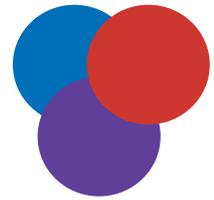


FORT STREET HIGH SCHOOL

ANNUAL REPORT



2015



8504

Introduction

The Annual Report for 2015 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.



David Osland

Relieving Principal

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School background

School vision statement

The school's motto underpins the values and expectations of this great school. **faber est quisque fortunae** (*each person is a maker of his destiny*)

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 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. Nine hundred and thirty six 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 using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout the NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our staff at Fort Street High School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. The Framework was discussed at length by the Executive in their meetings and at the Executive Conference where it was measured against the school plan. It was then reviewed at the Term 4 School Development Day by the whole staff, both within and across faculties enabling the whole school staff to discuss and reflect on progress being made across the school. This provides an important overview to ensure our improvement efforts align with Fort Street's high expectations.

In the domain of Learning our focus has been on wellbeing, curriculum and learning. The teaching staff understands that student engagement and learning are integrated. Engaging students in effective learning, developing teamwork and problem solving in order to become creative, critical, ethical thinkers and leaders of the 21st century drives the school's curriculum, learning and teaching. All teaching staff have undertaken GATs education course through GERRIC, UNSW. Programs across all faculties include differentiation strategies to ensure engagement for all students. The continuation of Independent Education Plans for students with special needs and support for our accelerated students increases student engagement. Students requiring IEPs are identified early and parents are an integral part of this process. The growth of student led wellbeing programs such as the Diversity Committee provide an outstanding way to build a culture of trust and respect facilitating positive relationships throughout the school which we believe are sustaining and growing.

Our major focus of in the domain of Teaching has been on collaborative practice for all staff members. School Development Days have had staff presentations of the Australian Curriculum General Capabilities and the pilot Connected Curricula program was initiated to address these, particularly the areas of creative, critical thinking and reflection on learning. Literacy programs have expanded to closely target and monitor students with issues, using data from NAPLAN, assessments and teacher feedback. Professional Development Programs have targeted collaboration with most staff involved in lesson observation between and across faculties to reflect on teaching practice. Tell Them From Me Surveys and year 12 Exit Surveys were part of data analysis to affect decision making for teaching and learning. In this domain the Executive believe we are sustaining and growing.

In the domain of Leading our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year, where we believe we are sustaining and growing, has been due to a strong foundation of leadership capacity. Consultation and analysis of external examination data, surveys, staff/parent consultation meetings to review the school plan against the Schools Excellence Framework to ensure accountability of the school's strategic directions. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

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

The school improved the number of courses where all students achieved either a Band 5 or Band 6 result at the HSC from seven courses in 2014 to 11 courses in 2015. Twenty five of the 32 courses offered at the HSC improved or maintained the 100% goal in 2015. The goal to have all staff trained in gifted Education resulted in 965 of the teaching staff being trained. A connected curricula pilot program for Year 8 was developed in 2015. This pilot incorporates student reflection, critical and creative thinking and builds students abilities to work with others.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of students achieve Bands 5 and 6 in the HSC	<p>The following subjects improved their percentage of combined Band 5 & 6 results in 2015 when compared to 2014 and a 14 year average: Ancient History 85%, English Advanced 84%, English Extension 1 100%, English Extension 2 100%, Mathematics 85%, Mathematics Extension 1 96%, Mathematics Extension 2 100%, Biology 77%, Chemistry 77%, Business Studies (Accelerated) 91%, Legal Studies 84%, Geography 100%, Music Extension 100%, Drama 100%, Visual Arts 100%, French Continuers 100%, French Extension 100%, German Extension 100%, Japanese Continuers 100%, Chinese Heritage 100%, Software Design and Development 100%.</p> <p>Of the subjects that did not improve the Music 2 group achieved a combined total of 86%, History Extension 80% and Modern History 77%.</p> <p>In 2014 seven subjects achieved 100% of students being placed in Bands 5 or 6 and in 2015 eleven subjects achieved 100% of students being placed in either Bands 5 or 6.</p> <p>The amount spent on this area relates to planning days for staff to review their programs and support activities that were included to supplement classroom teaching.</p>	\$26,000
	<p>A third deputy principal was appointed for 2015 with the core responsibilities of Gifted Education and implementation of the Performance and Development Framework. A coordinator of the PDHPE faculty and a coordinator of teacher accreditation and mentoring were also appointed in 2015. These appointments resulted in</p>	\$68,571

	broader leadership capabilities being developed and distributed leadership and management responsibilities.	
Teaching programs across all KLA's will incorporate differentiation.	In 2015 96% of the teaching staff including the Principal and deputy principals were awarded a Mini Certificate of Gifted Education. This required all staff to participate in one full day and two evening sessions totaling 16 hours of coursework through the University of New South Wales GERRIC program. Every participant was required to develop a differentiated unit of work from one of their programs.	\$36,000
Student assessment tasks across the school incorporate student self-reflection and goal setting	This component of the strategic direction was in the planning phase and is concentrating on the development of a connected curricula program for Year 8 that will be trialled during 2016.	\$2000
Stage 4 student reports will include student attainment in creative and critical thinking skills.	This component of the strategic direction was in the planning phase and is concentrating on the development of a connected curricula program for Year 8 that will be trialled during 2016.	\$2000

Next steps

- In 2016 the staff who were not able to complete the GERRIC training last year and staff who are new to the school will complete the Mini Certificate of Gifted Education.
- All staff will be working on expanding the number of differentiated units of work in their programs
- Connected curricula pilot project is introduced and evaluated
- Student critical and creative thinking skills are developed
- Reporting on students ability to think creatively and critically and work as part of a team is trialled
- Staff are trained to assist students with reflection and goal setting
- Course compaction strategies will be reviewed in Science and PDHPE
- Acceleration programs will be reviewed in Science and TAS
- Staff trained in using flipped classroom teaching strategies
- Staff use of Visible Learning, Socratic questioning and other learning routines as part of their daily practice

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

Overall summary of progress

Baseline data was obtained and appropriate approaches decided on that will lead to the implementation of programs that will build resilience and address the heightened levels of anxiety felt by students.

All students now have the level of involvement in the co-curricular program mapped and reported on.

