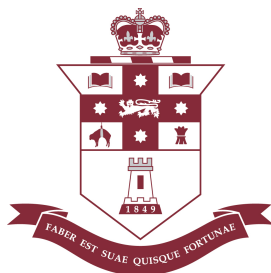


Fort Street High School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

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Relieving Principal

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School background

School vision statement

faber est 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 a selective co-educational high school having commenced as the Fort Street Model School in 1849, located on Observatory Hill. In 1916 the boys' school was relocated to Taverner's 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, tolerance and school traditions. 940 students travel from over 120 suburbs across Sydney to this highly multicultural setting which reflects the diversity of cultures in Australia (45% Chinese; 25% Anglo Celtic and 30% from across the globe). The high expectations of our active parent community are supported by an effective school council. The council consists of parents, staff, students, Fortians and the wider community. Data collection drives all school directions and decision-making processes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of **Learning**, the results of this process indicate that there is a strong **Learning Culture** at Fort Street High School. The school is characterised by positive and respectful relationships, and a productive learning environment where students take responsibility for their learning and are supported by staff to do so. The high quality of the school's teaching programs, the exceptional work produced by students, and their performance in both internal and external measures is evidence of the school **Excelling** in the element of **Learning Culture**.

The school has a proactive, consistent approach to **Wellbeing**. Students with particular learning, social, emotional and physical needs have Individual Education Plans negotiated with students and their families that detail clear strategies to support the students and cater for their needs. The growing numbers involved in co-curricular and volunteering programs, and the support for charity groups are strong indications of the student body's contribution to the school and community. The school has determined itself to be **Sustaining and Growing** in the element of **Wellbeing**.

In the element of **Curriculum and Learning** the school is responsive in meeting the learning needs of all students.

There is a strong focus on gifted education strategies and encouragement for students to undertake extra-curricular activities as a way of supporting their development. The school has a range of formal and informal links with outside organisations, such as local primary schools and universities. Parents and other community members are actively involved in the delivery of extra-curricular programs, (e.g. Instrumental Music Program, Duke of Edinburgh, Robotics, Debating etc.) and visiting experts or speakers provide extraordinary opportunities for development of students in academic, cultural and sporting arenas. Our judgement is therefore that the school is **Excelling in Curriculum and Learning**.

The on-balance judgement for the element of **Student Performance Measures is Excelling**. In the academically selective context most students, including equity groups, achieve high levels of performance on external performance measures.

The on-balance judgement for all elements in the domain of **Teaching is Sustaining and Growing**.

Data Skills and Use: Data are used to inform future school directions to ensure improved student performance. The school leadership team analyses TTFM data, HSC RAP data, SMART data, NAPLAN data as well as faculty-based data analyses of student performance. Data analysis is incorporated in teachers' planning for learning, both at the faculty and whole school level.

Collaborative Practice is an expectation of the school and continues to develop. Embedded processes such as annual faculty evaluations ensure teacher reflection on their own practice. PDPs, with peer observations are now accepted as best practice. The mentor/mentee relationship between experienced and early career teachers, modelling of effective practice and staff expertise used to deliver professional learning in processes, curriculum, strategies for differentiation, assessment and programming has developed school-wide collegiality and strong professional relationships. Teachers delivering the Connected Curricula programs provide opportunities for collaboration and shared practices.

Learning and Development is aligned with the School Plan and is integral to improving student learning outcomes through teacher performance. Teachers actively share learning from targeted professional development in a range of contexts, including Staff Development Days, whole staff meetings and faculty meetings. Beginning, early career and experienced teachers are expected to engage in professional learning, to share learning and implement evidence-based research in their teaching strategies.

All staff are responsible for maintaining and developing Professional Standards, and are assisted in this through the PDP process. Expertise is shared through peer observations and mentoring programs.

