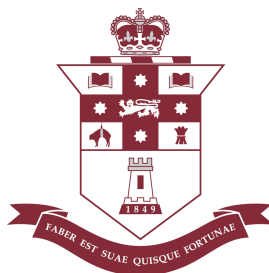


Fort Street High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Juliette McMurray

Principal

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Message from the Principal

Over the past 170 years, Fort Street High School has established itself as a premier institution of learning providing quality education to students from all over Sydney. Having commenced as Principal in Term 3 of 2018, I feel enormously proud and privileged to be in the fortunate position of leading this prestigious school.

As has been done in the past, but now even more so than ever before, we must prepare our young Fortians for the global stage – a generation of young people who are thinkers, inquirers, who are articulate and confident to take to the world stage and compete with the best in the world. Our aim is to make education at the Fort a total experience where students thrive academically and socially, participate in all school activities with enthusiasm and actively involve themselves with community service projects.

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 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

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. 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.

In the domain of **learning** the school excels in learning culture and student performance measures. In the elements of wellbeing, curriculum, assessment and reporting the school is sustaining and growing.

In the domain of **teaching** the school is sustaining and growing in all elements – effective classroom practices, data skills and use, professional standards and learning and development.

In the domain of **leading** the school excels in school planning, implementation and reporting. In the elements of educational leadership, school resources and management practices and processes the school is sustaining and growing.

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/sef-evidence-guide>

Strategic Direction 1

Excellent Teaching, Effective Learning

Purpose

To engage Fortians as collaborative, effective learners, to become creative, critical thinkers and leaders.

Overall summary of progress

Goals set were aspirational and are ongoing. 2018 saw a change of Principal and competing management demands from DoE which has meant that school achievements were not always reflected in improvement measures set. In 2018 Fort Street intended to focus on three key strategies:

1. Literacy – implementing a whole school, evidence based and data driven approach to developing and refining literacy skills.. A structured literacy program was delivered to small group literacy classes for targeted Year 7 students in conjunction with the ACER program. These classes were allocated lessons twice per cycle – 15 students per class. Visual prompts were also installed in classrooms throughout the school.
2. Collaboration – embed creative and collaborative learning opportunities into teaching and learning programs across the school. The Connected Curricula program has been run for 3 years using slightly different models. In 2018 the program was delivered to Year 9 in Term 4. Teachers volunteered to mentor particular interest groups. The program was cross curricular, collaborative and designed specifically to address creative and critical thinking and general capabilities of national curriculum, the program was successful with 100% turn-in of student initiated and student developed projects..
3. Differentiation – the majority of substantive staff have had training in GERRIC. Focus was to ensure all staff had deep understanding of the needs of gifted students and follow up was to embed differentiation into all Y7–10 programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Literacy</p> <p>Improvement in Band 8 Naplan in reading and writing results for Year 9.</p> <p><i>SEF: Progress towards Excelling: NAPLAN</i></p>	<p>Teachers were allocated to small groups of students who had not met the minimum writing standard.</p>	<p>Students attending small literacy groups demonstrated marked improvement in NAPLAN results.</p> <p>All students (Y10, 2018) achieved above minimum NAPLAN Writing standard (Band 8).</p> <p>Classroom Literacy teachers unanimously supported ACER programs for Y7–9 – report improved results in written class assessments in English. Support for ability to monitor individual student progress.</p>
<p>Numeracy</p> <p>Improvement in working mathematically including problem solving to ensure continued challenge and maximum learning.</p> <p><i>SEF Progress towards Excelling: Curriculum Provision</i></p>		<p>Assessment tasks were evaluated with the plan to make amendments in 2019.</p>
<p>Differentiation</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are</p>	<p>\$12 500 from SD1 to cover course costs and casual relief across a number of courses addressing literacy, syllabus implementation.</p>	<p>GERRIC training focus for staff and all faculties were given time to work on implementing differentiation in 7–10 programs. At least one program from each faculty and nearly every course was collected with the intention of sharing and collating ideas. GERRIC training seen as an essential requirement for all FSHS teachers –</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
challenged and all adjustments lead to improved learning. <i>SEF Progress towards Excelling: Differentiation</i>		permanent and temporary.

Next Steps

Literacy, specifically with a focus on writing, was a major focus of the 2019 Executive Conference: there was a review of the last decade's strategies and the evolving approaches to Literacy at Fort Street; presentations by three faculties and Literacy Consultant, leading to a re-evaluation of a whole school approach to writing. HT English to implement ALARM program (Term 2 2019) with interested stakeholders in English then continuing to be implemented across the school.

Numeracy – Maths faculty focus on 'Working Mathematically' in junior programs – working towards integration of this element in programs rather than as an adjunct. Working towards some marking of mathematical problems holistically.

Collaboration – cross faculty observation will be initiated and implemented Term 1 2019. Sixteen teachers across most faculties have agreed to be part of a collegial program – observing, sharing pedagogy and providing feedback to develop best practice to further enhance learning of students.

New teachers to the school will commence GERRIC training in 2019.

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.

