

Introduction

The Annual Report for 2019 is provided to the community of James Ruse Agricultural 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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School background

School vision statement

James Ruse Agricultural High School seeks to provide a learning environment that both challenges and supports gifted students to pursue excellence and develop a lifelong passion for learning; and prepares them for responsible leadership and service to society. Our vision is to ensure the development of the whole child ensuring academic success combines with the development of resilience, resourcefulness, critical and creative thinking, personal and social capability and ethical and intercultural understanding. James Ruse Agricultural High School seeks to ensure all students seize opportunities to become successful learners, future leaders, and holistic men and women of wisdom.

School context

James Ruse Agricultural High School is a selective public school that endeavours to nurture the academic, physical, social and emotional well-being of students; instil the core values of acceptance, service, participation, integrity, respect and endeavour (ASPIRE), and promote the importance of Agriculture in the school and the wider community. James Ruse Agricultural High School has 841 students with 97% from non English speaking backgrounds. The school offers a differentiated curriculum with a wide range of enrichment, extension, student leadership and extra-curricular programs for highly gifted students. Our success across all areas of school life is recognised by our high profile in the International Olympiad teams, a multitude of competitions, drama and musical pursuits, presence in ARTEXPRESS, OnSTAGE, Encore, debating and public speaking awards, and zone, regional and state sporting representation. Student wellbeing and the recognition of students as global citizens is catered for by numerous proactive welfare initiatives across all years and a highlight has been the development of the successful High Resolves Leadership Program to complement a highly effective and visible Prefect body and Student Representative Council.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Differentiated Learning

Purpose

Effectively differentiate the curriculum, both within the classroom and in co-curricular activities, ensuring all students are challenged and supported. Specifically targeting:

Highly and exceptionally gifted students.

Underachieving gifted students.

Adjustments for disability.

Embedding of Agriculture.

Literacy and Numeracy

Cross-curricular and STEAM priorities

Differentiated assessment

Improvement Measures

- All teaching and learning programs differentiated to meet the needs of all learners.
- All students achieve in the top bands of all literacy and numeracy components of NAPLAN (Year 9).

Progress towards achieving improvement measures

Process 1: Continue to develop programs / projects to ensure both curriculum and co-curriculum learning is differentiated and literacy, numeracy and STEAM goals achieved.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Has provided many opportunities for Girls in STEAM – need to expand the role next year• Teaching and Learning Team / Year 7 Creative and Critical Program Team created and project for 2020 planned• All teaching and learning programs include Literacy strategies – this will need monitoring in 2020• Do we need a Literacy and Numeracy Coordinator?• 60 Students gained top 10 places in NRMA Challenge – due to the Year 7 Project this will not run next year	

Process 2: Develop enhanced methods of ensuring adjustments are made for students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• This has enhanced communication and student support.• All Teaching and Learning programs include Adjustments for students.• Overwhelmingly positive feedback from Students• A successful implementation phase to support Students – further development in 2020	

Process 3: Evaluate and monitor attendance patterns and ensure students are engaged in learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Needs better follow up and systems to monitor attendance• Within one week, improved punctuality across whole school	

Progress towards achieving improvement measures

- Useful information shared with Principal for future school planning
- More opportunities for student leadership and enhanced support

Process 4: Continue development of formative assessment and review of new Stage 6 assessment strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Faculty Programs and Assessments conform to NESA guidelines• Increased number of Staff programming and writing new Assessments• Greater focus on process of learning rather than outcomes• Teaching and Learning HT is liaising with Head Teachers to create a Junior Assessment Schedule	

Process 5: Continue to embed Agriculture in teaching programs and cross-curriculum programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All faculties amended programs to reflect some focus on Agriculture	

Strategic Direction 2

Explicit Teaching

Purpose

Our purpose is to ensure all teachers have the capacity to deliver a differentiated curriculum to all learners and are also committed to identifying and implementing the most effective teaching methods to meet the needs of gifted underachievers.

Improvement Measures

100% of all teachers report confidence in their capacity to differentiate the curriculum.

All identified underachieving students are on Learner Profiles and achieve their nominated short term goals.

