

2020 Annual Report

Fort Street High School



8504

Introduction

The Annual Report for 2020 is provided to the community of Fort Street High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2020 commenced like no other, the poor air quality resulting from the disastrous fire season over the summer of 2019-2020 affected Fort Street and all outdoor activities, the most significant impact was to school sport with the cancellation of grade sport and most outdoor physical activities. This was followed by intense rain, flooding in parts of the inner west and power outages. It was a huge disappointment that the annual Swimming Carnival had to be cancelled due to storms.

On 27 February the COVID-19 outbreak was declared a national pandemic and by 24 March Fort Street had officially transitioned to learning from home. During this time the students and staff continued to work and study harder than ever. Both students and teachers learned new skills and adapted to classes over Zoom, Google classroom and Microsoft teams.

By the end of May after several timetable variations and a staggered return, all students were back to full time face to face teaching at school. It was wonderful to see how much our students enjoyed being back on campus with their teachers and peers.

Throughout the year restrictions were imposed on excursions, camps, sport, and the playing of musical instruments, chess, and inter-school debating. Singing, interschool sport and many other inter school activities were suspended. Parents were unable to enter the school grounds and teaching staff worked mostly from their classrooms to observe social distancing. Assemblies and year meetings were cancelled for the year and students only came together at the very end of Term 4 for individual year group recognition assemblies.

Among some of the events cancelled were NAPLAN, the IMP Camp, the STEM Tour planned to depart for the United States in late September, the Athletics Carnival and Parent Information evenings.

Despite many events and activities being cancelled throughout the year, much was accomplished at the Fort in 2020. The SRC hosted the first ever Fort Street Halloween event and also put together a week of activities in celebration of NAIDOC Week. Year 12 raised \$22 728.22 participating in the World's Greatest Shave for the Leukemia Foundation and all Bronze, Silver and Gold Duke of Edinburgh hikes, although modified, were able to go ahead in Term 4.

Fort Street successfully held its first online Parent Teacher night. P&C meetings continued to thrive online. The Year 12 graduation went ahead with strict COVID safe planning in place with only 2 guests per Year 12 student allowed to attend. The school created an official school tour video to replace the cancelled school open mornings and annual open evening.

Despite the ever-changing restrictions to the playing of musical instruments and the gathering of ensembles, our IMP students continued with their musical development and they remained connected with each other and their ensemble leaders thanks to the extraordinary leadership and adaptability of our IMP Director Mr Manchester.

2020 also saw the official opening of the newly refurbished School Library which is now filled with natural light and incorporates the Careers Adviser's office, the Learning Centre and a dedicated Senior Study area. The Homework

Centre now operates out of the library every Monday and Wednesday after school with ex-students tutoring current Fortians. The library is packed to capacity every recess and lunch with students reading, playing board games, and studying. The new model of ex-student tutors has proven to be a huge success and will continue to be built upon in 2021.

In 2020 the all-weather outdoor volleyball court was installed, the cricket nets were finally upgraded, unisex change rooms were added to the already refurbished gym change rooms, outdoor water cooler fountains were installed and the old Learning Centre in the Wilkins building was cleared, painted and re-carpeted - the transformation of this space into the new Fort Street Museum is well and truly underway.

Despite an unusual year, the school is confident that the Fortian spirit remains the same and the final HSC results certainly demonstrate that despite the disruptions to school this year, the work done has certainly been exemplary.

School vision

faber est suae 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Progress towards achieving improvement measures

Process 1: Improving Writing:

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

Evaluation	Funds Expended (Resources)
Members of staff from most Faculties have completed training in the ALARM Matrix and some teachers have begun implementing this strategy into their classes however, there has not been a lot of enthusiasm for this strategy and so the uptake has not been great. In the new school plan a broader literacy team has been established who have already begun to look at a whole range of literacy strategies encompassing reading, writing, listening, speaking and EAL/D strategies.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Collaborative Teaching Practices:

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

Evaluation	Funds Expended (Resources)
A Professional Learning Community (PLC) commenced in July 2020 and will continue throughout 2021. The PLC consists of 11 teachers from across the school and from various subject areas. These teachers meet together regularly to improve teaching and learning. The group reflect on their practice	Funding Sources: <ul style="list-style-type: none">• Teacher Relief (\$7200.00)

Progress towards achieving improvement measures

to improve their understanding of assessment for learning (formative assessment) methods. The group is following a structured two-year program developed by Dylan William and involves lesson observations of teacher practice..

