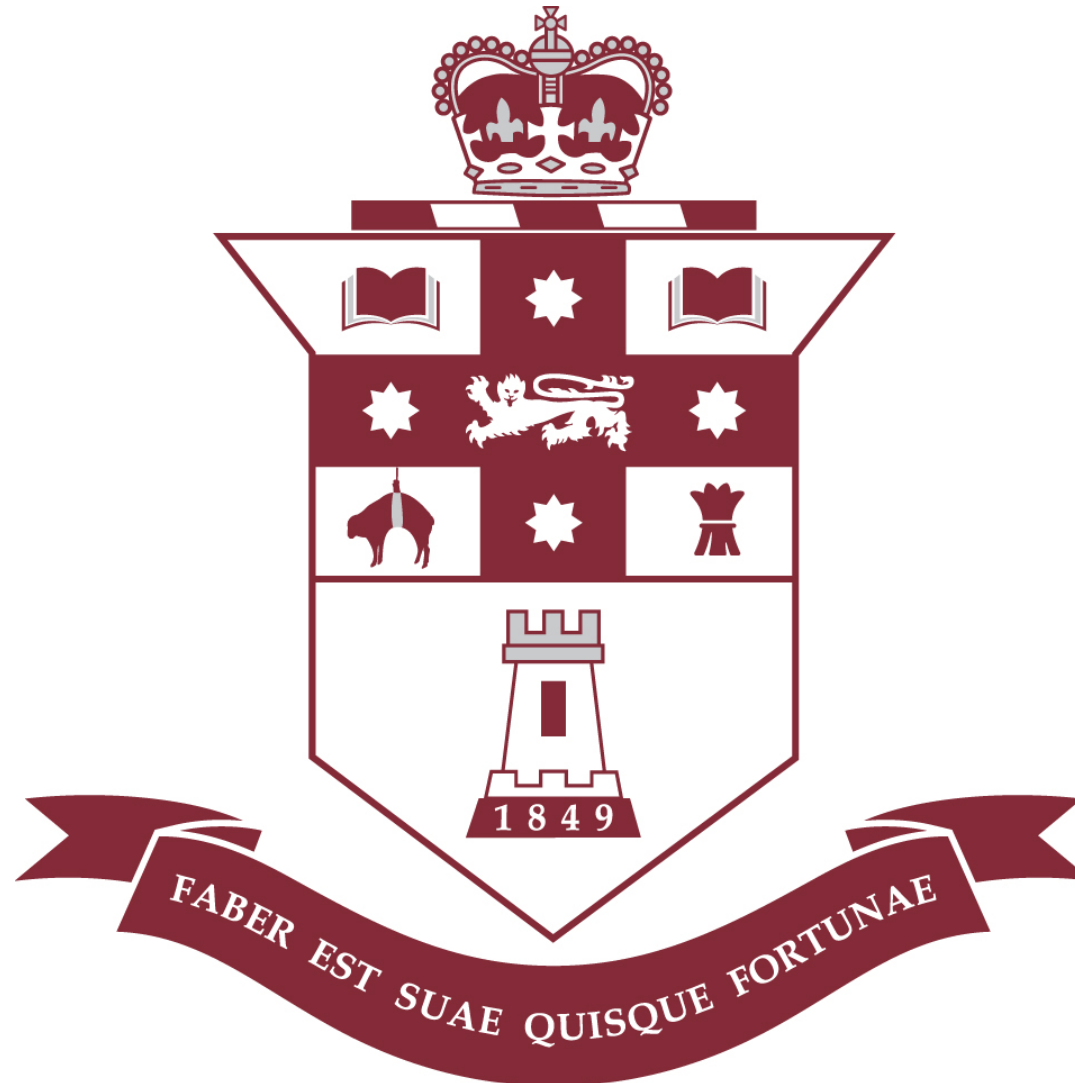


# School plan 2018-2020

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 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, acceptance and school traditions.

2017 culminated in vastly improved HSC results. Students came first in six subjects in the HSC (the best of any school in the state) and the school's ranking (based on band six results) improved from 21st to 12th. Fort Street was publicly congratulated in the media for these outstanding achievements. While the HSC is not the sole measure of a quality education, as an academically selective school, this acknowledgement is a source of great pride for our community.