Overall summary of progress

There have been three main wellbeing strategies in 2018:

- The school's **wellbeing roadmap** (developed in 2016) was reviewed by the wellbeing team at the Wellbeing Conference in Term 3, and in subsequent meetings, to provide a sharper focus designed to the school's proactive wellbeing strategies. Students were surveyed (410 respondents from Years 7–12) to gain their perspective on which wellbeing and co-curricular programs they found most enjoyable/most helpful, and which best aligned with the school's stated aims for their year group. In response to the survey data, the school is continuing to refine our program of events to better align with the road map, as part of a comprehensive, integrated approach to student wellbeing.
- **Data on bullying** across the school was collected via a student survey (410 respondents from Years 7–12) in order to interrogate anecdotal evidence about the prevalence and nature of bullying in the school. 64% of respondents reported that they had never been bullied, 5% that they had been bullied frequently. The most common motivation for bullying was identified as race (44%) followed by Sexuality and Disability (28%, 27%). Bullying occurs mainly in the playground (46%), although as students get older on-line bullying becomes steadily more prevalent (21% in Year 7 to 57% in Year 12). Teasing, gossip and exclusion were the most common forms of bullying identified, with physical violence involved in a low proportion of incidents (9%).
- The **wellbeing of teachers new to the school** was identified as needing more support within the school. A term length Induction Program covering various relevant topics and involving key staff from across the school was designed to be implemented with new staff in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. <i>SEF Maintenance of Excelling: Planned Approach to Wellbeing</i>	Rock and Water resources: \$50 Staff relief: \$2,120.93	Evidence base regarding bullying across the school was established, in order to guide the development of policy and practice over the next two years.
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. <i>SEF Progress towards Excelling: Behaviour</i>	Wellbeing conference, T3 2018: \$5,429.57	Effectiveness of current student wellbeing programs evaluated and refined. Program targeting wellbeing of staff new to the school designed.

Next Steps

Wellbeing programs continue to be evaluated in light of the road-map and feedback from students and staff re: effectiveness collected in 2018. In response to the data collected on bullying across the school, the school's **anti-bullying practices and procedures** will be updated, in line with current research and best practice. Year Advisers

Assistants receive professional development in mediation etc.

Staff roles and responsibilities will be reviewed to ensure staff have both a manageable workload and are able to participate in whole school activities and opportunities that interest them.

Strategic Direction 3

Engaging Community

Purpose

To strengthen the school community through improvement of the virtual and physical school environments, and by enhancing relationships with parents, alumni and outside organisations.

Overall summary of progress

There have been three main strategies in 2018 focusing on strengthening communities:

Facilities – The mural project gave students the opportunity to work with a professional street artist. The collaborative process involved designing and creating 2 large murals. These areas have enhanced the visual qualities of the school and given students a sense of ownership. Outdoor seating has also been added, providing not only a space for students to sit during lunch but spaces that are also being used as outdoor classrooms and study areas for senior students.

Communication – Social media platforms continue to increase in popularity as seen through an increase of followers and post engagements. The introduction of Year 7 Parent & School Meet Up has received positive feedback from parents in regard to helping with the transition into High School for Year 7 students.

Community – The History Department has established a network of schools to develop programs, assessment and reporting for the new Modern History Stage 6 syllabus. The Science WAFTUS initiative continues to grow and strengthen connections with local primary schools, providing valuable leadership opportunities for our Yr 10 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Facilities</p> <p>A creative approach has been taken to renovate and/or establish flexible and specialist learning spaces to ensure that student engagement is enhanced and learning is optimised.</p> <p><i>SEF Progress towards Excelling: Facilities</i></p>	<p>Mural: \$15,000</p> <p>Outside tables: cost?</p> <p>Digital Media Room: \$20,000</p>	<p>The mural project completed and outdoor seating has improved the functionality of the playground.</p> <p>Photographic and digital media studio established. Stage 5 and 6 students using the studio space to develop their understanding of digital media practices and studio lighting techniques.</p>
<p>Communication</p> <p>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.</p> <p><i>SEF Progress towards excelling: Community engagement</i></p>	<p>Year 7 Focus groups – facilitator: cost?</p> <p>Mercurius online setup: cost?</p>	<p>Increase in social media followers across both platforms.</p> <p>Feedback from the P&C and School council indicate that a larger number of parents are engaging more regularly with the online school newsletter.</p>
<p>Community</p> <p>The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.</p> <p><i>SEF Progress towards excelling:</i></p>	<p>History Network setup: \$2000</p> <p>WAFTUS: \$500</p>	<p>Modern History Network establish, staff report that the collaboration with colleagues from other schools has been valuable to their planning and implementation of the new Stage 6 Syllabus.</p> <p>WAFTUS Program continues to be successful</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Curriculum provision</i>		Modern History Network establish, staff report that the collaboration with colleagues from other schools has been valuable to their planning and implementation of the new Stage 6 Syllabus. WAFUS Program continues to be successful

Next Steps

Having establish photographic studio space, the school has plans to renovate the library and kitchen, and transform a woodwork room into a Robotics lab to better meet the needs of our students. The establishment of flexible learning spaces will be investigated by a team of teachers to provide teachers and students with bookable spaces in the school that will encourage and develop the collaboration and critical and creative skills of the students.

In an attempt to continually enhance the modes of communication with parents the parent portal will be updated to include an online app. There is also a plan to increase the functions of the portal to included Year 7–9 assessment information, parent teacher interviews and excursion information. There is a need to expand the social media team to ensure a wider range of school events are advertised and celebrated to our community.