Four teachers also undertook Quality Teaching Rounds in Term 4, 2020. Two teachers from this group will participate in this process again in 2021 with two more teachers.

Process 3: 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	Funds Expended (Resources)
Teaching programs across the school now incorporate differentiated strategies and adjusted tasks for students with Personalised Learning Plans or for students on case management with the Learning Centre. Past Fortians have been hired as Student Learning Support Officers (SLSO) to provide additional support in the classroom or individual/small group lessons in the learning centre for students with Learning Support Referrals. The SLSO support program has been extremely successful and we aim to grow this program in 2021.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$12500.00)

Next Steps

The school will continue to develop whole school literacy, numeracy and EALD strategies in Strategic Direction 1 of the new school plan. Collaborative teaching practices will be further developed and extended to all staff in Strategic Direction 3 of the new school plan.

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

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing:

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

Evaluation	Funds Expended (Resources)
The Wellbeing Roadmap which was finalised in 2019 continued to be embedded into the Wellbeing Team's practices in 2020. Many of the school's regular co-curricular and wellbeing programs had to be put on hold or adapted during 2020 due to remote learning and COVID restrictions, but the roadmap provided a guide for the Wellbeing Team as they sought to adapt or design new programs. A more detailed wellbeing 'Scope and Sequence' was developed in draft form and OneDrive used more extensively to share resources between Year Advisers. The structure of Learning Support and Wellbeing Team meetings was revised in line with recommendations from the 2019 Learning Support Review.	

Process 2: Student Voice/Leadership:

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

Evaluation	Funds Expended (Resources)
In order to provide more opportunities for student voice, the SRC have been given responsibility for running assemblies. Due to COVID restrictions, very few assemblies were held in 2020, but we hope that in 2021 and following years this continues to become a meaningful avenue for student contribution to the school. A group of Year 10 students (many but not all of whom, belonged to the SRC) also took the initiative of surveying the student body regarding issues of wellbeing and engagement that they felt were important. This group presented to the school's executive and their valuable feedback will continue to be used in the school's planning and evaluation processes.	

Process 3: Building Capacity/Educational Leadership:

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Staff handbook and orientation program was developed to assist with the integration of staff new to the school. HT T&L continued to manage accreditation for beginning teachers and one staff member began the process for a higher level of accreditation. Quality Teaching rounds and a professional learning community offered mid-career staff a formal avenue to reflect on and develop their teaching practice. Staff interested in promotions positions were given relieving higher duties opportunities as available.</p>	

Next Steps

There will be a particular continued focus on student voice in the next school plan as we introduce a merit system and look to re-vamp the current house system.

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

Progress towards achieving improvement measures

Process 1: Engaging Students:

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

Evaluation	Funds Expended (Resources)
In 2020 the refurbishment of the Library, Food Technology Industrial Kitchen and Robotics lab were completed. Completion of the The Lecture Theatre and Flexible Learning Space was delayed due to COVID; however, both were completed over the Christmas School Holidays. Elective numbers in Stage 5 for Food Technology significantly increased and student feedback indicates an increased level of engagement in the subject.. Student and teacher engagement with the Library has also been positive. Teachers are using the seminar rooms to facilitate collaborative learning experiences, students, especially seniors are utilising the bookable spaces for study groups during and the introduction of the Learning Centre and Careers has transformed the Library into a student focused hub of learning.	

Process 2: 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.

Evaluation	Funds Expended (Resources)
The implications of COVID meant that more parents were drawn to online platforms and this saw an increase in parent registration of the parent portal. A number of faculties are regularly sending tasks for Years 7-9 to be placed on the student and parent portals, developing processes for this to be more consistent across all faculties is required in 2021. Online resources were	

Progress towards achieving improvement measures

created for subject selection for both stage 5 and 6; these will be improved upon in 2021. Such online resources have had a positive impact in improving communication in that parents who can not attend information evenings now have access to the same information. Curriculum and Assessment booklets have now been created for all year groups 7-12. These handbooks give parents an overview of course content and assessment for each subject are available through the parent and student portals and can be downloaded. Online social media accounts continue to grow steadily. Building a larger team of teachers to post information is required to expand the content and ensure information is shared with the community on a more consistent basis.

