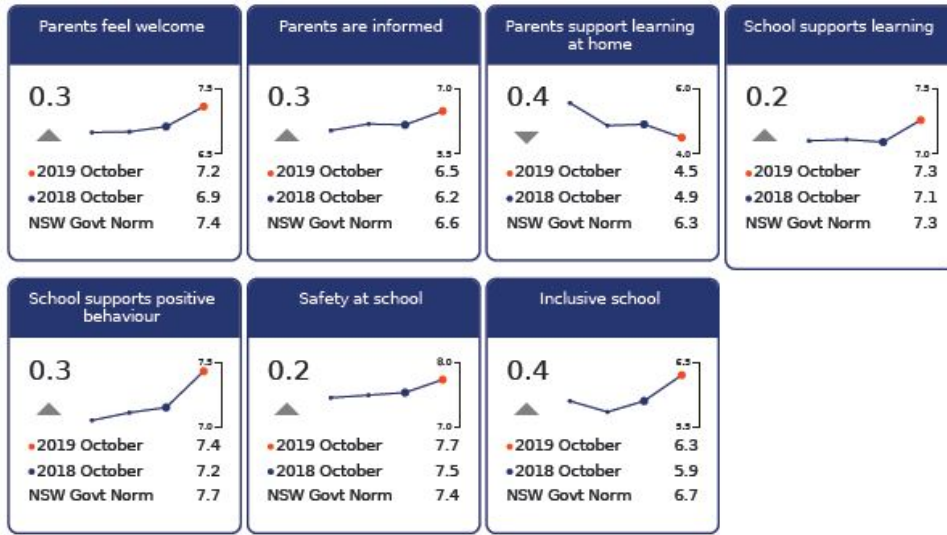
Social-Emotional Outcomes



DRIVERS of Student Outcomes

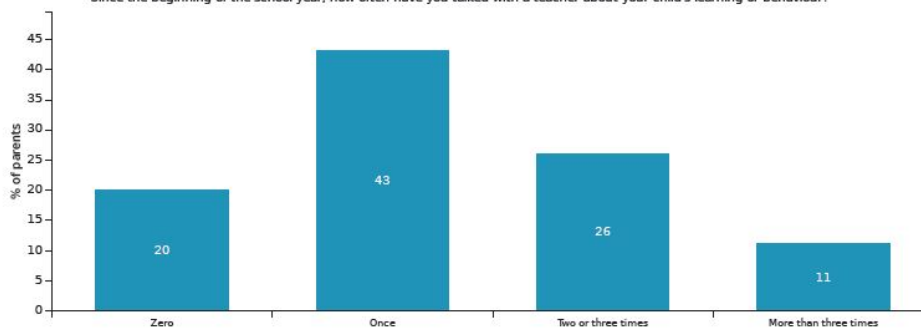


Parent Survey



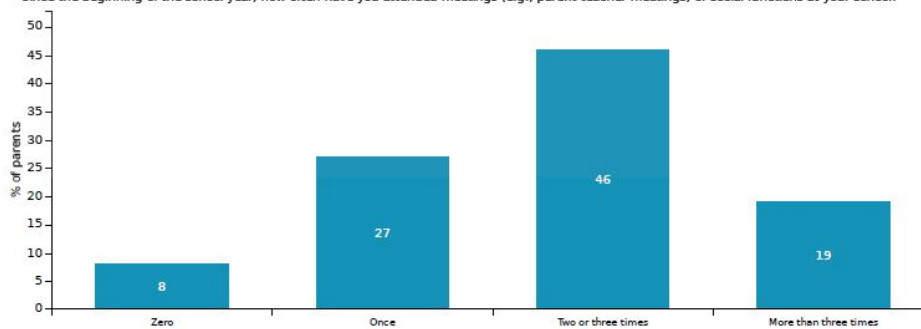
Parents talked with a teacher

Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?



Parents attended meetings

Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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