With the success of the Modern History Network, other faculties have indicated an interested to participate in something similar and are looking into establishing their own networks.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$59 772 <ul style="list-style-type: none"> • English language proficiency (\$4 500.00) 	This funding was used to create additional literacy support classes and to provide 1:1 support for identified students with particular literacy needs.
Low level adjustment for disability	\$84 733	This funding was used to supplement a fulltime Learning and Support Teacher (LaST) in the Learning Centre. This teacher: <ul style="list-style-type: none"> • held 1:1 regular support lessons with students to help scaffold and chunk assessment tasks. Assistance was also provided with student planning, study and homework schedules. • provided specific strategies and adjustments to staff for the classroom • completed Nationally Consistent Collection of Data on Students with Disability (NCCD) • planned and communicated PDP's to all staff for students as needed • identified Stage 6 students for disability provisions for formal assessment tasks This funding also: <ul style="list-style-type: none"> • provided professional learning for staff in wellbeing roles • provided additional staffing periods allocated to learning centre
Socio-economic background	\$21 658	Students from families experiencing financial difficulties were supported in regards to resources, camps and mandatory curriculum excursions.
Support for beginning teachers	\$6 900	This funding was used for two temporary beginning teachers and one permanent beginning teacher through: <ul style="list-style-type: none"> • timetabled periods throughout the year to work with mentor • targeted professional learning courses and casual relief • teacher relief at point of need for accreditation documentation, reports, program writing and marking

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	620	600	595	573
Girls	317	338	328	335

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.9	97.4	97.4	97.8
8	96.4	96.7	96.6	96
9	96.5	95	97.3	94.7
10	96.7	97.2	96.6	96.3
11	96.3	96.5	97.7	96.5
12	96.7	96.7	97.1	97.4
All Years	96.7	96.6	97.1	96.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The rate of attendance at Fort Street High School is consistently above the department of Education's state average. If a student is not in attendance on a particular day and the parents have not contacted the school to provide an explanation for the absence an SMS is sent to the parent advising them of the absence and requesting an explanation.

Letters are sent home if the parent does not explain the absence.

Attendance is closely monitored by the wellbeing team – Year Advisers and the Head Teacher Wellbeing as well as the Deputy Principals.

Deputy Principals request assistance from the Home School Liaison Officer if required.

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

The data from the University Admissions Centre shows that 100% of students have been offered university placements – 156 students received university offers (many received several offers) and the 157th student has been accepted by Purchase university in New York State USA for a BFA degree , Film.

Year 12 students undertaking vocational or trade training

There were no students undertaking vocational or trade training in 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

All 157 students attained their HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46
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

In 2018 FSHS had the equivalent of 74.5 FTE teachers and administrative staff which was made up of 63.2 teachers (including counsellors and executive teachers) and 11.372 SASS staff. One member of teaching staff is Aboriginal or Torres Strait Islander.

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	0

Professional learning and teacher accreditation

In 2018 the staff at Fort Street High School participated in a range of internal and external professional development programs. The Term 4 staff development days were traded for four twilight sessions throughout the year.

- Staff Development Day Term 1 – Staff engaged with a wide variety of Professional Learning opportunities in all faculties across the school. With the release of a number of new syllabi, a large number of staff completed workshops in New Syllabus implementation. Staff were also given time to work collaboratively to design teaching and learning programs and assessment for these new courses. As part of our goal to have all staff trained in GAT education a team of teachers from a number of subject areas attended the UNSW's Ignite the Spark, Fuel the Fire conference on Differentiating Assessment
- Staff Development Day Term 2 – In line with our priority to develop a holistic approach to student wellbeing through the integration of co-curricular programs staff participated in training and coaching course across a number of sports. Staff also participated in Duke of Edinburgh training to facilitate our priority of having Year 9 complete the Bronze Duke of Ed certificate. In 2018 the inaugural Wellbeing Conference was held with members of the wellbeing team including Year Advisers, Counsellors and Deputy Principals to develop programs specifically related to digital nutrition, Bullying and other specific needs of Fortians. A team of Year Advisers also attended the GenNext conference.
- Staff Development Day Term 3 – With the priority of improving the engagement of the Fort Street Community, executive staff members attended workshops run by the Department of

Education to Engage Diverse Communities and SASS staff completed the Positive Media Masterclass.

- Twilight 1 – Development of the 2018–2020 School Plan was the focus of Twilight 1; staff worked collaboratively to develop three strategic directions and milestones for 2018. Staff also spent time working on specific faculty initiatives lead by each Head of Department.
- Twilight 2 – Supporting the wellbeing and academic needs of Fortians was the focus of Twilight 2. In Session 1, led by the Senior Schools Psychologist, staff engaged with strategies on how to support students with mental health issues. And in Session 2 staff were presented with various strategies on how to make differentiation practical in a gifted and talented school setting.
- Twilight 3 – Integrating Technology was the focus of Twilight 3; staff participated in a number of workshops aimed at building upon their skills in using G–Suite and Sentral.
- Twilight 4 – Sport safety and faculty initiatives were the focus of Twilight 4. The school executive participated in SCOUT and Data analysis training whilst teachers looked specifically at increasing their confidence and skill level in relation to integrated sport. In Session 2 led by Head Departments, staff worked on faculty initiatives.