All identified students on Learner Profiles to show improvement in learning and / or social outcomes.

Progress towards achieving improvement measures

Process 1: Develop skills in data analysis to assist in identifying underachieving students and develop the most effective strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff have greater understanding of data to inform planning.• Ongoing discussion linked to results and support for underachievers• Support classes in English provided for underachievers in 10–12.	

Process 2: Prioritise professional learning and collegial sharing to aid differentiation of the curriculum, ensure adjustments and priorities of literacy and numeracy are achieved.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Collegial sharing as a result of cross faculty discussion in teams.• Increased differentiation in programs to be evaluated in 2020.	

Process 3: Encourage communication and support of underachieving students through the leadership of the Wellbeing Team.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• These have provided valuable information and strategies for staff.• Ensure underachieving students have been consistency monitored and supported.• The use of Sentral to record and share ILPs provides valuable information for support strategies.	

Strategic Direction 3

Leadership and Community

Purpose

Our purpose is to create a culture where all staff and students aim to achieve their personal best and develop the personal capabilities and values needed for future success. We aim to engage the community in the provision of a holistic education. We are committed to the development of instructional leadership to facilitate whole school improvement and the growth of leadership of all staff and students.

Improvement Measures

Increase in community awareness of the importance of striving for personal best and the provision of a holistic education.

Increase in the number of leadership opportunities undertaken by staff and students.

Successful accreditation of at least one teacher at highly accomplished or lead.

Successful promotion of staff.

Progress towards achieving improvement measures

Process 1: Focus professional learning aligned to the APST and our personal development plans on developing skills of instructional leadership in all teachers and leadership skills in all staff and students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A number of staff were able to Relieve in HT or DP roles.• Committees leadership to be re-evaluated in 2020.• Prefect camp to define new prefect roles and to plan for school service.• SRC led ASPIRE day and report at assemblies.	

Process 2: Through the delivery of curriculum, co-curriculum, wellbeing and leadership programs, we will endeavour to develop the personal capabilities of students and the ASPIRE values.

Evaluation	Funds Expended (Resources)
A increased number of students involved in leadership of extra curricular groups.	
A more structured approach to the accountability of students leaders at Ruse.	

Process 3: Utilise evidence based research and data analysis to drive school improvement and the advocacy of our gifted students.

Evaluation	Funds Expended (Resources)
Will be a focus in 2020.	

Process 4: Upskilling and development of non teaching and teaching staff to ensure successful succession planning.

Evaluation	Funds Expended (Resources)
SAM mentoring was very successful.	
A number of staff received promotion.	
PL funding spreadsheet indicates a larger volume of staff undertaking PL.	

Progress towards achieving improvement measures

Greater upskilling of SASS staff.

This needs to be further developed in 2020.

Process 5: Continued development of connections, networks and engagement within our school and also with the wider community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Afternoon teas for class of 1969 and 1979 and data base of interests to further relationships.• There have been numerous opportunities to develop connections with local schools eg Ginko, instructional rounds, YA visits to feeder schools, NRMA competition, sporting gala days, prefect afternoon, competitions.• Streamlining of parent groups allowed for more effective communication and organisation of events.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$84,602	<p>The LAST was involved in supporting students with low-level disability. This involved regular meetings and the writing of ILPs..</p> <p>The wellbeing conference involved professional learning for Year Advisers and resulted in a revised wellbeing program with a specific focus on students with low level disability. More importantly of a cover sheet for Faculty programming was designed. This means that teachers can highlight what adjustments they are making for each student (using appropriate NCCD terminology).</p> <p>The ICT support allowed for a more consistent use of Sentral to record information about students who need adjustments for low-level disability.</p>
Socio-economic background	\$9,817	Some specific students benefitted from these funds in order to attend events at school and outside of school. Some students, in financial need, were provided with essential items in order to access the school curriculum.
Support for beginning teachers	\$36,798	Our beginning teachers were well supported through induction and 4 teachers received their proficient teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	472	463	460	460
Girls	371	378	375	375