Opportunities for staff to become involved in broader whole school activities that develop their leadership capacity have been mapped and costed.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
School counsellors report a decrease in anxiety levels of students and better management of these by staff	<p>The school reviewed appropriate mechanisms for gathering baseline data and gathered information relating to the measurement of resilience and effectiveness of programs. One member of staff attending Mind Matters training and resulting in an agreed acceptance of entering into a partnership with this organisation. The executive and teaching staff received an introduction to the Mind Matters program as the first stage of deployment.</p> <p>A selection of our other wellbeing programs were reviewed as part of this process. One of the milestones for the first year of this project was the evaluation of the delivery of the Peer Support and Crossroads programs. The results of this investigation have led to the Peer Support program and the Crossroad program being moved from Year 11 into the end of Year 10. The planning for this transition was prepared and the two programs ran across both years.</p>	\$1000
All Students are involved in at least 2 co-curricular activities	<p>The milestone relating to this activity was to investigate the CENTRAL systems capacity to record student co-curricular activities. This led to the establishment of a process that allowed all student co-curricular activities to be recorded and reported on.</p> <p>The second milestone in this section related to the use of social media to promote student involvement in co-curricular activities. The school has established a twitter account which has been promoted throughout the school community and the broader education community. The</p>	\$500

	use of social media has highlighted the achievements and success of students involved in our co-curricular program.	
All Staff have opportunities to contribute to a positive school culture	<p>The milestones identified in this area related to the development of staff in whole school activities to build leadership capacity across the school.</p> <p>These initiatives are funded through the relief from face to face teaching to allow staff to administer and/or participate in the activities. In 2015 staff activities included: leadership of the debating program, Primary Links, development of the timetable, coordination of the Fortian magazine, ensemble leadership in the Instrumental Music Program, leadership of the Senior Drama Performance, sports coordination, leadership and coordination of the Mock Trial team, coordination of the reporting process, leadership of the Robotics program, coordination of the Duke of Edinburgh program and Year Adviser responsibilities across years 7 to 12.</p> <p>Staff also attended professional learning to broaden their leadership capacity. The major initiatives funded to achieve this milestone have been listed under Professional Learning later in this report.</p>	\$72,800

Next steps

- The school will continue to develop its partnership with the Mind Matters program throughout 2016. An implementation team will be formed led by the Head Teacher of Student Services.
- Staff, Students and Parent surveys will be undertaken in Term 1 of 2016 with the results being analysed by the Mind Matters team.
- The results of these surveys will inform the type of programs to be piloted in Terms 2 – 4.
- Students' participation in co-curricular programs will be reviewed during the reporting process for Semester 1. Students not engaged in the school's co-curricular program will be identified and interviewed by the Year Advisers with the intention of identifying opportunities.
- Succession planning and the identification of opportunities for building leadership capacity building amongst the staff will continue to be formalised throughout 2016.

	<p>SENTRAL and the use of the student and parent portal is used to facilitate communication.</p> <p>The outcome at the end of the 2015 school year was that all staff are using the SENTRAL program to note wellbeing issues, all staff are using the SENTRAL program to report on student achievement, staff coordinators of activities are using the SENTRAL system to record student participation and 98% of staff are using the SENTRAL system to record student attendance.</p>	
<p>Feedback from communication surveys indicate that the school community believe that there is effective communication.</p>	<p>The data collected throughout 2015 identified areas to be addressed throughout the remaining two years of the School Plan cycle. Consultation continued through 2015 with the parent group as to the parameters for communication with parents. The main focus for the parents was in the area student homework and assessment in the junior school.</p> <p>This was addressed through the introduction of the student and parent portal through the SENTRAL program and the appropriate training for staff, parents and students in this areas.</p> <p>The school opened a Twitter account in 2015 and developed the framework for a static facebook page. This engagement through social media was a proactive action taken by the school to broaden the access to current and future activities undertaken at the school.</p>	<p>Nil – undertaken at parent meetings</p>

Next steps

- Engage a consultant to produce a style manual for the school rand
- Engage a website development company to renew the school’s web presence including mobile platforms.
- Develop and build the school’s social media presence
- Refine the use of the Student and Parent portal and ensure that all staff are using this appropriately.
- Continue training for all parents and students in the use of the portal
- Continue consultation with parents so that their expectation can be identified
- Meet parent expectations where is it educationally responsible to do so
- Expand the parent and student community understanding of learning science

Key initiatives and other school focus areas

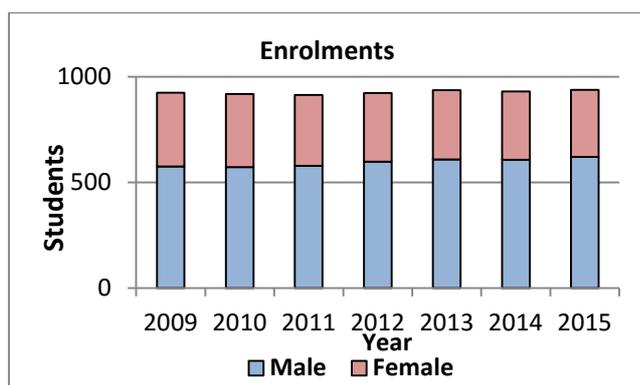
This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