In terms of accreditation in 2018, 63 teachers at Fort Street High School were proficient and 3 teachers were provisional.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,603,033
Revenue	11,291,644
Appropriation	9,205,146
Sale of Goods and Services	301,604
Grants and Contributions	1,741,372
Gain and Loss	0
Other Revenue	0
Investment Income	43,522
Expenses	-12,490,891
Recurrent Expenses	-12,490,891
Employee Related	-8,883,449
Operating Expenses	-3,607,443
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-1,199,247
Balance Carried Forward	1,403,786

At Fort Street High School the Finance Committee consists of 7 members:

- a community member (Foundation member)
- a parent representative
- a teacher representative
- as Head Teacher representative
- a Deputy Principal representative
- School Principal, and
- School Administration Manager

The finance committee meets in term 4 each year to consider budget requests for the following year and to allocate funding to all programs and activities across the school. This committee determines the budget allocations for the following year.

Significant funds were given to the DoE to hold for three major projects to be undertaken at the school in 2019 via schools Infrastructure.

\$ 800 000 for refurbishment of the school library

\$ 200 000 for the conversion of a traditional TAS classroom into a robotics classroom

\$ 300 000 to refurbish the school kitchen classroom to bring this specialised learning space up to industry standard.

These projects will go to tender in 2019 and works will commence in the second half of the year.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,447,152
Base Per Capita	178,576
Base Location	0
Other Base	8,268,576
Equity Total	167,456
Equity Aboriginal	1,293
Equity Socio economic	21,658
Equity Language	59,772
Equity Disability	84,733
Targeted Total	20,596
Other Total	246,977
Grand Total	8,882,181

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

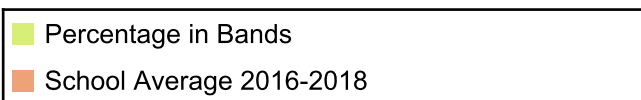
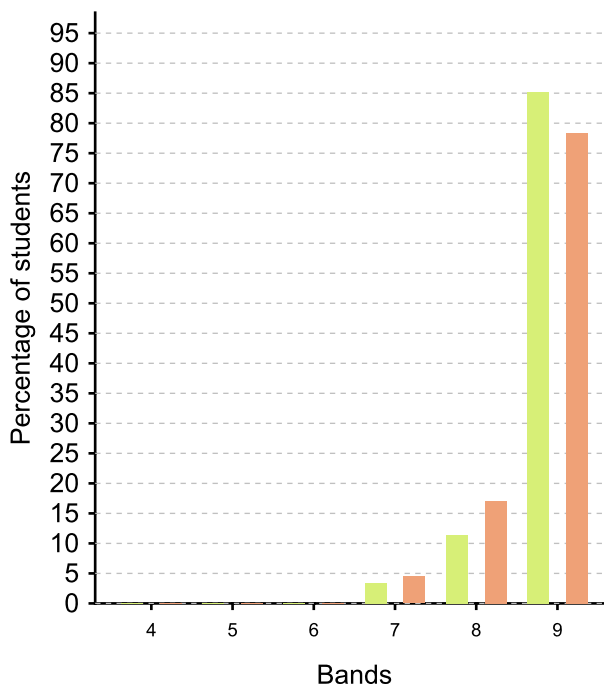
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 7, 96% of students are in the top two bands for Grammar and Punctuation, Reading and Spelling. While only 65% of Year 7 students are in the top two bands for Writing, this is an 8% increase since 2015.

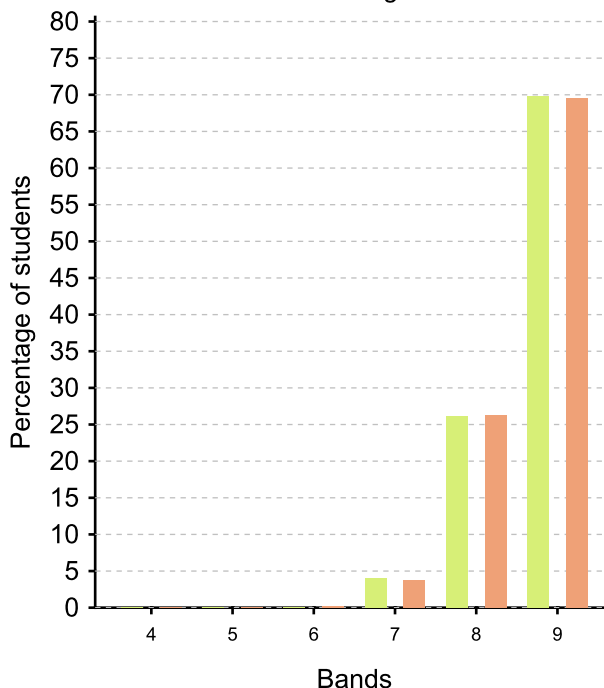
In Year 9 results there is an increase of 5% in the top two bands of Grammar and Punctuation and an increase of 3% of students in the top two bands for Reading. 88% of students are in the top two bands from spelling and 55% for Writing.

A literacy program was implemented in 2018 to support the 16 students who did not make the HSC minimum standard in their Year 9 NAPLAN literacy. All of these students have since met the minimum standard.