Student attendance profile

School				
Year	2016	2017	2018	2019
7	98.7	98.9	98.3	98.7
8	98.2	98.1	97.7	97.9
9	98.2	97.7	97.6	97.4
10	97.3	97.5	96.5	96.8
11	97.9	98	97.3	97
12	96.6	96.2	96.3	96.4
All Years	97.7	97.7	97.2	97.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at James Ruse Agricultural High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at James Ruse Agricultural High School expected to complete Year 12 in 2019 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)	9
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.48
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,686,360
Revenue	11,124,589
Appropriation	8,802,451
Sale of Goods and Services	272,778
Grants and contributions	2,023,947
Investment income	25,413
Expenses	-10,840,819
Employee related	-8,337,251
Operating expenses	-2,503,568
Surplus / deficit for the year	283,770

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	94,418
Equity - Aboriginal	0
Equity - Socio-economic	9,817
Equity - Language	0
Equity - Disability	84,602
Base Total	7,954,862
Base - Per Capita	195,899
Base - Location	0
Base - Other	7,758,963
Other Total	572,942
Grand Total	8,622,223

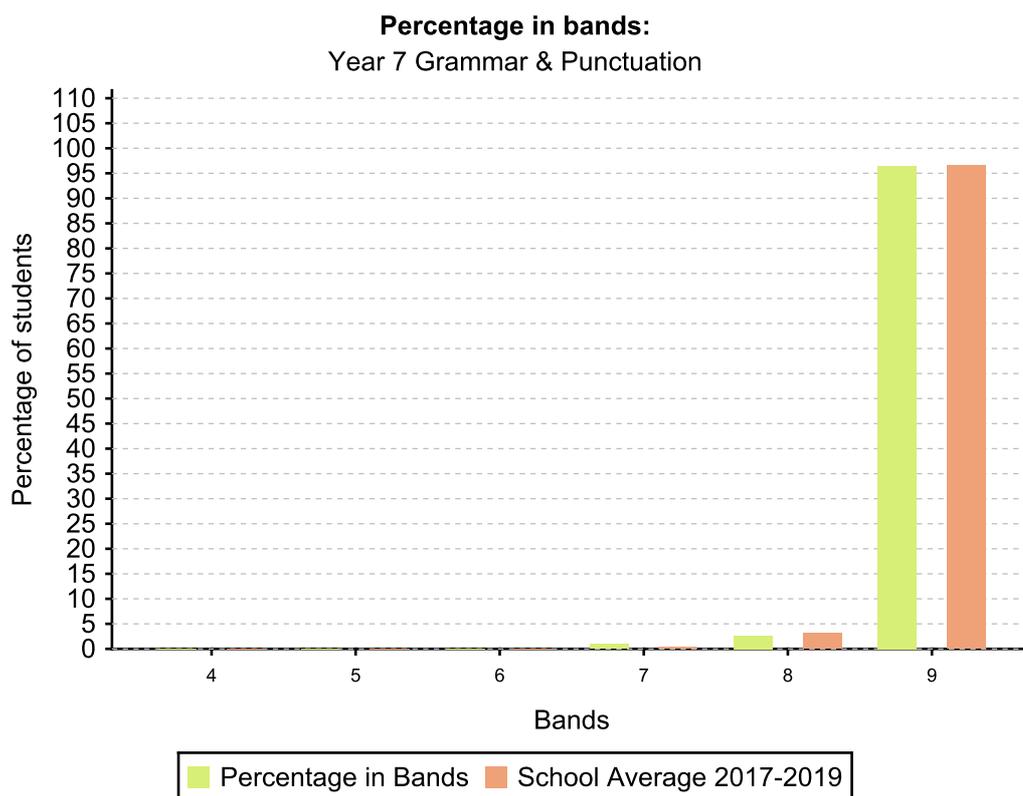
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