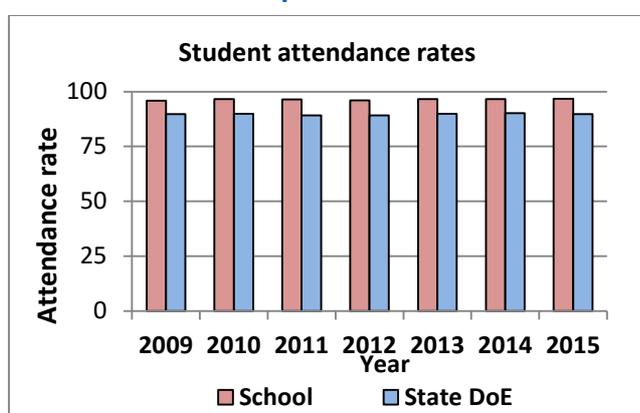
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>NORTA NORTA funding was used to hire a tutor/mentor for the school's Aboriginal student to strengthen engagement and confidence especially in Mathematics.</p> <p>The RAM funding was used to support our Aboriginal student's organisation skills.</p>	<p>As part of the NORTA NORTA evaluation there has been an identified improvement in the self-esteem and level of confidence as reported by the tutor/mentor. There has also been an improvement in the organisational abilities demonstrated by the student as reported by the staff.</p>	<p>RAM \$613</p> <p>NORTA NORTA \$1749.71</p>
<p>English language proficiency funding</p> <p>Year 7 Literacy classes</p>	<p>Literacy classes for Year 7 students were timetabled enabling targeted literacy programs to be delivered to every student in the year. This differentiated program addressed the individual needs of every student.</p>	<p>RAM \$7,584</p>
<p>Socio-economic funding</p> <p>Student assistance and technology support.</p>	<p>Students from low socio-economic backgrounds were able to participate fully in all school activities.</p> <p>A pool of laptops was purchased to support low socio-economic background students access to technology.</p>	<p>RAM \$19,104</p>
<p>Low level adjustment for disability funding</p> <p>Learning centre staffing</p>	<p>The school's Learning Centre was able to be staffed five days a week to support students with low levels of disability.</p>	<p>RAM \$37,683</p>
<p>Support for beginning teachers</p> <p>Reduced face to face teaching load and provision of a mentor</p>	<p>Beginning teachers were provided with a reduced face to face teaching load and a mentor to allow them to develop their teaching practice.</p>	<p>GTIL \$16,000</p>

Student information

Student enrolment profile



Student attendance profile



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment	0	0	0
TAFE entry	0	0	0
university entry	0	0	99
other	0	0	1
unknown	0	0	0

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, seven students undertook the Financial Services vocational education course and one student completed the Hospitality vocational education course. The equated to 4.7% of the year undertaking vocational education courses.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1.4
School Administrative & Support Staff	12.2
Computer network support	1
Total	77.6

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One member of staff identifies as being Aboriginal.

Teacher qualifications

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

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

Professional learning and teacher accreditation

As an academically selective school we decided our main focus for the professional learning for 2015 was to have all teachers undertake a mini Certificate of Gifted Education through GERRIC (Gifted Education Research Resource and Information Centre). This required a significant allocation of funds \$30,300 and was delivered via a 16 hour course by UNSW GERRIC staff over 3 sessions. It was a solid foundation of instruction for staff and is informing current classroom practice and will be embedded into future programming. Our Teacher Professional Learning (TPL) funds totalling \$42,100 were spent in a variety of areas in line with staff requirements for their development:

\$18 000	Quality Teaching
\$7 500	Syllabus Implementation
\$9 600	Welfare & Equity
\$2 000	Literacy & Numeracy
\$4 000	Career development
\$1 000	Beginning Teachers

This training included Critical Literacy in Science, Tool Kit for GATS differentiation, Making Maths Meaningful, Generation Next-Mental Health & Wellbeing, Mind Brain Education Conference, Cold War Study, Supporting Teachers Seeking Accreditation.

All staff do attended School Development Days:

Term 1 – GERRIC training and High Resolves training

Term 2 – NCCD, Student Welfare, Professional Development Framework

Term 3 – GERRIC training and High Resolves

Term 4 – Evaluation of School Plan, Analysis of HSC results, Embedding GERRIC into programs.

Beginning teachers were provided with reduced face to face teaching on their timetables. We also appointed a Head Teacher Accreditation and Mentoring who oversaw the accreditation process within the school.

Financial Information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Funds received through the Resource Allocation Model

Component	RAM
Base	7,958,659
Location	-
Other Base	7,958,659
Equity	105,185
Aboriginal	613
Socio-Economic	19,104
Language	7,584
Disability	77,884
Equity Transition	-
Targeted Total	29,119
Other Total	264,674
Total	8,357,637

Financial Summary for the Year Ended 31 December 2015

2015 Actual (\$)

Opening Balance	1,546,387
Revenue	10,252,076
Appropriation	8,454,733
Sale of Goods and Services	295,283
Grants and Contributions	1,455,973
Investment Income	46,086
Gain and loss	-
Other Revenue	-
Expenses	(9,814,690)
Recurrent Expenses	
Employee Related	(8,316,963)
Operating Expenses	(1,497,727)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	437,386
Balance Carried Forward	1,983,773