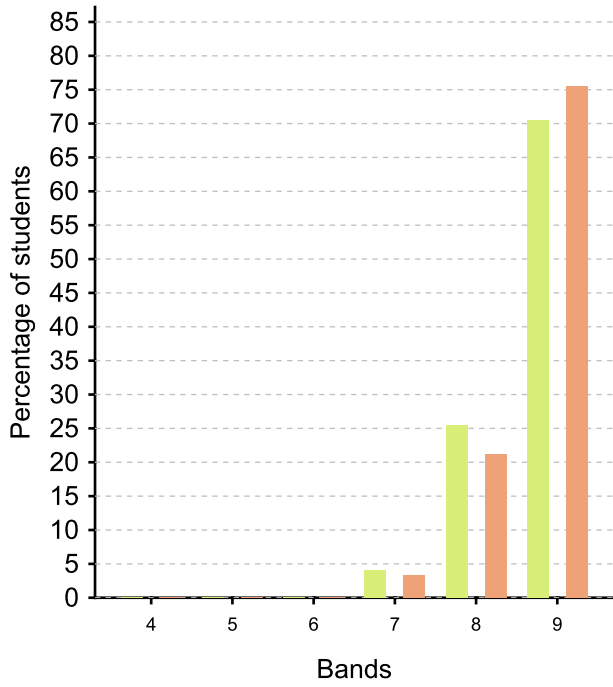
Percentage in bands:
Year 7 Grammar & Punctuation



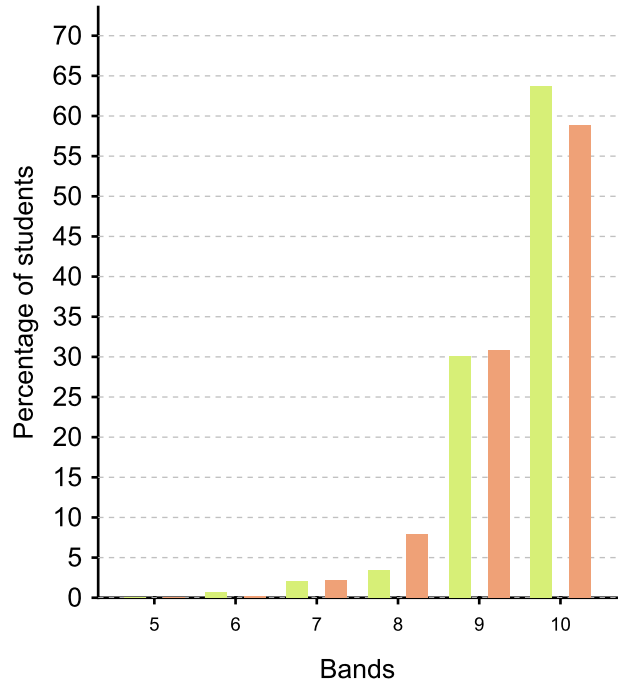
Percentage in bands:
Year 7 Reading



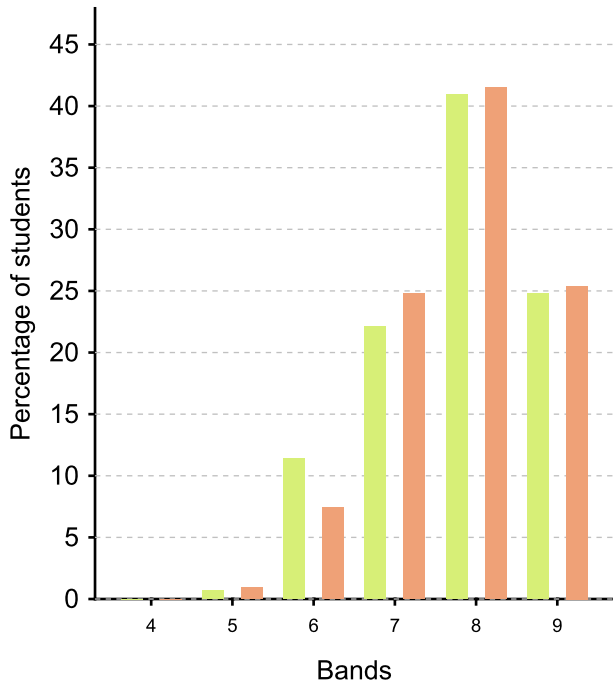
Percentage in bands:
Year 7 Spelling



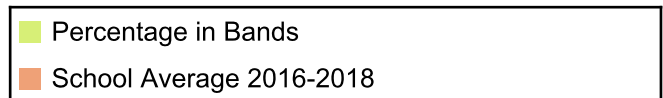
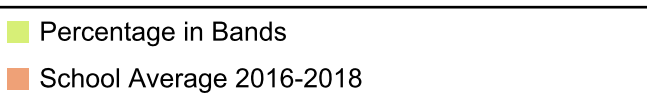
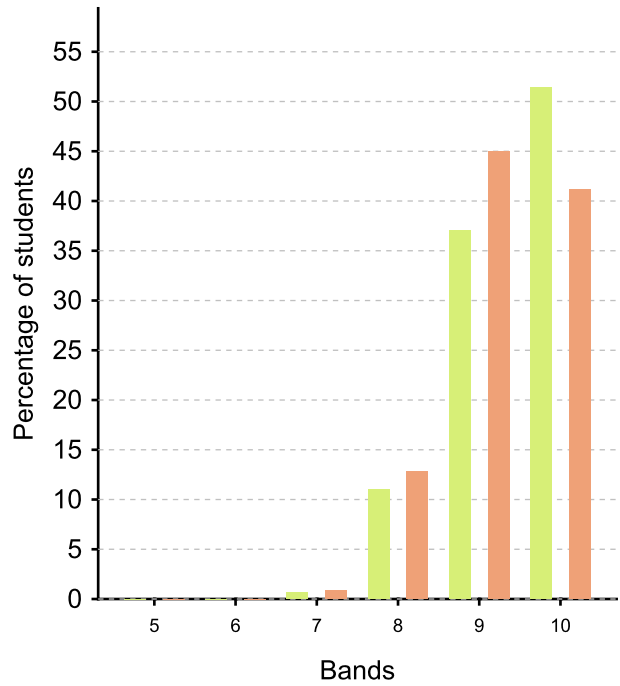
Percentage in bands:
Year 9 Grammar & Punctuation



