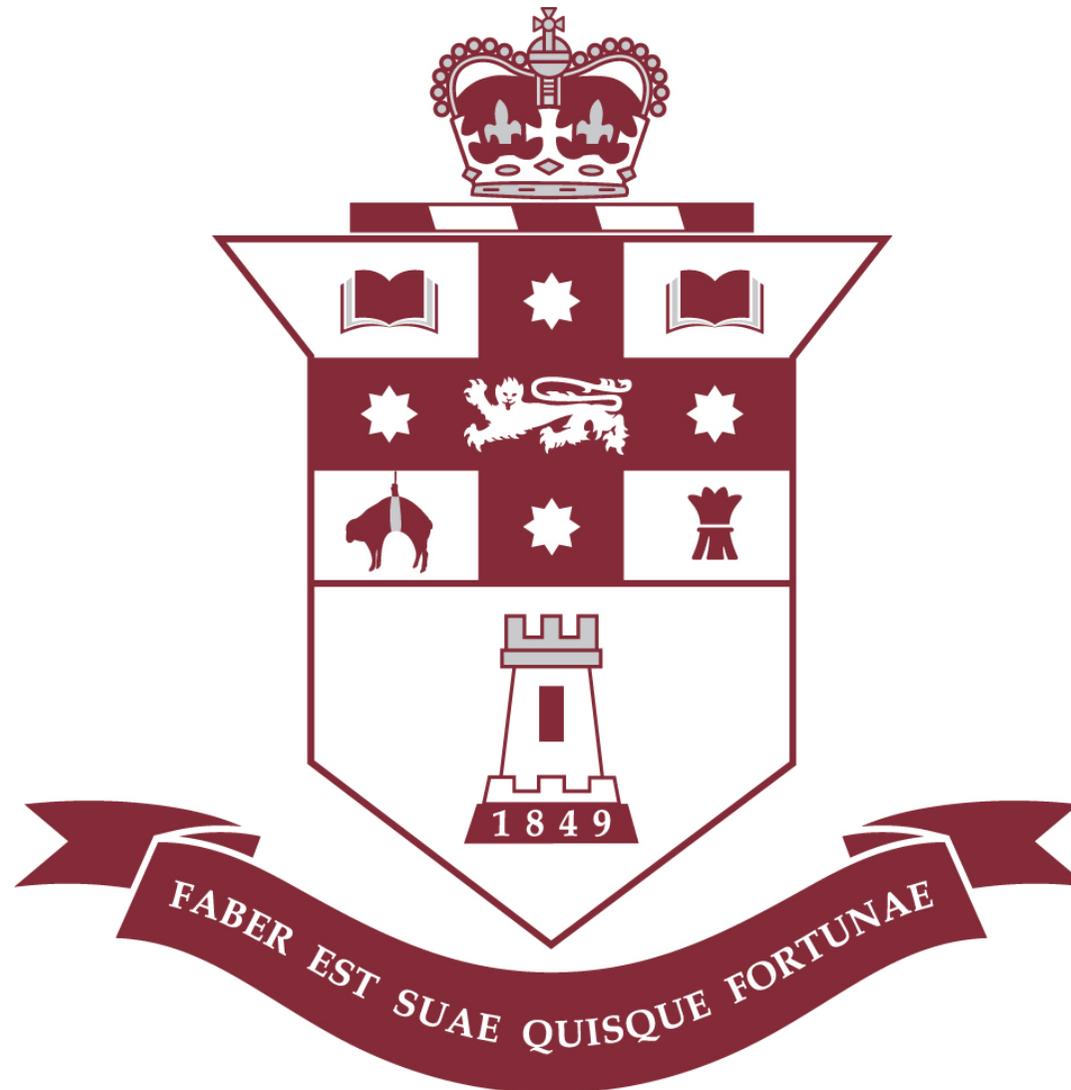


School plan 2018-2020

Fort Street High School 8504



School background 2018–2020

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.

School planning process

The school plan has been developed over a period of four months in consultation with staff, students, and parents through various focus group activities.

The school underwent external validation in term 3 of 2017 after which the senior executive developed an initial framework for this new plan based on the outcomes of the validation process. Parent, student and teacher representatives joined in the initial discussions and provided valuable input to the development of the three strategic directions.

The Relieving Principal met with the Student Representative Council, the P&C, School Council and teachers to further compile the information which framed the directions, people, processes, practices and products.

Data from HSC results, student reports and faculty evaluations have assisted in the development of the plan. The draft was presented at the annual executive conference for finalisation of details and planning of milestones.

The final plan was presented to all stakeholders.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellent Teaching, Effective Learning

Purpose:

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



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.