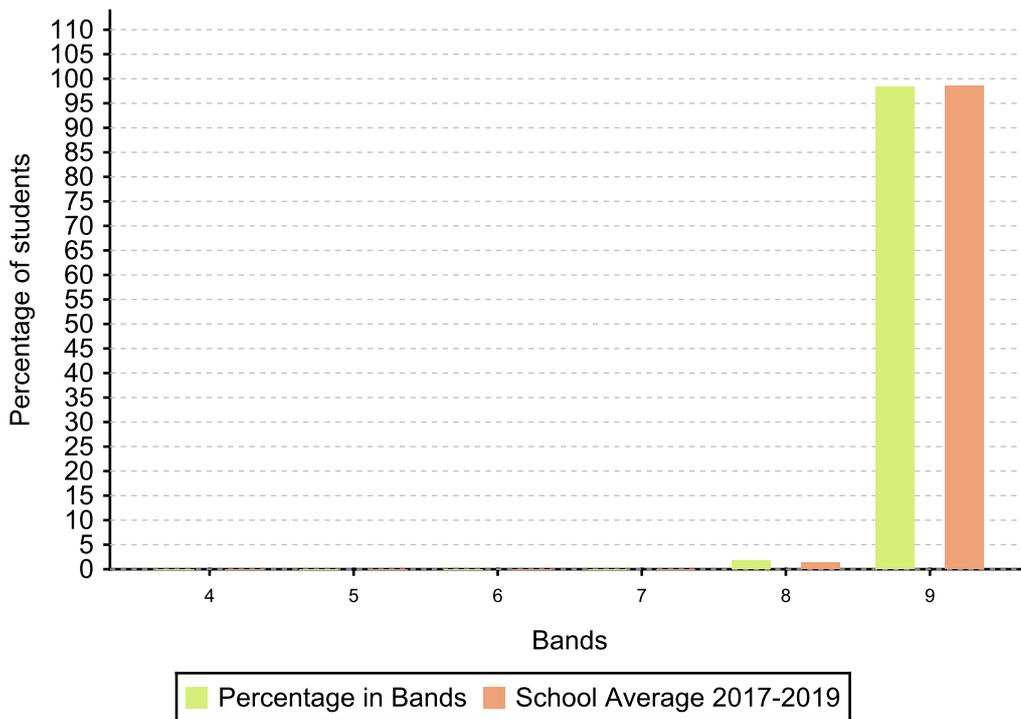
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



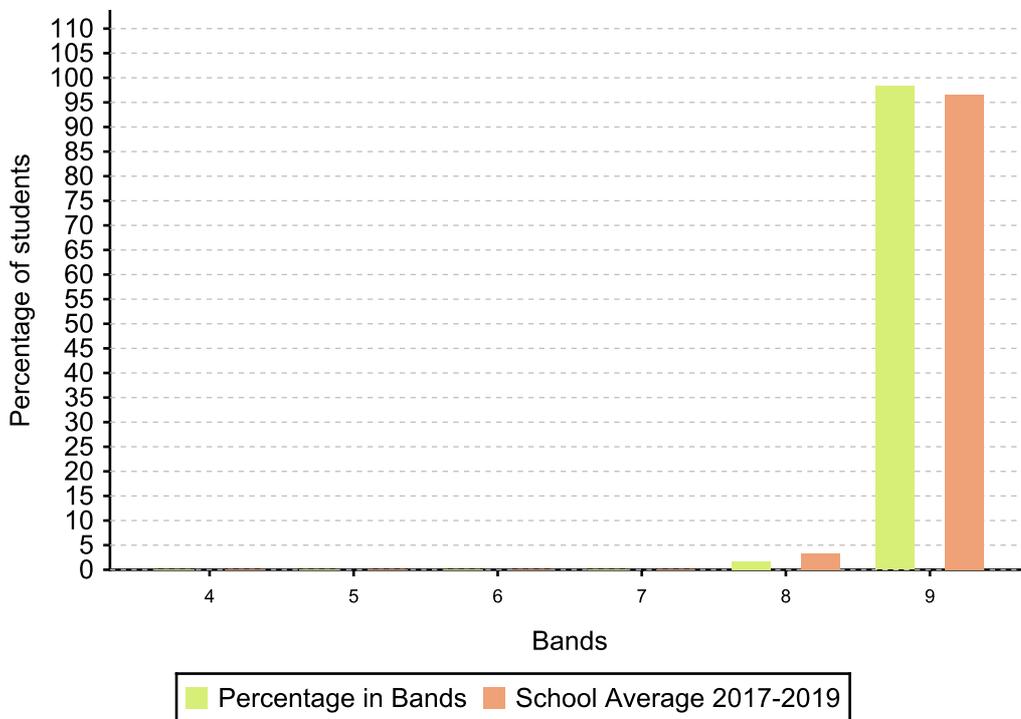
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.9	2.6	96.5
School avg 2017-2019	0	0	0	0.3	3.1	96.6