Process 3: Engaging Community

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

Evaluation	Funds Expended (Resources)
<p>Many plans for engaging with Alumni was postponed due to the COVID restrictions. As part of the expansion of the Learning Centre the school recruited Fortians to work as Student Learning and Support Officers. This program has been hugely successful in supporting the individual learning needs of our students. Expanding on the strong history and traditions of the school, the Ron Horan Museum has been relocated and curated to provide students and the alumni community with access to the school archives. The museum will be officially opened in 2021. Methods for collecting alumni information was explored this year to increase the collaboration with our community. To date the online resources found have not been viable for our school context. Teachers continue to engage with our recently graduated alumni who return to the school to present, talk about their HSC and university experiences and mentor students in extension subjects.</p>	

Next Steps

Working closely with the P&C to ensure that all members of our community regardless of their language have access to quality and timely information.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	ACTIVITY 1 - \$9 000 ACTIVITY 2 - \$81 636 TOTAL - \$90 636	This funding was used for two separate activities: <ol style="list-style-type: none"> 1. Timetabled Year 7 Literacy periods each week for each Y7 class and an additional Y12 English class 2. Employment of an EALD teacher. The EALD teacher mostly worked out of the Learning Centre with small groups of students and also provided 1:1 tuition support. The EALD teacher also provides support to teachers to differentiate and to adjust learning and assessment tasks for our EALD students.
Low level adjustment for disability	\$90 338	Funding was used to employ a Learning and Support Teacher (LaST) and Student Learning Support Officers (SLSO's). These staff members worked in classrooms to support students and teachers and they also provided small group support and 1:1 Tuition in the Learning Centre. Support included: <ul style="list-style-type: none"> • regular learning and support meetings with wellbeing team and senior executive • regular meetings with students to provide support with study and organisation as well as the submission of homework. Scaffolding of large assessment tasks. • during 'remote learning' the LaST made individual contact with all students and families on caseload. • completion of the annual Nationally Consistent Collection of Data on Students with Disability (NCCD). • coordination of NAPLAN minimum standards tests • coordination of 'Check-in' testing for Years 7 and 9 • case management planning sessions with Students, Year Advisors and Parents to create Personalised Learning Plans (PLPs) for students with additional learning needs. These plans included adjustments and strategies to be used in the classroom.
Socio-economic background	\$24 947	Funding was used to support students in curricular and extra-curricular activities as well as uniform support.
Support for beginning teachers	\$43 443	Beginning teacher funding was used to reduce face to face teaching time in the classroom for 3 beginning teachers in 2020. This funding was also used allow for meeting times to be held with these teacher's allocated mentors and to pay for participation in professional development workshops both internally and externally.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	595	573	573	599
Girls	328	335	335	318

Enrolment was 917 in 2020. There has been a slight decrease in the trend of students with EALD backgrounds which in 2020 was 73%. There were 3 students with an Aboriginal background.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.4	97.8	97.3	97.5
8	96.6	96	96.5	96.3
9	97.3	94.7	95.9	97.3
10	96.6	96.3	95.1	95.3
11	97.7	96.5	95.9	96.2
12	97.1	97.4	97.1	96.9
All Years	97.1	96.5	96.3	96.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	99.4
Other	N/A	N/A	N/A
Unknown	N/A	N/A	0.6

Year 12 students undertaking vocational or trade training

8.12% of Year 12 students at Fort Street High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Fort Street High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,775,074
Revenue	11,174,898
Appropriation	9,796,186
Sale of Goods and Services	227,059
Grants and contributions	1,143,753
Investment income	7,901
Expenses	-11,019,295
Employee related	-9,447,224
Operating expenses	-1,572,071
Surplus / deficit for the year	155,604
Closing Balance	1,930,678

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.

The school has had a number of additional capital works projects that it has been planning to get underway which were delayed due to COVID. These projects have now all been approved and we are currently awaiting SINSW to project manage these.

These capital works projects include; a new covered outdoor learning area in the Rowe Quad which will be fully furnished to accommodate an entire year group of 150 students. Sandstone block tiered seating and retaining wall along the oval, a complete refurbishment the last original science lab and an additional outdoor all weather synthetic volleyball court.