STRATEGIC DIRECTION 3

Partnerships for Learning

Purpose:

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

Strategic Direction 1: Excellent Teaching, Effective Learning

Purpose

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

Improvement Measures

Literacy

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

SEF: Progress towards Excelling: NAPLAN

Numeracy

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

SEF Progress towards Excelling: Curriculum Provision

Differentiation

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

SEF Progress towards Excelling: Differentiation

ALARM:

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

People

Students

Students understand and value the importance of writing to their overall success.

Students build skills to work collaboratively.

Staff

Staff understand clearly the writing demands and opportunities within their learning areas.

Staff build skills in implementing collaborative learning approaches in their classrooms.

Staff use data confidently to differentiate curriculum and assessment, and to provide targeted intervention.

Leaders

Leaders provide professional learning to build teacher skills in implementing evidence based teaching and learning strategies and collaborative learning approaches.

Leaders build the capacity to lead staff in the meaningful analysis and use of data.

Processes

Improving Writing:

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

Collaborative Teaching Practices:

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

Personalised Learning:

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

Evaluation Plan

- Student and teacher "Tell Them From Me" surveys
- School reports
- Internal survey data
- External data analysis

Practices and Products

Practices

Project-based learning tasks are utilised to develop critical and creative thinking skills to formulate authentic solutions to real world problems.

Cross faculty cooperation and observation fosters creative and collaborative learning experiences.

Teachers will utilise evidence based strategies to explicitly teach students how to improve their writing (ALARM, Effective Feedback and PBL).

Teachers will use student referral systems and will access support plans for academic and social support of students with identified needs.

Products

Students display the high level literacy skills necessary to succeed in the HSC and beyond.

Project based learning, inquiry learning and problem solving strategies form a regular part of students' learning experience.

Teaching and Learning programs are data informed and differentiated for individual student learning needs..

Strategic Direction 2: Inclusive, Positive School Culture

Purpose

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

Improvement Measures

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

SEF Maintenance of Excelling: Planned Approach to Wellbeing

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

SEF Progress towards Excelling: Behaviour

People

Students

Students build inter and intra-personal skills through involvement in curricular, co-curricular and wellbeing programs.

Staff

Staff receive training in skills to implement proactive approach to wellbeing, and have regular, planned opportunities to put their skills to use with students.

Leaders

Leaders develop an integrated approach to student wellbeing, and evaluate existing policies, practices and programs against this approach.

Leaders build and foster a culture where are staff feel valued and appreciated.

Processes

Whole School Wellbeing:

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

Student Voice/Leadership:

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

Building Capacity/Educational Leadership:

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

Evaluation Plan

- Tell them from me survey results
- Internal survey and focus group data
- Sentral records
- Mapping of leadership opportunities for students and staff

Practices and Products

Practices

Students build positive relationships and resolve conflict in both face-to-face and online environments.

Teachers have a deep understanding of the APST, the Performance Development Framework, and are actively engaged in refining their skills and progressing through the stages of these standards.

Products

A holistic, proactive approach to student wellbeing is integrated across the school's curricular, co-curricular and wellbeing programs.

A safe, productive working and learning environment allows staff to grow personally and professionally.

A well-developed induction program for new teaching staff to the school.

Strategic Direction 3: Partnerships for Learning

Purpose

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

Improvement Measures

Engaging Students

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

SEF Progress towards Excelling: Differentiation

Engaging Parents

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

SEF Progress towards excelling: Community engagement

Engaging Community

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

SEF Progress towards excelling: Curriculum provision

People

Students

Students interact with the broader community and increase learning engagement within and outside the school environment.

Staff

Teachers develop their capacity to utilise purpose built and flexible learning spaces.

Teachers utilise various communication platforms to engage with parents.

Parents/Carers

Parents are provided with opportunities to engage and communicate with the school through the use various platforms.

Leaders

Leaders allocate resources, support professional development and ensure infrastructure meets the needs of the school community.

Community Partners

Community partners share experiences and expertise that provide opportunities for student engagement beyond the classroom context.

Processes

Engaging Students:

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

Engaging Parents

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

Engaging Community

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

Evaluation Plan

- Student, parent and teacher 'Tell Them From Me' surveys
- Student Focus groups
- Metrics from website, portal and social media platforms
- P&C consultation
- Self-assessment against the Schools Excellent Framework
- School finance

Practices and Products

Practices

Teachers utilise purpose built and flexible learning spaces to challenge and engage students.

Central portals and social media platforms provide effective communication between the school and staff, students and parents.

Opportunities to build learning alliances with a range of community organisations are explored and developed.

Products

Innovative and collaborative teaching practices are taking place in purpose built and flexible teaching spaces.

Parents are utilising a online communication platforms to access information and teaching staff are engaging with parents regarding academic progress of students.

FSHS Alumni Community are involved in a wide range of school events and faculties are engaged in community partnerships to support student learning and engagement.