Percentage in bands:
Year 7 Reading



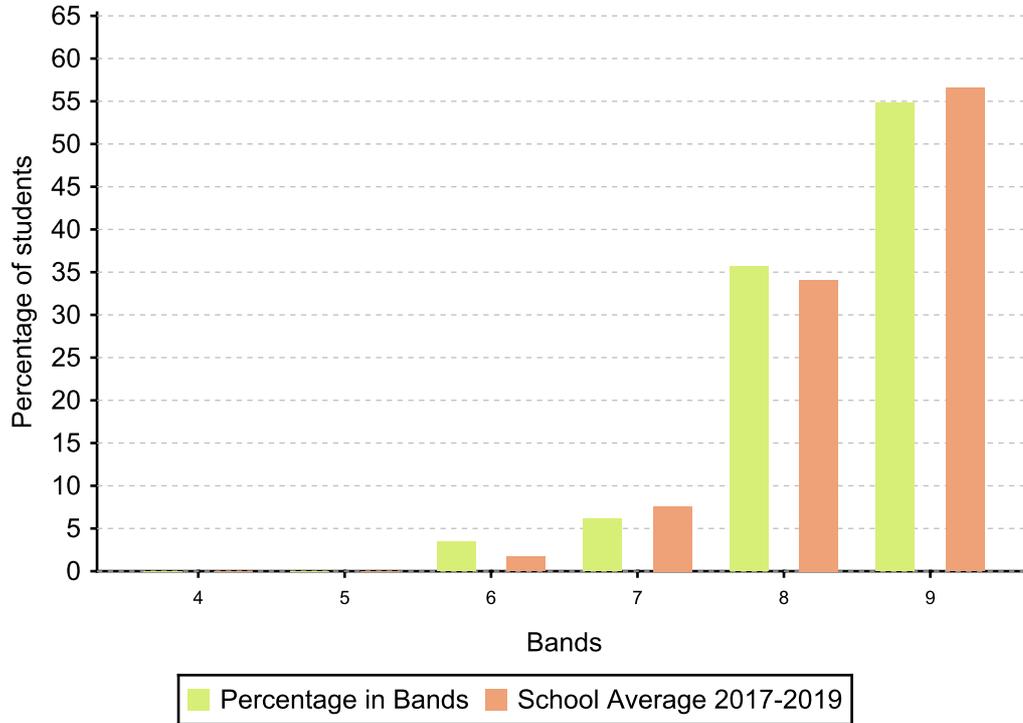
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	1.7	98.3
School avg 2017-2019	0	0	0	0	1.4	98.6