School Performance

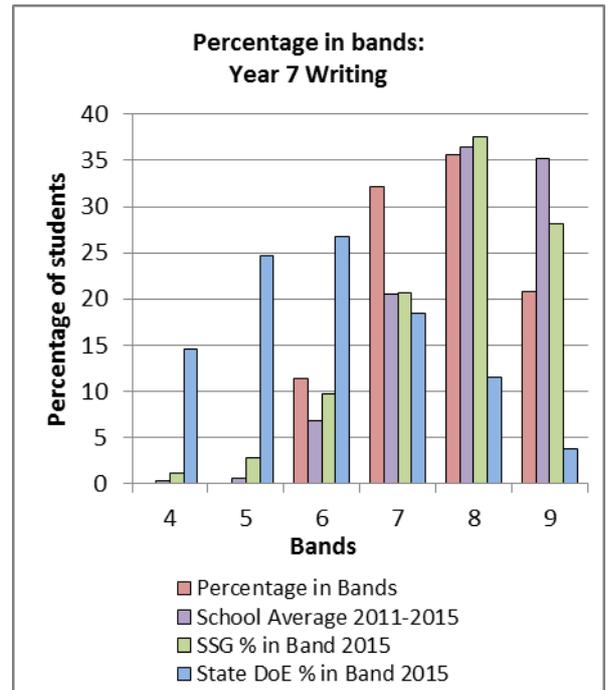
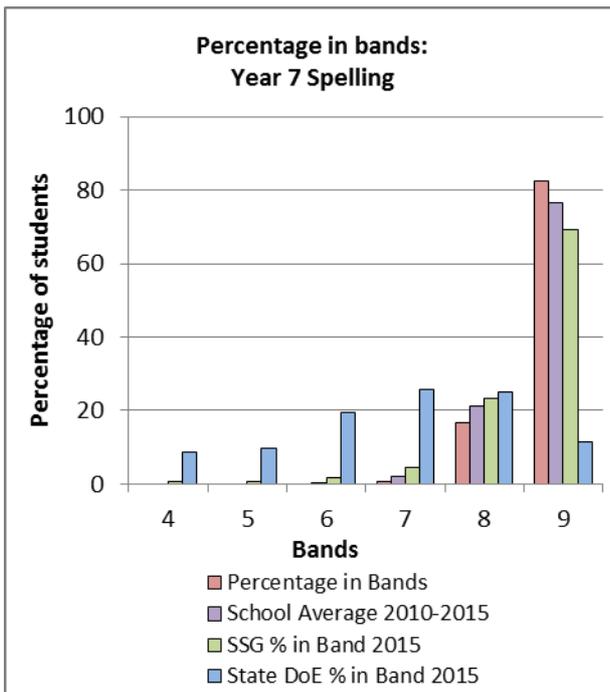
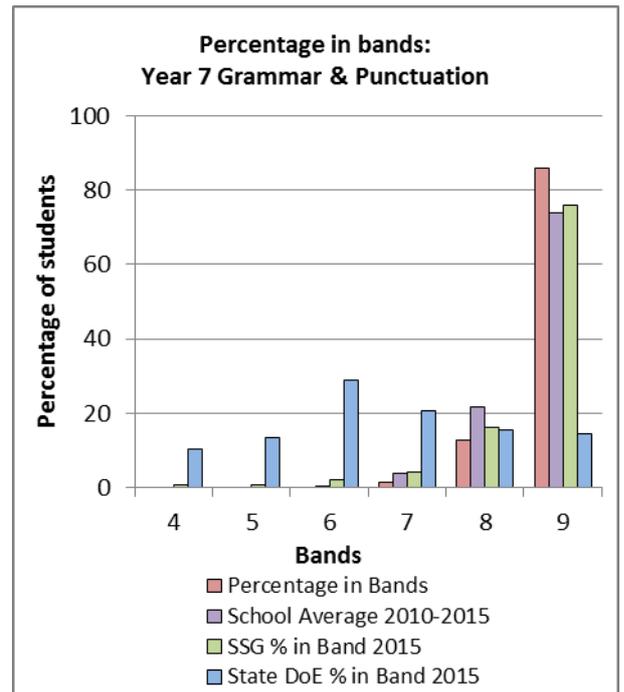
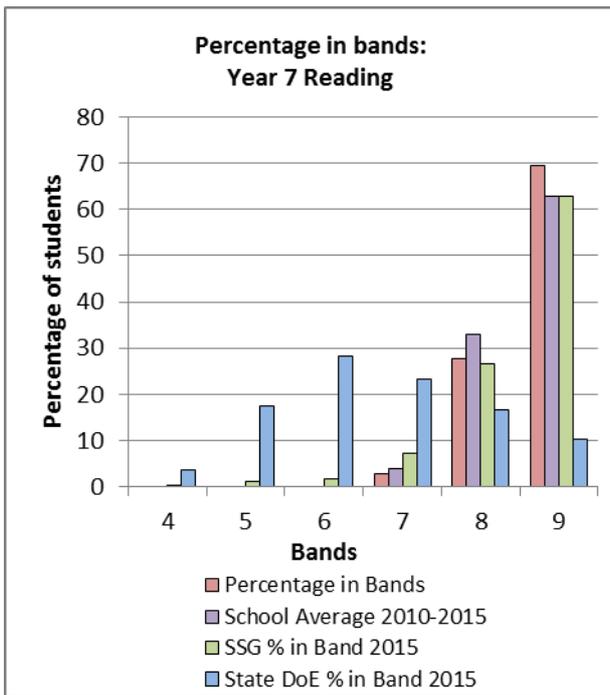
NAPLAN