## 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



**Purpose:**

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

**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.

**Purpose:**

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

# Strategic Direction 1: Excellent Teaching, Effective Learning

<p><b>Purpose</b></p> <p>To engage Fortians as collaborative, effective learners, to become creative, critical thinkers and leaders.</p>
<p><b>Improvement Measures</b></p> <p><b>Literacy</b></p> <p>Improvement in Band 8 Naplan in reading and writing results for Year 9.</p> <p><i>SEF: Progress towards Excelling: NAPLAN</i></p> <p><b>Numeracy</b></p> <p>Improvement in working mathematically including problem solving to ensure continued challenge and maximum learning.</p> <p><i>SEF Progress towards Excelling: Curriculum Provision</i></p> <p><b>Differentiation</b></p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p><i>SEF Progress towards Excelling: Differentiation</i></p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Students understand and value the importance of literacy to their overall success.</p> <p>Students build skills to work collaboratively.</p> <p><b>Staff</b></p> <p>Staff understand clearly the literacy demands and opportunities within their learning areas.</p> <p>Staff build skills in implementing collaborative learning approaches in their classrooms.</p> <p>Staff use data confidently to differentiate curriculum and assessment, and to provide targeted intervention.</p> <p><b>Leaders</b></p> <p>Leaders provide professional learning to build teacher skills in implementing collaborative learning approaches.</p> <p>Leaders build the capacity to lead staff in the meaningful analysis and use of data.</p>
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<p><b>Processes</b></p> <p><b>Literacy:</b></p> <p>Implement whole school, evidence based and data driven approach to developing and refining literacy skills.</p> <p><b>Collaboration:</b></p> <p>Embed creative and collaborative learning opportunities into teaching and learning programs across the school.</p> <p><b>Differentiation</b></p> <p>Implement whole school approach of differentiated curriculum and assessment with focus on improving student engagement.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Tell them from me survey</li> <li>• School reports</li> <li>• Internal survey data</li> <li>• External data analysis</li> </ul>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Student progress and achievement in Years 7 –12 is effectively tracked against learning progressions.</p> <p>Cross faculty cooperation and observation fosters creative and collaborative learning experiences.</p> <p><b>Products</b></p> <p>Students display the high level literacy skills necessary to succeed in the HSC and beyond.</p> <p>Project based learning, inquiry learning and problem solving strategies form a regular part of students' learning experience.</p> <p>Students receive explicitly targeted teaching at point of need in Years 7–12.</p>
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# 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 staff feel valued and appreciated.

## Processes

### Road Map

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

### Anti-Bullying

Develop and implement strategies to prevent, identify and resolve incidents of bullying.

### Staff Wellbeing

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

## Practices and Products

### Practices

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

### 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.

# Strategic Direction 3: Engaging Community

<p><b>Purpose</b></p> <p>To strengthen the school community through improvement of the virtual and physical school environments, and by enhancing relationships with parents, alumni and outside organisations.</p>
<p><b>Improvement Measures</b></p> <p><b>Facilities</b></p> <p>A creative approach has been taken to renovate and/or establish flexible and specialist learning spaces to ensure that student engagement is enhanced and learning is optimised.</p> <p><i>SEF Progress towards Excelling: Facilities</i></p> <p><b>Communication</b></p> <p>Communication between the school and its community is recognised as excellent and responsive through increased parent engagement in school transition programs and online communication platforms.</p> <p><i>SEF Progress towards excelling: Community engagement</i></p> <p><b>Community</b></p> <p>The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.</p> <p><i>SEF Progress towards excelling: Curriculum provision</i></p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Students take ownership of the development of physical and virtual learning spaces.</p> <p><b>Staff</b></p> <p>Teachers develop their capacity to utilise flexible physical and virtual learning spaces.</p> <p><b>Parents/Carers</b></p> <p>Parents are provided with opportunities to engage and communicate with the school through the use online platforms.</p> <p><b>Leaders</b></p> <p>Leaders develop a strategic budget plan for the creation and renovation of teaching and non-teaching spaces.</p> <p><b>Community Partners</b></p> <p>Community partners share experiences and expertise that provide opportunities for student engagement beyond the classroom context.</p>
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<p><b>Processes</b></p> <p><b>Facilities</b></p> <p>Establish flexible learning spaces and upgraded facilities in line with the social and academic needs of the student body.</p> <p><b>Communication</b></p> <p>Enhance the functions of the parent portal and other online communication platforms.</p> <p><b>Community</b></p> <p>Sustain and expand alumni relationships and community partnerships to deepen and enrich student learning experiences.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Student, parent and teacher 'Tell Them From Me' surveys</li> <li>• Student Focus groups</li> <li>• Metrics from website, portal and social media platforms</li> <li>• P&amp;C consultation</li> <li>• Self-assessment against the Schools Excellent Framework</li> <li>• School finance</li> </ul>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Flexible and specialist teaching spaces are utilised by teachers and students to enhance student engagement and achievement.</p> <p>Sentral portals and social media platforms provide effective communication between the school and staff, students and parents.</p> <p>Opportunities to build learning alliances with a range of community organisations are explored and developed.</p> <p><b>Products</b></p> <p>Physical spaces in the school invite community participation, allow for flexible learning experiences and enhance the positive perception of the school in the community.</p> <p>Parents are actively engaged in student learning and achievement.</p> <p>Enhanced connections between students, staff, parents, alumni and wider community reflect an engaged and vibrant school community.</p>
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