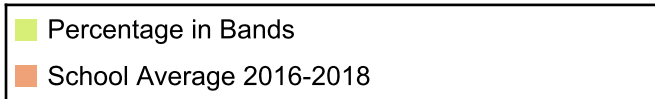
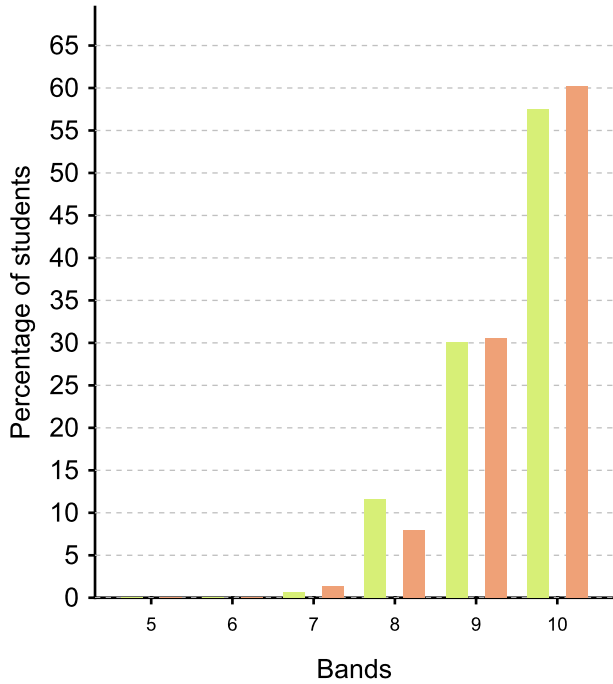
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



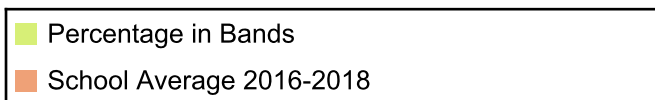
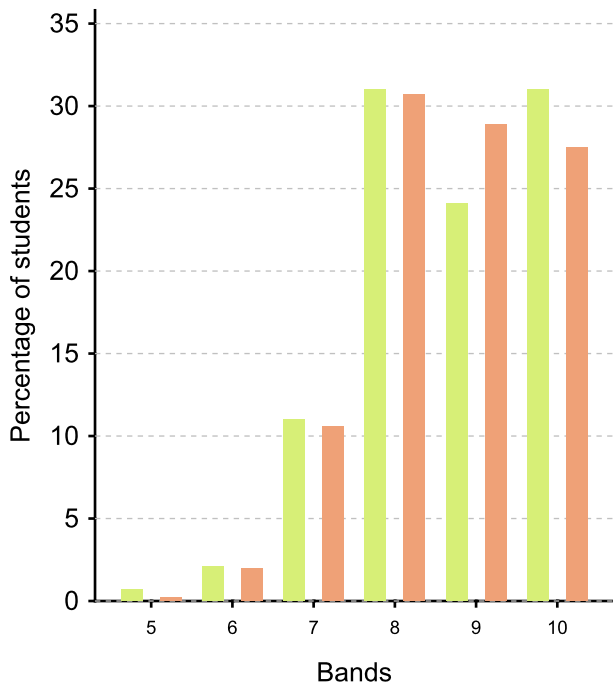
Percentage in bands:
Year 9 Spelling



bands.

No aboriginal students sat the NAPLAN tests in 2018.