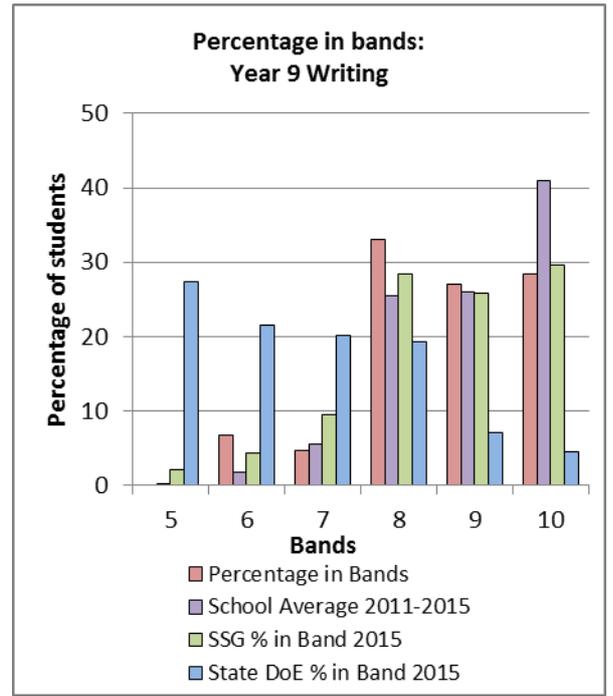
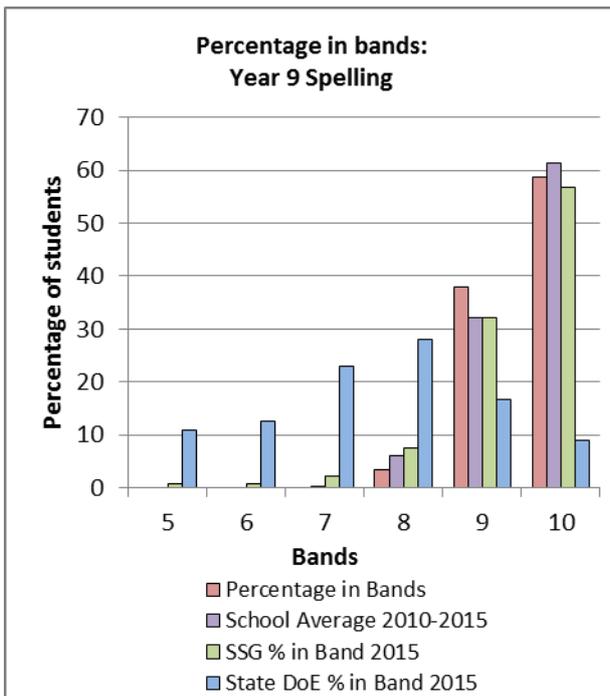
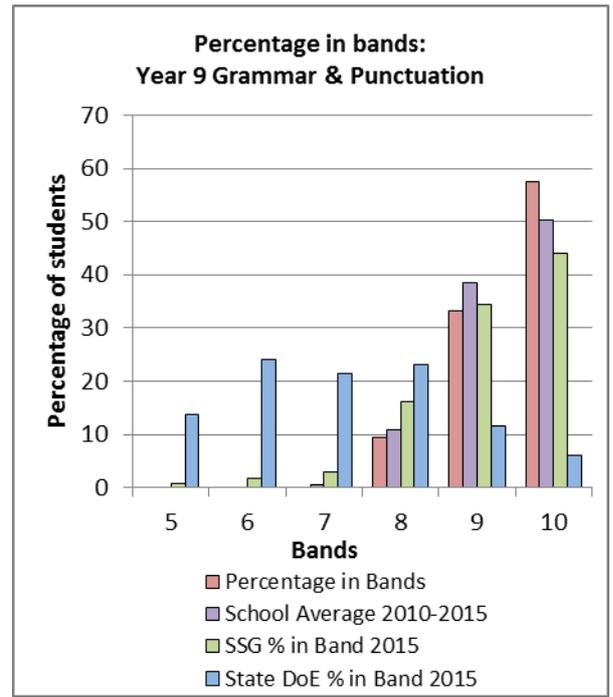
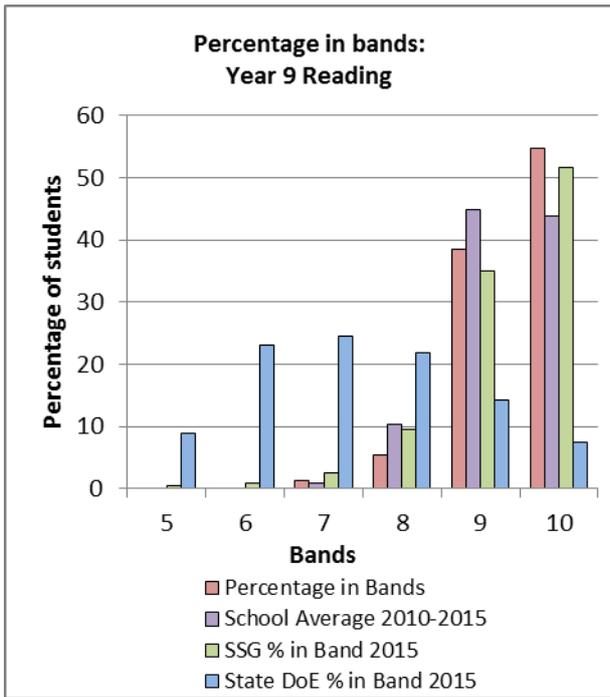
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Every student in Years 7 & 9 achieved above the national minimum standards.

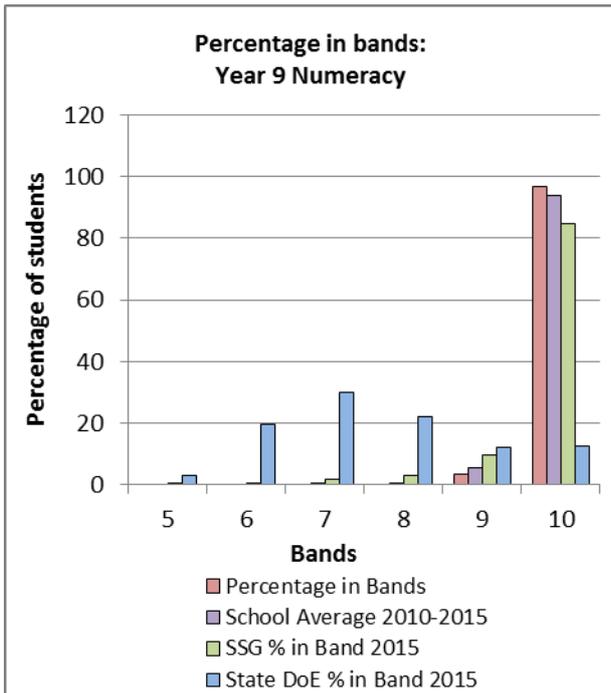
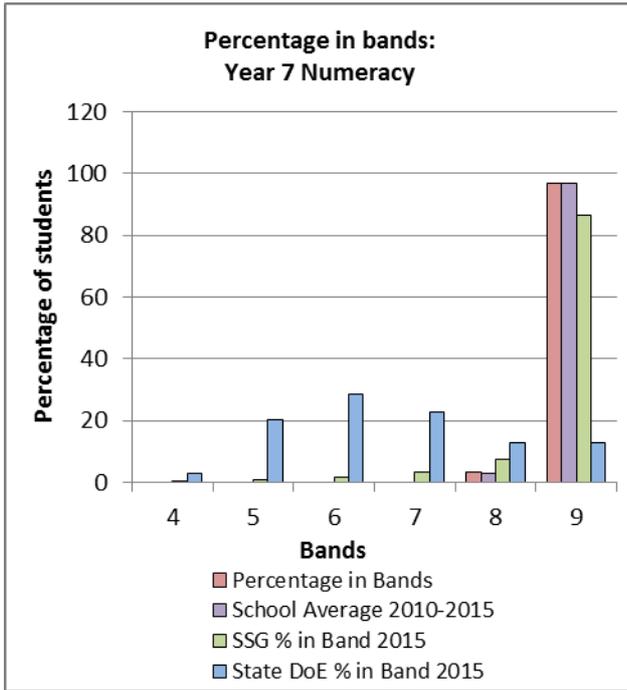
In Year 7 student achievement informed our programming and allocation of resources. While our students are very strong in numeracy, reading, reading, spelling and punctuation there is an identified reduction in student achievement in the area of writing. This is being addressed through a range of courses with significant programs in English and Social Science.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



