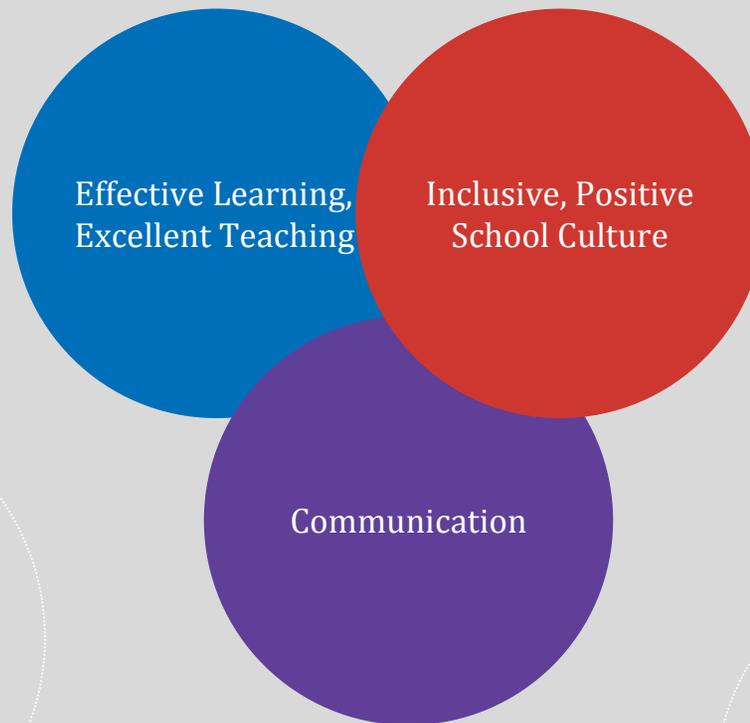


School plan 2015 – 2017

Fort Street High School 8504





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.

School planning process

The school plan has been developed in consultation with staff, students, and parents through various focus group activities and a community forum.

The initial framework of the plan was developed at the annual executive conference. Parent, student and teacher representatives joined in the initial discussions and provided valuable input to the development of the three strategic directions.

The Deputy Principal with carriage of planning met with the Student Representative Council, the P&C, School Council and teachers to further compile the information which framed the directions.

Data from HSC results, student reports and faculty evaluations have assisted in the development of the plan.

A community forum was held at which the purpose statements for each strategic direction were finalised as well as the initial development of people, processes and practices.

The draft plan was presented and discussed at School Council meetings over a period of 4 months.



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.

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.

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.

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.

Evaluation Plan

Develop a Comparative two year study of student work samples and evaluation of key competencies, assessment criteria and marking guidelines.

Improvement Measures

- ❖ Increase HSC Band 6 results by 3 - 5% in each course
- ❖ To establish a growth average based on SMART data greater than +0.5 from the state
- ❖ All students achieve band 8 in NAPLAN Year 9 literacy & numeracy
- ❖ 10% improvement in positive learning experiences as indicated by responses from the "Tell them from me" student survey

People

Students: Learning experiences that further develop the skills, knowledge and understandings through differentiated, challenging teaching and learning environments.

Staff: Enhanced capacity to effectively implement differentiated **GAT** teaching strategies.

Parents/Carers: Development of their knowledge of giftedness and of GAT education strategies to further support their child's learning.

Staff: Training to ensure knowledge and understanding of minimum standards for literacy and numeracy. Feedback for students is effective and explicit. Opportunity for student self-reflection is embedded in assessment procedures.

Students: Develop a better understanding of the importance of self-reflection and the need to review and apply constructive **feedback**.

Staff: Enhanced capacity to provide connected-curricular experiences that develop students' teamwork, leadership, creative, critical and ethical skills.

Students: Connected curricula programs that explicitly teach and develop their teamwork, leadership, creative, critical and ethical skills.

Processes

1.1 All teaching staff to undertake Mini COGE GATs education course through GERRIC UNSW. Continued practice for new staff

1.1a Teaching programs across all KLAS are refined and enriched to incorporate latest GERRIC research

1.2 Develop guidelines for teachers to use when giving feedback for tasks with a focus on literacy (reading and writing)

1.2a Embed as integral part of assessment tasks opportunities student reflection on feedback and plan their learning

1.3 Design and implement a connected curricular project in Year 8 that develops students' teamwork, leadership and problem solving skills and gives them the opportunity to be creative, critical, and ethical thinkers.

Products and Practices

- ❖ Increase HSC Band 6 results by 3 - 5% in each course
- ❖ To establish a growth average based on SMART data greater than +0.5 from the state

Practice: Teachers use various GAT strategies to differentiate the learning in their classrooms with particular focus placed on cusp students.

Product: Increased student engagement in learning resulting in improved percentage of Band 6 results in the HSC

- ❖ All students achieve band 8 in NAPLAN Year 9 literacy & numeracy

Practice: Students regularly reflect on their own learning and their personal goals including on assessment tasks. Staff provide regular opportunities for student self-reflection and goal setting.