Percentage in bands:
Year 9 Writing



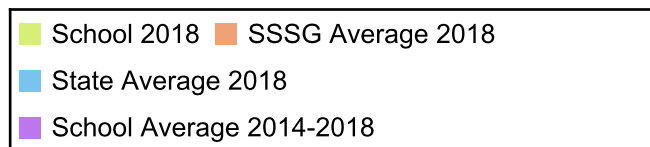
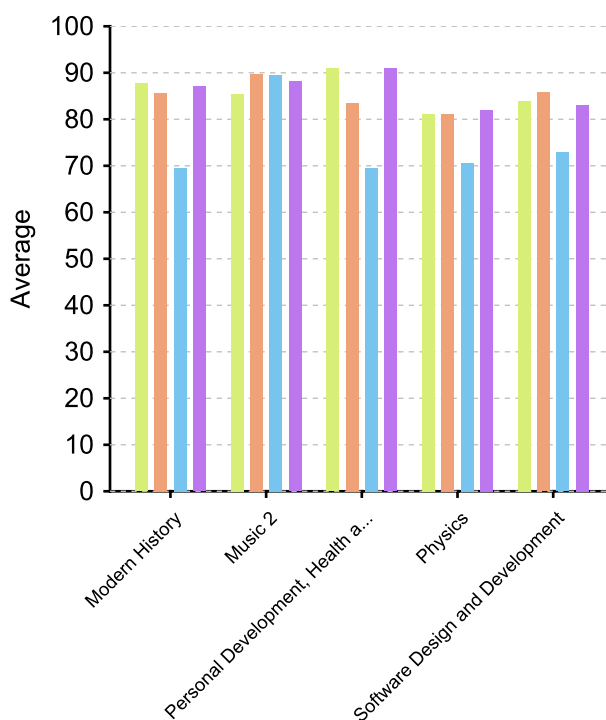
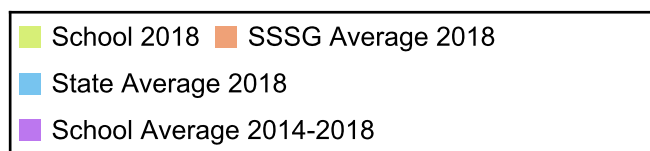
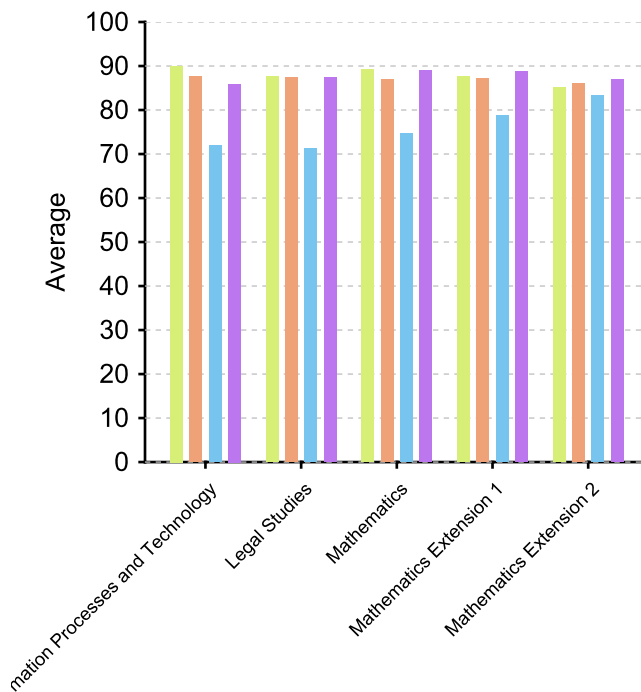
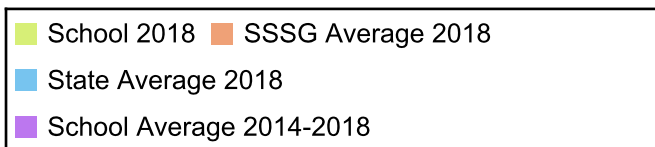
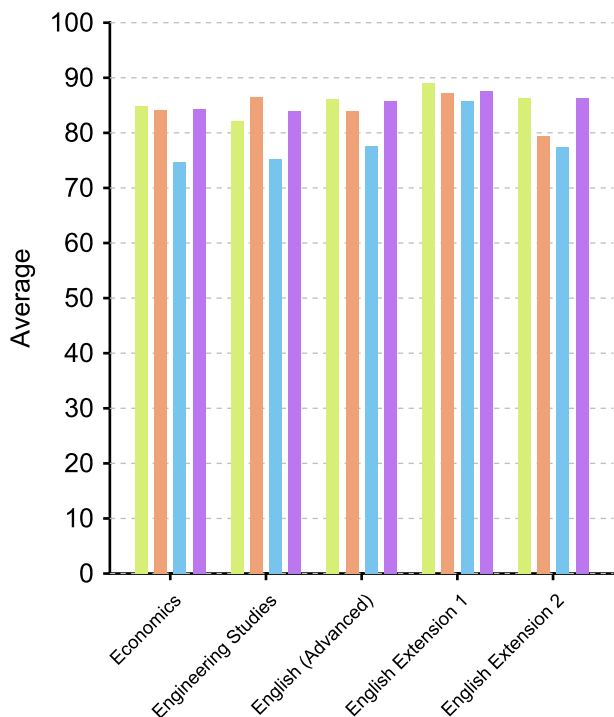
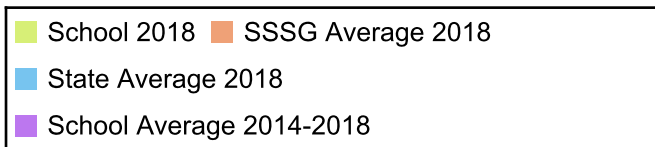
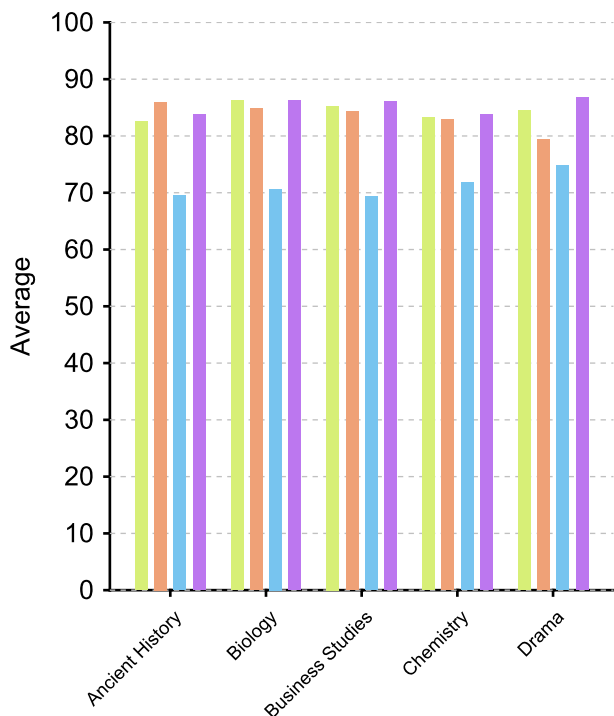
Numeracy results at Fort Street continue to be excellent and way above state results.