The on-balance judgement for the element of **Leadership** is Excelling. The school has effectively responded to a significant number of staff change over a relatively short period of time. The articulation of purposeful leadership roles and succession planning has provided opportunities for aspiring HTs, DPs and Principals to gain experience and make significant whole school contributions in areas such as the development of the School Plan and leading the Strategic Directions. These opportunities have also allowed staff to develop their leadership skills and to move into substantive executive promotion positions.

School Planning, Implementation and Reporting: The school has directed significant resources towards the Strategic Directions of the School Plan. The development of the school plan was initially conceived by a forum of executive, teaching staff and interested members of the community. Endorsed by School Council, the school plan is at the core of continuous improvement efforts and stakeholders share responsibility for informed decision making and allocation of funding.

School Resources: The SAM is an integral member of long-term financial planning team which is integrated with school planning. Strategic financial management is efficient and transparent and documentation indicates the way resources are allocated to implement the School Plan. Use of school facilities by external users meets the needs of our local community and also provides further funding to drive whole school improvement.

The on-balance judgement for the three elements above is **Sustaining and Growing**.

Our self-assessment and the external validation 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/sef-evidence-guide>

Strategic Direction 1

Effective Learning, Excellent Teaching

Purpose

To engage Fortians in effective learning, developing teamwork and problem solving so they will become creative, critical, ethical thinkers and leaders of the 21st century.

Overall summary of progress

There was significant growth in the number Band 6s in a range of subjects compared to 2016. Based on the proportion of Band 6s achieved, the school rose from a ranking of 21st in 2016 to 12th in 2017.

GERRIC training continues to be integrated across the school in both T&L programs and teaching strategies within the classroom.

The Connected Curricular Project was successfully expanded into Year 9 to build on the teamwork and problem solving skills which had been developed in Year 8.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase HSC Band 6 results by 3 – 5% in each course	\$14,500	Across the school in 2017 we achieved an average of 4 percentage points more Band 6s, compared to the three year average (2012–2014). 18 out of 29 courses showed greater than 4% growth in Band 6s.
To establish a growth average based on SMART data greater than +0.5 from the state	\$17,000	We are continuing to embed GAT strategies into programming across all years. Staff are differentiating their classroom teaching. However, the growth average relative to state averages has not increased.
All students achieve band 8 in NAPLAN Year 9 literacy & numeracy	\$12,000	100% of students achieved in Bands 9 and 10 in Year 9 Numeracy. Only 1 student achieved below Band 8 in Reading, 15 achieved below Band 8 in Writing. Explicit Literacy lessons are continuing.
10% improvement in positive learning experiences as indicated by responses from the “Tell them from me” student survey	\$6,500	TTFM data has been inconsistent across the three years of the school plan, and no conclusions are able to be drawn from it.

Next Steps

A targeted approach to improving literacy skills is to be added to the whole school literacy programs established in 2015–2017.

Implement whole school approach of differentiated curriculum and assessment.

Build the capacity of staff to use data to effectively design T&L programs.

Strategic Direction 2

Inclusive, Positive School Culture

Purpose

To develop the whole school community with a sense of perspective, balance and social justice that enables students to reach their full potential as global citizens.

Overall summary of progress

The school's co-curricular programs have continued to expand across the school, giving both students and staff opportunities to build a sense of belonging to the school community.

Reported levels of happiness, engagement and motivation have fluctuated across the three years of the school plan, making overall progress hard to determine.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are involved in at least 2 co-curricular activities	\$10 500	Every student in Years 8 & 9 was involved in at least 2 co-curricular activities in 2017.
5% of staff indicate an increased opportunity to participate in a positive school culture	\$25 400	Anecdotally, there is a greater proportion of staff willing to take on KO sports teams, interest in Wellbeing positions (e.g. YA, AYA) is strong and staff-initiated co-curricular programs have increased.
10% improvement in students self-motivation in Years 10–12 'Positive changes' in the Tell Them from me surveys – supporting students	\$7 800	Happiness is stable across the school. Data indicates that there is a dip in happiness in middle years of school.