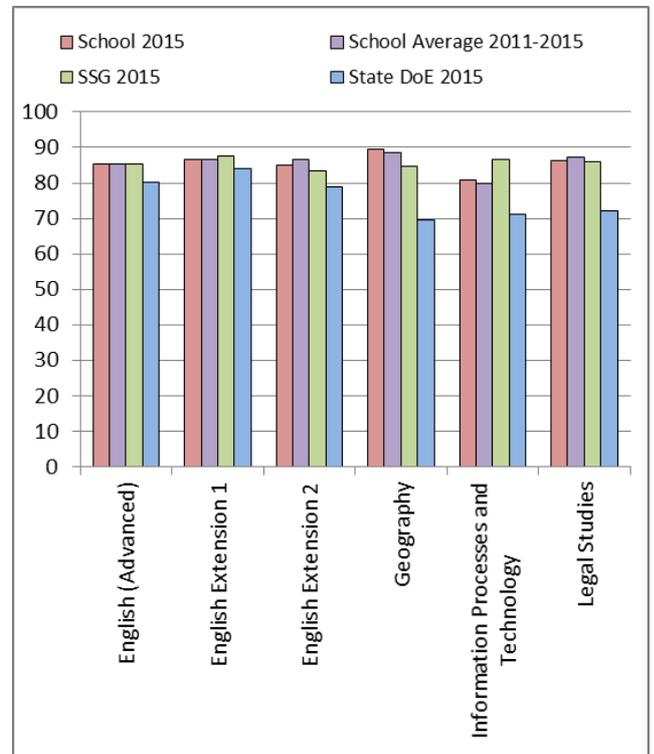
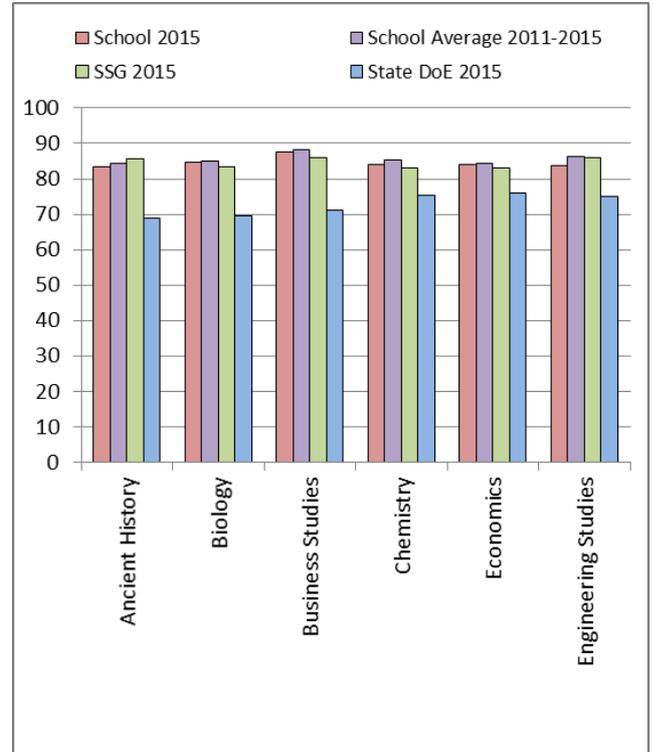


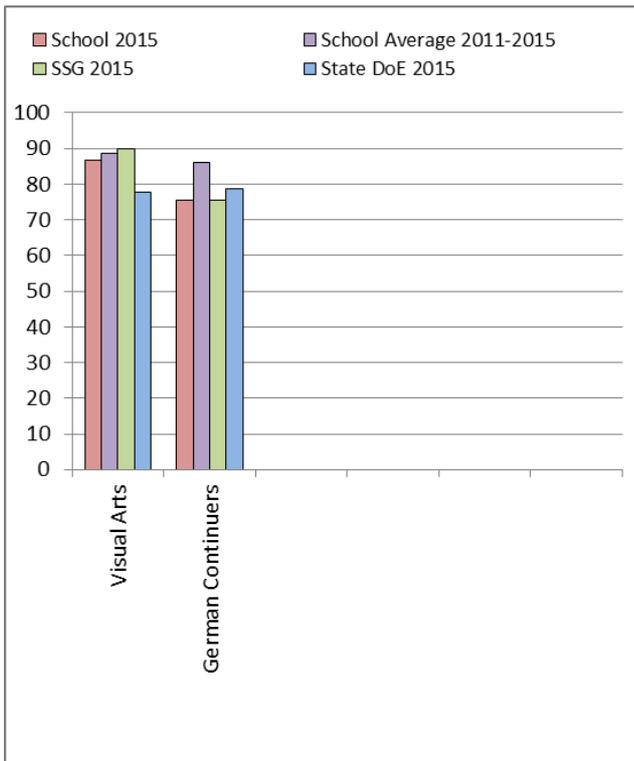
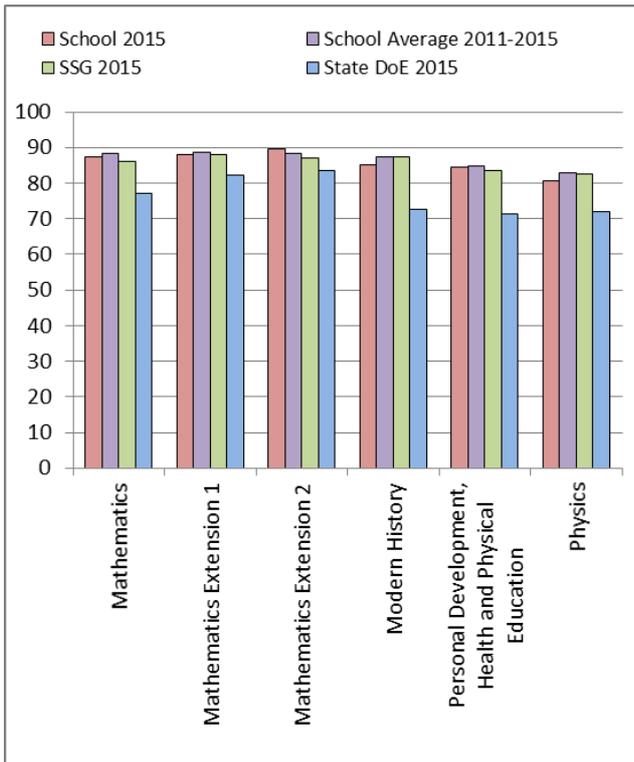
NAPLAN - Numeracy



Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

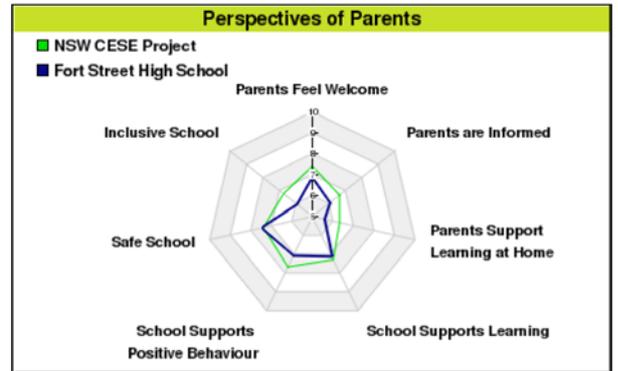




Parent/caregiver, student, teacher satisfaction

Parent Feedback

183 parents completed the Tell them From Me survey in 2015. The results of the survey are shown on the radar chart below.



Results show that parents of students at Fort Street High School agreed that Fort Street High School was a safe school that supported student learning but indicated lower levels of satisfaction than parent groups of other schools completing the survey in some areas. Detailed reports highlighted opportunity for improved communication between home and the school. Communication is a strategic direction of the school plan.

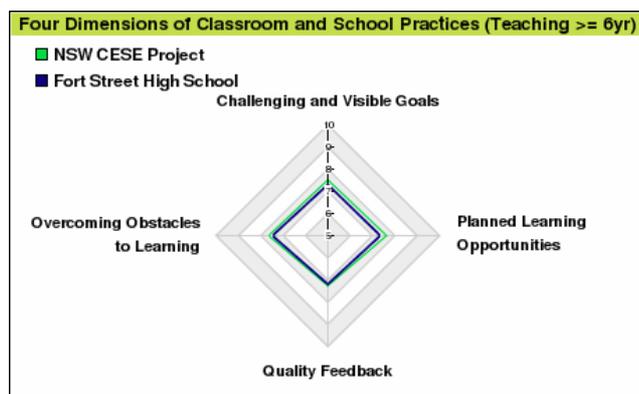
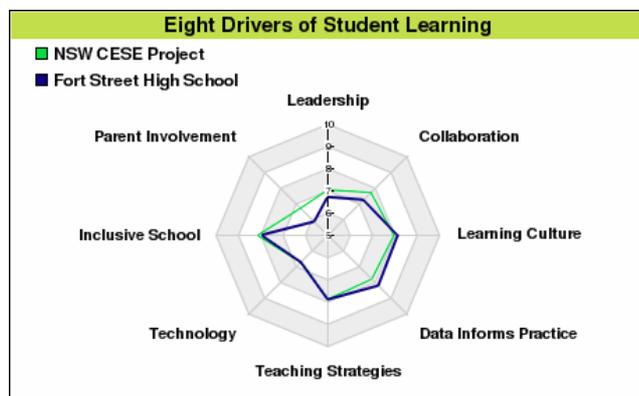
Student Feedback

In 2015, 250 students took part in Tell Them From Me survey. The survey highlighted that there is a positive sense of belonging and a sense of positive relationships from the majority of students. The data indicated that as the students moved through the school they valued the schooling outcomes a little less than when they first entered the school. Students are intellectually engaged and find learning interesting, enjoyable and relevant and students try hard to succeed in their learning.

Students are mostly happy with their life and 75% of students had high levels of academic self-concept. Students report that they find classroom instruction relevant to their everyday lives and that important concepts are taught well. They go on to report that they find the class time to be used efficiently and that homework and evaluations support learning.

Staff Feedback

Fifty staff took part in the Tell Them From Me survey for teaching staff. This data reflects the parent data indicating that there was room to increase the amount of parent involvement. The data reported in the areas of collaboration and leadership show there is a need to investigate the disparity.



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 traditions and holistic world views. English, History and Social Science faculties have creative approaches to this requirement of the curriculum and position students to understand key issues from Aboriginal and Torres Strait Islander perspectives. 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.

Multicultural Education and Anti-racism

Multicultural texts are an integral feature of English programs in Stages 4, 5 and 6 in order to give students a rich understanding of other cultures, histories and their cultures through the study of literature. Each stage also has programs where students have undertaken the mandatory study of at least one Asian text to engage with this culture so personally relevant to many of our students.

Language students immerse themselves in the culture of their chosen language with many activities including food and customs, and History and Social Science faculties have programs which explore multicultural Australia.

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

Germany, France and Japan are a major part of the school calendar each year. In 2015 students from Fort Street High school participated in the cultural exchange program with our sister school in Tokyo. Students stayed with host families from Sugunami Sogo High School and then undertook a cultural tour visiting Kyoto and Hiroshima.

Students and their families also hosted visiting students from our sister schools in Germany and France.

As part of awareness raising of student responsibility towards others the Year 9 charity committee raised over \$3000 dollars to support the children of Nepal after the earthquake.

The school continues to develop an inclusive and responsive environment as we include more cultural groups into our community. In 2015 a prayer room was established for practising Muslim students.

The school continued to have an Anti-Racism Contact Officer (ARCO) in 2015. The ARCO proactively addressed issues through consultation with the students.

Other school programs

Annual cycle of faculty evaluation

In 2015 the Social Science faculty took part in the annual cycle of evaluation.

The Social Science (SS) faculty is the sixth faculty to be formally evaluated under the school evaluation policy. The three areas for evaluation were:

- Gifted and Talented strategies
- Literacy in Learning
- Assessment Strategies and Feedback

The evaluation took place throughout Term 3, 2015, consistent with the school policy, and used the following tools:

- Surveys of staff, students and parents;
- Lesson observations (2) of each SS teacher;
- SS staff interviews;
- Review of SS faculty documentation (curriculum and programs, and assessment).