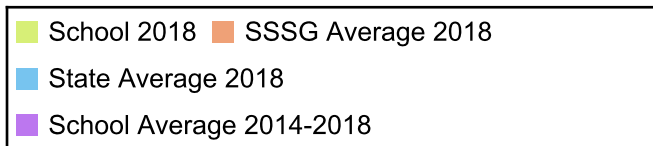
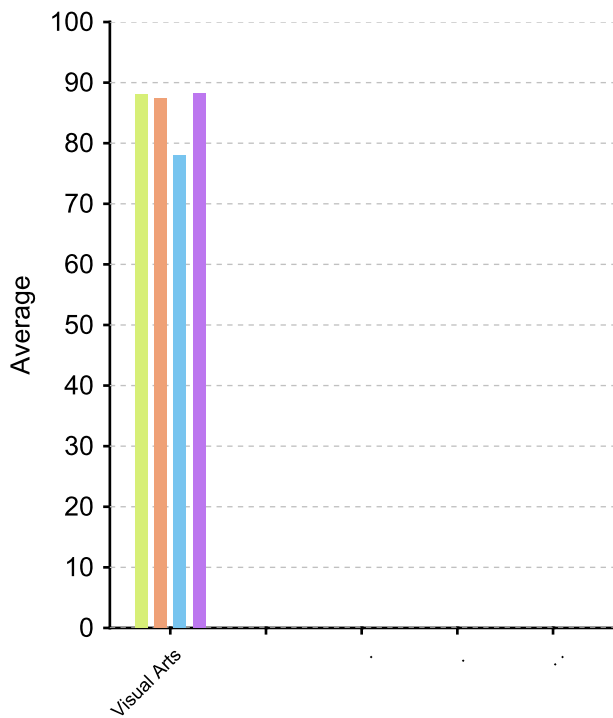
100% of Year 7 students scored in the top 2 bands for Numeracy which has been consistent over the past four years.

In Year 9 over 99% of students scored in the top two

Higher School Certificate (HSC)

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





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	82.5	86.0	69.5	83.7
Biology	86.3	84.8	70.7	86.3
Business Studies	85.3	84.4	69.3	86.1
Chemistry	83.2	82.9	71.8	83.8
Drama	84.5	79.4	74.8	86.8
Economics	84.8	84.1	74.7	84.3
Engineering Studies	82.1	86.6	75.3	84.0
English (Advanced)	86.2	84.0	77.5	85.7
English Extension 1	89.1	87.3	85.8	87.5
English Extension 2	86.4	79.5	77.4	86.3
Information Processes and Technology	90.0	87.6	72.0	85.9
Legal Studies	87.7	87.3	71.2	87.4
Mathematics	89.3	87.0	74.8	88.9
Mathematics Extension 1	87.7	87.2	78.7	88.7

Mathematics Extension 2	85.1	86.1	83.3	86.9
Modern History	87.7	85.6	69.5	87.1
Music 2	85.4	89.8	89.5	88.1
Personal Development, Health and Physical Education	90.9	83.5	69.5	90.9
Physics	81.1	81.1	70.6	82.0
Software Design and Development	83.9	85.8	72.9	83.0
Visual Arts	88.1	87.4	78.0	88.1

The performance of the cohort was excellent confirming the school as one of the highest performing schools in the state.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) surveys and evaluations. 54 teachers participated in this. 252 parents completed the 'Partners in Learning' Parent Survey, 801 students completed the Semester 1 and 563 students completed the Semester 2 survey (Year 12 had already completed High School at that time).

In term 2, Year 7 parent focus groups were held to seek feedback about the school and to further improve the transition process from Primary to High School.

In term 4, the school P&C also commissioned a research report exploring the attitudes towards the use of personal digital devices for non-educational purposes during the school day. This research was conducted by Jocelyn Brewer a registered psychologist and cyberpsychology researcher. Surveys were conducted and focus groups were held for students, parents and staff.

Policy requirements

Aboriginal education

Teaching programs provide a culturally inclusive curriculum across all faculties providing the opportunity for students to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge of the 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

The school has an appointed Anti-Racism Contact Officer and this teacher has received training for this role. In 2018 the school hosted a multi-cultural day celebrated by all students and staff.