Next Steps

Co-curricular participation has increased, and will continue to expand with the introduction of mandatory Duke of Edinburgh participation for Year 9 in 2018. The school now intends to evaluate the range of wellbeing and co-curricular activities on offer, to see whether they are achieving the school's goals.

We continue to be committed to providing staff opportunities to develop professionally and personally.

Based on TTFM data, we want to further explore bullying within the school and the school's anti-bullying strategies and procedures.

Strategic Direction 3

Communication

Purpose

To strengthen communication channels and interaction between all groups within the school community and ensure common understandings and effective contributions.

Overall summary of progress

New school website is now live and is receiving high levels of traffic. Students, parents and the broader school community have responded positively.

Instagram and Facebook accounts are popular and have improved communication and celebration of school activities.

The Sentral Parent Portal is operational and the resources available there for parents continue to grow.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% increase in the number of hits on the new improved website to access information about the school's policies and procedures	\$30,000	New school website is now live and is receiving high levels of traffic. Students, parents and the broader school community have responded positively.
100% of staff use Sentral in a consistent manner	\$10,000	All staff have been trained in the use of Sentral. All staff use Sentral for recording attendance, wellbeing concerns, reporting processes and school calendar. All staff use Sentral efficiently and consistently on a daily basis.
Feedback from communication surveys indicate that the school community believe that there is effective communication.	\$10,000	Feedback from P&C and School Council indicates that the school community believe that there is effective communication.

Next Steps

Having established the Sentral Parent Portal and social media accounts, the school intends to utilise these communication channels to their fullest extent.

The school will continue to enhance communication and a sense of community through the upgrading of virtual and physical spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$627	We have one student from an aboriginal background. The student demonstrates very high levels of academic achievement on external performance measures. During 2017 the student requested the funds be spent on supporting progress in Mathematics. This initiative increased the student's outcomes and decreased levels of anxiety.
English language proficiency	\$43 601	Equity Language funding was used to staff an explicit literacy class once per week. Also an extra English class is allocated in Years 11 & 12 to enable smaller class sizes which results in more individual tuition for students catering to their English language needs.
Low level adjustment for disability	\$80 836	All identified students have Individual Education Plans (IEPs) developed in consultation with parents and personalised adjustments have been made to learning experiences and corresponding assessment adjustments. An additional teacher is employed full-time to run the Learning Centre to support students as necessary. This enabled all students to participate fully in their learning.
Socio-economic background	22 400	Students from low socio-economic families received additional financial support to ensure equity in educational opportunities- uniforms, school fees, excursions, camp costs. The school continued to supply a bank of laptops which can be borrowed by students to enable equitable access to technology.
Support for beginning teachers	\$70 200	Five beginning teachers received targeted funding for their first and second years of teaching. Support strategies were negotiated and included timetabled concessions, provision of mentoring and additional professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	607	620	600	595
Girls	325	317	338	328

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.8	97.9	97.4	97.4
8	97	96.4	96.7	96.6
9	96.8	96.5	95	97.3
10	95.8	96.7	97.2	96.6
11	96.8	96.3	96.5	97.7
12	96.2	96.7	96.7	97.1
All Years	96.6	96.7	96.6	97.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance in every year group is well above the corresponding state averages and is consistent over all year groups. Overall student attendance has increased 0.5% on the previous year to 97.1%.

If a student is absent from school an SMS message is sent to parents that day. Year Advisers meet with Deputy Principals fortnightly to review attendance data for their year group and any issues that arise are dealt with by phone contact with parents and student interviews. When necessary Deputy Principals initiate parent interviews, school counsellor referrals and external provider support.

Post-school destinations

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

Year 12 students undertaking vocational or trade training

No students were undertaking vocational education qualifications.