A significant amount of Professional Learning money has also been carried over into 2021 as many of the face to face PL activities that had been planned for were cancelled due to COVID-19.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	206,915
Equity - Aboriginal	994
Equity - Socio-economic	24,947
Equity - Language	90,636
Equity - Disability	90,338
Base Total	8,822,978
Base - Per Capita	218,185
Base - Location	0
Base - Other	8,604,792
Other Total	501,204
Grand Total	9,531,097

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

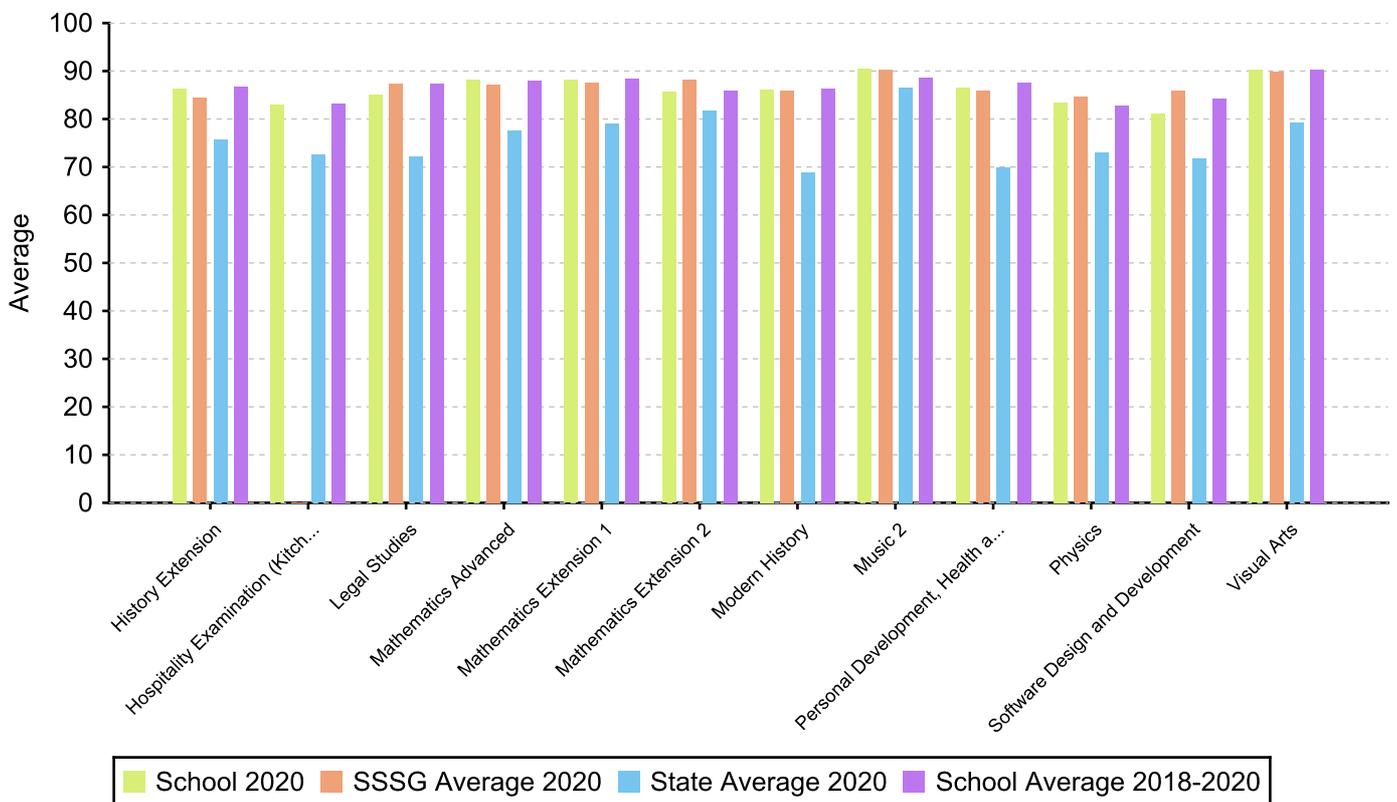
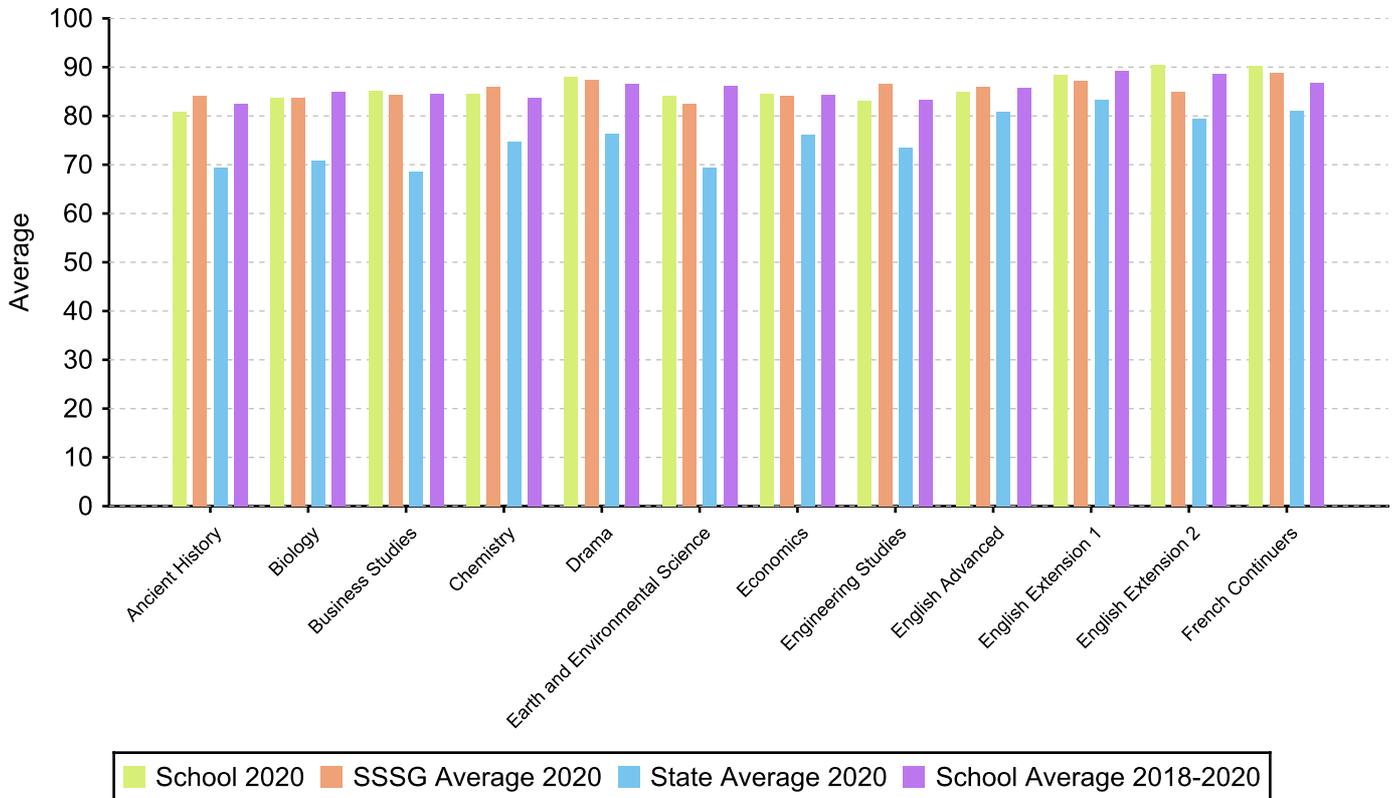
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	80.9	84.1	69.4	82.5
Biology	83.8	83.8	70.8	84.9
Business Studies	85.2	84.3	68.6	84.5
Chemistry	84.6	85.9	74.8	83.8
Drama	88.1	87.4	76.4	86.6
Earth and Environmental Science	84.2	82.5	69.5	86.1
Economics	84.6	84.1	76.1	84.3
Engineering Studies	83.1	86.5	73.6	83.2
English Advanced	84.9	85.9	80.8	85.8
English Extension 1	88.5	87.2	83.4	89.3
English Extension 2	90.5	84.9	79.3	88.6
French Continuers	90.2	88.8	81.1	86.8
History Extension	86.4	84.4	75.7	86.8
Hospitality Examination (Kitchen Operations and Cookery)	82.9	0.0	72.5	83.2
Legal Studies	85.0	87.4	72.1	87.4
Mathematics Advanced	88.1	87.1	77.7	88.1
Mathematics Extension 1	88.1	87.6	79.1	88.4
Mathematics Extension 2	85.6	88.1	81.8	85.9
Modern History	86.1	86.0	68.9	86.4
Music 2	90.4	90.3	86.6	88.7
Personal Development, Health and Physical Education	86.6	85.9	69.9	87.7
Physics	83.5	84.6	73.0	82.8
Software Design and Development	81.1	85.9	71.8	84.3
Visual Arts	90.2	89.9	79.2	90.3