Product: Students demonstrate greater self-awareness of their learning capabilities and greater direction in their learning

- ❖ 10% improvement in positive learning experiences as indicated by responses from the "Tell them from me" student survey

Practice: Students are regularly given opportunities to develop creative and critical thinking skills across all KLAS.

Product: Teaching and Learning programs, assessment tasks and reports in Stage 4 include creative and critical thinking skills.

Strategic Direction 2: Inclusive, Positive School Culture

Purpose

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

Improvement Measures

- ❖ Students are involved in at least 2 co-curricular activities
- ❖ 5% of staff indicate an increased opportunity to participate in a positive school culture
- ❖ 10% improvement in students self-motivation in Years10-12 'Positive changes' in the Tell Them from me surveys - supporting students

People

Students: Have opportunities to become involved in the wider community and value these

Staff: Work to facilitate student leadership opportunities and recognise student involvement

Parents: Develop an understanding of the importance of co-curricular activities in building a stronger school community and are encouraged to become involved in the school community

Staff: Develop a clear understanding of roles in the school and are encouraged to take them on

Students: Develop an understanding of resilience and actively engage in wellbeing programs including High resolves, Connected Curricular, Peer Support, Mental Health & PS Challenge

Staff: Enhance their capacity to utilise Sentral to track student wellbeing and develop an understanding of resilience programs to provide students with support

Parents: Develop an understanding of resilience programs and provide students with support

Processes

2.1 Formalise organisation and recording of co-curricular activities and recognition of student involvement

2.1a Map student wellbeing on a continuum Year 7-12 through Sentral

2.2 Develop clear opportunities for staff to take on roles beyond the classroom

2.3 Investigate and develop wellbeing programs, including positive psychology that can be implemented across all stages

Products and Practices

- ❖ Students are involved in at least 2 co-curricular activities

Practice: Students are encouraged to become involved in the wider community
Product: Students are involved with the wider community either externally, through co-curricular activities, or through embedded programs within the school, and are supported by staff evidenced by systematic tracking of student participation

- ❖ 5% of staff indicate an increased opportunity to participate in a positive school culture

Product: All Staff have opportunities to contribute to a positive school culture
Practice: Staff are supported effectively in their ability to take on leadership and co-curricular roles across the school

- ❖ 10% improvement in students self-motivation in Years10-12 Positive changes in Tell Them from me surveys for supporting students

Product: Students have less anxiety, are able to manage problems effectively and feel supported by the school community
Practice: Teachers provide assistance for students experiencing problems Monitoring of reporting of intervention on Sentral

Data from 'Tell then from Me' survey used to develop improved management strategies to support students

Strategic Direction 3: Communication

Purpose

To strengthen communication channels and interaction between all groups within the school community

Improvement Measures

- ❖ 50% increase in the number of hits on the new improved website to access information about the school's policies and procedures
- ❖ 100% of staff use Sentral in a consistent manner
- ❖ Feedback from communication surveys indicate that the school community believe that there is effective communication.

People

Staff:

Develop teams for Sentral Portal and Website. Work collaboratively to prepare content and branding for the school website.

Parents/Carers: Develop an understanding of the school's processes and procedures.

Students: Utilise the student portal and DEC email as an effective means of communication

Staff: Actively engage with students and parents via Sentral portals.

Parents/Carers: Engage and support parents to develop their knowledge and understanding of their child's learning.

Students: Develop student knowledge, skills and understanding of new communication channels

Staff: Develop an understanding of new procedures to recognise student achievement. Student and staff achievement is recognised

Parents/Carers: Work in partnership with the school to support student learning and engagement through attendance at information nights & the presentation and celebration of student work

Processes

3.1 Evaluate, refine and implement a system for regular updates and current information to be uploaded onto the website.

3.2 Implementation of Sentral package for student attendance, reporting and all aspects of student academic and wellbeing monitoring, including student and parent portals. Data from Sentral is used for parent interviews.

3.3a Evaluate and refine current parent information evenings

3.3b Investigate evaluate and then implement most effective modes of communication -social media, school newsletter, website and email

Products and Practices

❖ 50% increase in the number of hits on the new improved website to access information about the school's policies and procedures

Product: Updated, functional and informative website used by the school community.

Practice: Formal systems established to facilitate regular updates to the school website.

❖ 100% of staff use Sentral in a consistent manner

Product: Communication between the school, staff, students and parents is embedded into the daily running of the school (PXP, Wellbeing, Reporting)

Practice: Sentral; Parent & Student portals are consistently utilised as a means of communication.

❖ Feedback from communication surveys (including TTFM) indicate the school community believe that there is effective communication.

Product: Increased level of participation of parents at information evenings and events

Practice: Formal structures establish stronger connections and partnerships within our school community