Year 12 students attaining HSC or equivalent vocational education qualification

Five students studied at the HSC level for Hospitality vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2.2
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Fort Street High School has one Aboriginal member of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Professional learning was undertaken by all staff at Fort Street High School. \$65 000 was spent on professional learning of both teaching and support staff including Professional learning developed the capabilities of our staff to reflect on current practice, partake in professional dialogues and led to teaching and support staff developing a PDP in line with their own goals and the school plan. Four teachers gained their accreditation and twenty teachers are maintaining accreditation at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	2,497,024
Revenue	10,958,541
Appropriation	8,885,544
Sale of Goods and Services	287,315
Grants and Contributions	1,744,101
Gain and Loss	0
Other Revenue	0
Investment Income	41,581
Expenses	-10,852,532
Recurrent Expenses	-10,811,435
Employee Related	-8,548,094
Operating Expenses	-2,263,341
Capital Expenses	-41,097
Employee Related	0
Operating Expenses	-41,097
SURPLUS / DEFICIT FOR THE YEAR	106,009
Balance Carried Forward	2,603,033

Fort Street High School manages its finances through a finance committee made of representatives of P&C, executive staff, staff, School Council, and community members. The finance committee meets annually to review and approve budget requests and the principal and the SAM manage the finances through weekly meetings.

The school installed electronic gates to the car park at a cost of \$90 000, updated technology in line with the outcomes of the technology audit \$100 000, employed an additional Deputy Principal \$20 000, employed an additional SAM to act as project manager to oversee the renovation of physical spaces in the school \$50 000, painting of outdoor surfaces \$50 000.

Evaluations from School Council, students and staff identified that the plans for the tiered learning space should be put on hold as renovation of existing outdoor and teaching spaces was seen as a priority for the school. In 2018 work is to be finalised an upgrade and renovation of the library \$500 000, upgrade of the kitchen for teaching Hospitality and Food Technology

\$200 000, conversion of a woodwork room into a robotics/electronics laboratory \$200 000, renovations of the heritage listed Wilkins stairwell \$50 000, conversion of two existing classrooms into flexible lecture/tutorial spaces \$200 000, conversion of the existing Learning Centre to a living museum and professional meeting space \$100 000.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,354,275
Base Per Capita	143,366
Base Location	0
Other Base	8,210,909
Equity Total	147,464
Equity Aboriginal	627
Equity Socio economic	22,400
Equity Language	43,601
Equity Disability	80,836
Targeted Total	25,948
Other Total	261,157
Grand Total	8,788,844

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In Year 7, 96% of students are in the top two bands for Grammar and Punctuation, Reading and Spelling. While only 74% of Year 7 students are in the top two bands for Writing, this is a 10% increase since 2016.

In Year 9 results there is an increase of 11% in the top band of Grammar and Punctuation and an increase of 5% of students in the top two bands for Writing.

A literacy program will be implemented in 2018 to support the 16 students who did not make the HSC minimum standard in their Year 9 NAPLAN literacy.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	6	7	8	9
Percentage of students	0.0	4.0	28.0	68.0
School avg 2015-2017	0.0	3.8	17.6	78.6

Percentage in Bands:

Year 7 - Reading

Band	6	7	8	9
Percentage of students	0.7	3.4	27.5	68.5
School avg 2015-2017	0.2	3.4	26.8	69.6

Percentage in Bands:

Year 7 - Spelling

Band	6	7	8	9
Percentage of students	0.0	3.3	23.3	73.3
School avg 2015-2017	0.0	2.2	18.3	79.5

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	0.0	0.7	6.7	18.8	49.0	24.8
School avg 2015-2017	0.0	0.7	7.4	28.1	39.8	24.1

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	7	8	9	10
Percentage of students	2.7	8.0	21.3	68.0
School avg 2015-2017	1.6	9.9	31.8	56.8

Percentage in Bands:

Year 9 - Numeracy

Band	7	8	9	10
Percentage of students	0.0	0.7	10.7	88.7
School avg 2015-2017	0.0	0.5	7.4	92.2

Percentage in Bands:

Year 9 - Reading

Band	7	8	9	10
Percentage of students	0.7	14.0	48.0	37.3
School avg 2015-2017	1.2	11.0	45.5	42.4

No aboriginal students sat the NAPLAN tests in 2017.