159 students sat HSC exams in 2020, as a school Fort Street was ranked 18th in the state overall.

Dux of Fort Street 2020

Eszter Coombs

HSC All Rounders

24 students achieved a result in the highest band (Band 6 or Band E4) in 10 or more units of courses.

Charlier, Luca, Fu, Julian, Nguyen, James, Cheung, Justin, Gard, Bridget, Nguyen, Sam, Collingwood, Max, Koprinski, Cristina, Skelton, Amelie, Coombs. Eszter, Lee, Anson, Stevens, Tom, Derwent, Edmund, Lenehan Choo, Olive, Vance, Lara, Devine, Cheylon, Liu, Nicole, White, Jaden, Epps, Alexander, Miers, Emily, Yang, Shengya, Faith, Julius, Nguyen, Christine and Young, Jasmin

HSC First Place in Course

Coleman, Jack - Mathematics Advanced

Coombs, Eszter - English Extension 2

HSC Top Achievers

Coleman, Jack - Mathematics Advanced (2nd place)

Coombs, Eszter - English Extension 1 (4th place)

Coombs, Eszter - English Extension 2 (1st place)

Faith, Julius - German Continuers (3rd place)

Grimes, Emily - German Continuers (4th place)

Grimes, Emily - German Extension (5th place)

Huang, Jessica - Chinese in Context (3rd place)

Miers, Emily - Legal Studies (11th place)

Yang, Shengya Daniel - Mathematics Extension 1 (17th place)

HSC Distinguished Achievers

131 students achieved a mark of 90 or above in specific subjects

HSC Showcase Nominations

ArtExpress (Visual Arts)

Selected - Raphael Taib and Alexander Wang

Nominated - Chelyon Devine and Jennifer Shu

OnStage (Drama)

Selected - Tom Stevens (Script)

Encore (Music)

Nominated for Performance - Jamie Kwon, Emily Miers, Max Tosello and Jaden White

Nominated for Composition - Alistair MacDonald, Jaden White and Alexander Epps

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought feedback from the community through the Tell Them From Me surveys conducted for parents/carers, teachers and students (twice). Pertinent results are below.

Parents/Carers

57 Parents/Carers responded to the survey in October 2020. In most areas, parent satisfaction was at a similar level to or slightly below NSW Government Secondary Norms. The lowest score was in the category "Parents Support Learning at Home" (school mean 5.3 compared to NSW Govt Mean 6.3).

80% of respondents agreed with the statement "I am satisfied with communication from the school", and 84% indicated that they would recommend the school to other parents. Parents/carers indicated that they would like the school to provide more information and support in the areas of Study Skills (44%), Mental Health (12%) and Risky Behaviours (11%).

Students

522 students completed the TTFM survey in July 2020 and 530 in October 2020. 73% in July and 74% in October of students indicated a positive sense of belonging (compared to the NSW Govt Norm of 66%). 45%/40% of students indicated that they are intellectually engaged at school, compared to the NSW Govt Norm of 46%/47%. These figures are consistent with previous years' results. Improving student intellectual engagement is a focus of the school's 2021-2024 SIP.

Teachers

33 teachers completed the survey in October 2020. Responses indicated that the school is similar to the NSW Govt norms in the areas of Collaboration (School 7.4, NSW 7.8), Learning Culture (7.7, 8.0) and Inclusivity (7.8, 8.2). Parent involvement (5.1) was significantly less than the NSW norm (6.8). 82% of respondents agreed that staff morale is good and 84% agreed that school leaders are leading improvement and change.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.