The Social Science faculty falls within the Key Learning Area of Human Society and Its Environment. The school continues to keep Social Science separate from History and this was confirmed in 2015 after consultation with the school council and school executive. The Social Science faculty delivers the following courses: Stage 4 – Mandatory Geography, Stage 5 – Mandatory Geography, Elective Geography and Commerce, Stage 6 – Economics, Geography and Legal Studies. In 2013 the faculty commenced teaching Business Studies as an accelerated subject to students in Years 9 & 10.

Students studying courses in this faculty have been very successful in external competitions such as the Australian Geography Competition and the MoneyStuff competition. Over the past six years students undertaking a courses at HSC level in this faculty have published ranks through BOSTES.

Faculty Strengths

The leadership of the Social Science faculty has remained stable with only one change in the past 25 years. Within the faculty there is significant experience and depth of knowledge within specific subject areas. Under the leadership of the current Head Teacher the staff actively review their approach to teaching and learning.

Within the faculty staff take an active role in a variety of activities across the school. One member of the faculty currently holds the Acting Head Teacher Accreditation role working with staff from across the school. Three other members of the faculty are current members of the school's Wellbeing Team and hold positions of either Year Adviser or Assistant Year Adviser. Another member of the faculty has been a prior Year Adviser and leader of the school's SRC.

Half the faculty have had experience outside of the school in another career. This brings a broader understanding and life experiences to the faculty.

Gifted and Talented Education

There is evidence of best practice to engage gifted students, including through the differentiation of the curriculum and open ended discussion and tasks. The combined result of the research indicates that students are challenged at an appropriate level with the overwhelming majority of information supporting the appropriateness of the delivery styles. There is evidence of higher order skills being developed in the

students in a safe and challenging environment. There was also evidence of pre-testing being used in some classrooms.

Literacy in Learning

Literacy activities were observed in classrooms and the staff could articulate why they were included in their teaching and learning practice. Although these activities were incorporated into lessons or discretely taught students were always aware of the difference between the literacy based activity and their other learning. There is a common approach to literacy structures within the faculty. The Topic, Explain, Evidence, Link (TEEL) approach is used for paragraph structure and was observed across a range of classes.

Assessment Strategies and Feedback

The assessment strategies are viewed differently by students from Stage 4, 5 and 6. Constructive feedback on learning is provided by all staff in the classroom. Students value constructive feedback and staff often provide detailed written feedback which is appreciated by senior students. At times students felt that there were differences between the type, quality and quantity of feedback from staff depending on the staff member and/or student. Clear direct instructions, explanations are usually provided. Focused self-reflective oriented questions and peer feedback are also used.

Recommendations

Gifted and Talented

- Staff understanding of the theoretical approaches taken in Gifted and Talented education will be enhanced through their engagement with the GERRIC program.
- Collegially review and update teaching and learning programs, units of work (variety and length) and assessment programs, tasks and activities to identify where new content and GATS strategies could be included such as differentiation.
- Continue to develop peer review of learning through observation and include structured observation that link with the AITSL standards.

Literacy in Learning

- Continue to expand the use of the literacy structures currently in use.
- Communicate to the parents and other staff the approaches taken in Social Science classrooms to encourage parent support for classroom initiatives.

Assessment Strategies and Feedback

- Research current theory concerning providing appropriate feedback to students on learning;
- Conduct an audit on feedback practices and then review and revise student feedback policy;

practices and strategies to ensure all students receive appropriate feedback;

- Ensure all students receive appropriate feedback;
- Explore how to use student logs to record activities undertaken when working in groups;
- Provide students with peer feedback skills.

Instrumental Music Program

The school's Instrumental Music Program continues to make an outstanding contribution to the development of the students at the school. Close to 300 students took part in this program in 2015 providing opportunities for growth and success at a range of levels.

IMP Competitions and Festivals 2015 Results

NSW School Band Festival

Fort Street High School Big Band

Don Burrows Secondary School Open Big Band Event - **Bronze**

Fort Street High School Concert Band

Graham Lloyd Secondary School Concert Band Event - **Bronze**

Fort Street High School Training Band

George Dreyfus Secondary School Concert Band Event - **Gold**

Fort Street High School Wind Orchestra

David Stanhope Secondary School Concert Band Event - **Silver**

Sydney Eisteddfod

Fort Street High School Symphony Orchestra

Section: 281 - Robert & Elizabeth Albert

Community Youth/Secondary School Orchestra **2nd place**

Fort Street High School Wind Ensemble

Section: 295 Secondary Premium Concert Band **Highly Commended**

Fort Street High School Big Band

Section: 292 - Intermediate Secondary Stage Band - **Highly Commended**

Fort Street High School Jazz Ensemble

Section: 290- Secondary School Jazz Band **2nd place**

Fort Street High School Stage Band

Section: 291 - Secondary Premium Stage Band **2nd place**

Fort Street High School Senior Percussion

Ensemble Section: 287 - Secondary School Percussion Ensemble - **1st place**

Fort Street High School Chamber Choir

Section: 115 - Youth Chamber Choir **3rd place**

Fort Street High School Chamber Choir
Section: 110 - Australian Choral Grand Prix
1st place: Jury & Audience + Australian Composer/Arranger)

Fort Street High School Chamber Choir
Section: 111 - John Lamble Australasian
Championship for Youth Choirs - **1st place**

The Instrumental Music Program's (IMP) inaugural tour to Europe to place in 2015 allowing students opportunities to perform in Vienna, Graz, Bled, Venice, Florence and

Rome. One of the many highlights of this tour was their performance in St Peter's Basilica. Sixty six students and five staff made this tour an amazing success.



RoboCup Junior Australia competition

The Robotics program also continues to grow and have a positive impact on the students. Fort Street has had a proud history of robotics, returning with at least one trophy every year from the national and state competition since 2012, capping it last year with six. The students primarily participate in two events; the RoboCup Junior Australia (RCJA) competition: Rescue, where robots must navigate an obstacle course, concluding with locating and rescuing soft drink cans (victims), and Soccer, where two robots a side play off and the winner is determined by the highest scoring team. However, our success this year was measured in category domination, where the team of Aidan Kemp and Kevin Zhu won 1st place, Lindsay Small took 2nd place and Victor Kuo, Brendon Li and Alex Guan achieved 3rd place in the lightweight soccer division during the NSW open at the end of August. Kevin Zhu took part in the National competition in Adelaide and won 1st place in the lightweight soccer competition