Percentage in Bands:

Year 9 - Spelling

Band	7	8	9	10
Percentage of students	1.3	4.7	34.0	60.0
School avg 2015-2017	1.1	5.2	33.1	60.6

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	0.0	0.7	9.3	29.3	33.3	27.3
School avg 2015-2017	0.0	3.6	8.5	31.4	29.8	26.7

Numeracy results at Fort Street continue to be excellent and way above state results.

100% of Year 7 students scored in the top 2 bands for Numeracy which has been consistent over the past four years. There is a 2% increase in those in the top band..

In Year 9 over 99% of students scored in the top two bands although there was a 3% decrease in students in the top band.

Percentage in Bands:

Year 7 - Numeracy

Band	8	9
Percentage of students	2.0	98.0
School avg 2015-2017	3.8	96.2

Higher School Certificate (HSC)

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

all 21 subjects was well above the state and 18/21 achieved higher than the like school group. 17/21 subjects were higher than the school average over the past 5 years. Students achieved first in the state in six subjects which was the most for any school across the state. The ranking of Fort Street based on band 6 results improved from 21st to 12th.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	85.4	84.5	68.1	83.7
Biology	87.3	85.7	70.9	85.3
Business Studies	84.4	85.0	68.2	87.1
Chemistry	85.4	83.6	72.1	84.8
Drama	89.9	83.9	75.5	87.9
Earth and Environmental Science	91.1	83.7	73.6	89.1
Economics	84.7	84.3	73.6	84.0
Engineering Studies	86.8	85.7	74.8	84.7
English (Advanced)	86.4	84.8	77.6	85.3
English Extension 1	88.1	86.0	84.0	87.3
Information Processes and Technology	88.9	87.1	69.4	83.1
Legal Studies	89.0	86.9	72.1	87.6
Mathematics	89.8	87.4	73.2	88.7
Mathematics Extension 1	91.3	88.4	81.0	88.9
Mathematics Extension 2	88.6	86.4	83.1	87.5
Modern History	88.3	86.4	69.6	87.3
Music 2	88.8	91.7	88.6	90.2
Personal Development Health and Physical Education	84.5	84.4	67.7	85.8
Physics	84.7	82.7	70.4	82.5
Software Design and Development	85.6	84.5	71.5	82.6
Visual Arts	88.5	90.3	77.7	88.2

The school had students studying 21 different subjects at the HSC level in 2017. The average achievement in

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) surveys and evaluations at School Council and P&C meetings. Their responses are presented below.

The majority of students have a positive attitude to their work and a high sense of belonging to the school. They have friends at school who they trust and make positive choices.

The staff felt that the school fosters a school climate that supports positive student mental health and wellbeing and they are involved in the development and review of student wellbeing policies.

The majority of parents feel welcomed when they visit the school and feel comfortable seeking advice from the school if worried about their child's wellbeing.

Policy requirements

Aboriginal education

Teaching programs include the opportunity for students to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge of traditions and holistic world views. The annual NAIDOC assembly is a vibrant, inclusive and important event on the school calendar which gives students first hand insight into this rich part of our cultural heritage. All formal meetings, assemblies and functions acknowledge the traditional custodians of the land.

Multicultural and anti-racism education

Multicultural education is a whole school process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity.

Multicultural texts are an integral feature of English programs to give students a rich understanding of other cultures through the study of literature. Language students immerse themselves in the culture of their chosen language. History and Social Science faculties have programs that explore multicultural Australia.

The Confucius classroom has continued in 2017 with the highlight being a cultural immersion day. Staff celebrated Lunar New Year with a presentation, banquet and immersion in Chinese customs to gain a further insight into the families of many Fort Street students.

Student led initiatives support Stive (Christian fellowship), Amnesty, Animal Rights and Diversity committees which are all supporting a student body that

celebrates diversity and acceptance.

A quiet place was made available for a prayer room for any students or staff to use as required.

The school continued to have an Anti Racism Contact Officer (ARCO) in 2017. The ARCO proactively addressed issues through consultation with students.