Percentage in bands:
Year 7 Spelling



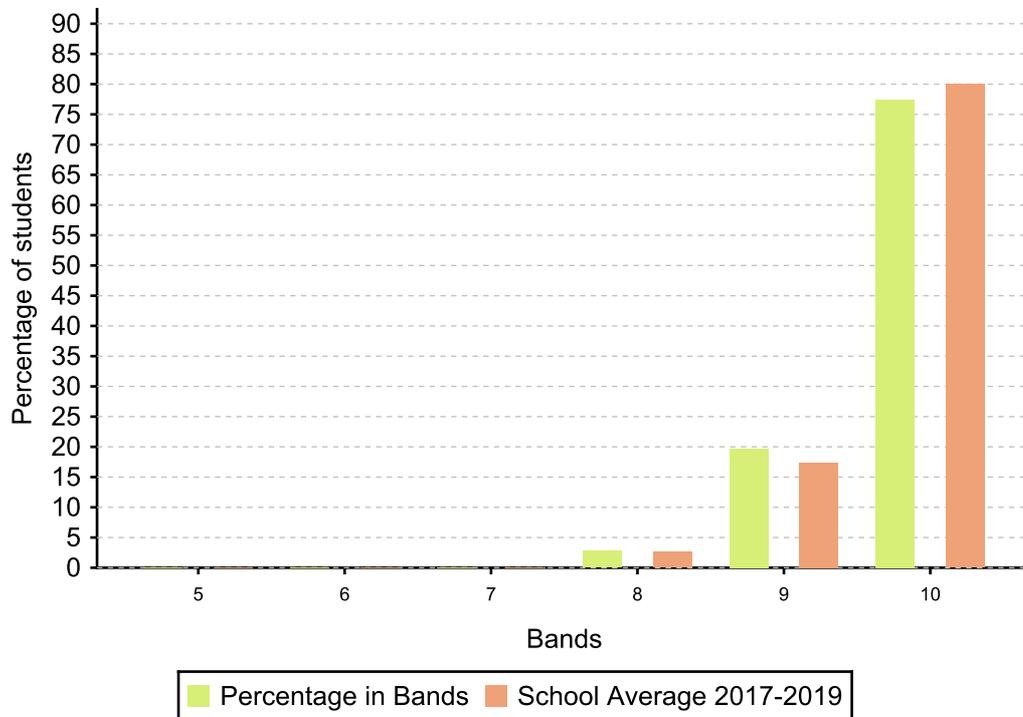
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	1.7	98.3
School avg 2017-2019	0	0	0	0	3.4	96.6

Percentage in bands:
Year 7 Writing



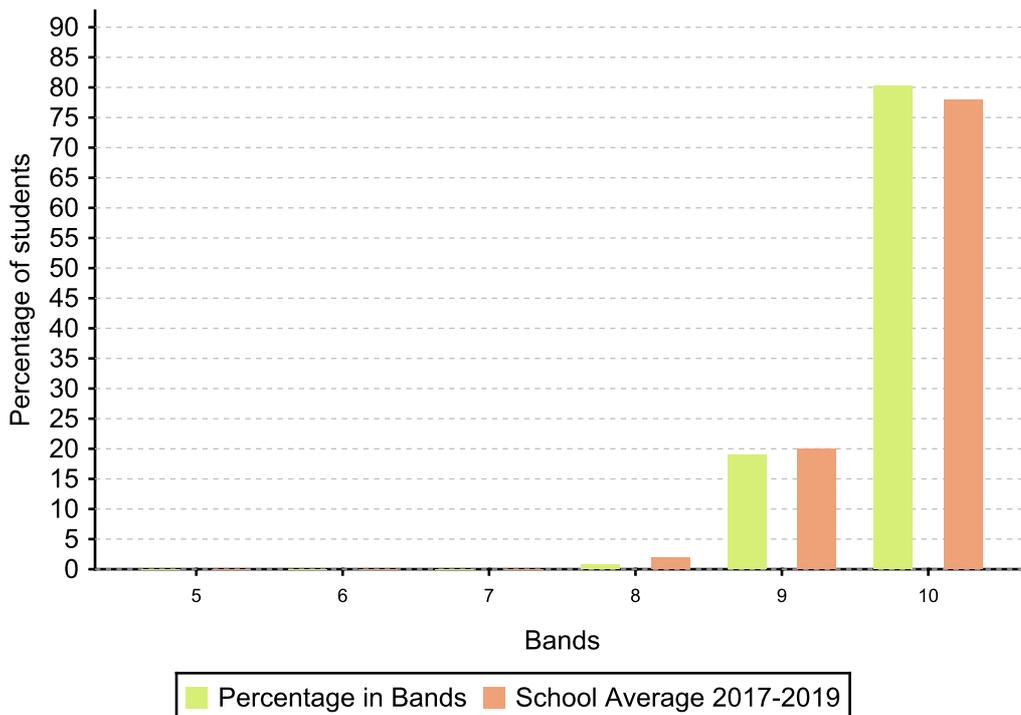
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	3.5	6.1	35.7	54.8
School avg 2017-2019	0	0	1.7	7.6	34.1	56.6

Percentage in bands:
Year 9 Grammar & Punctuation



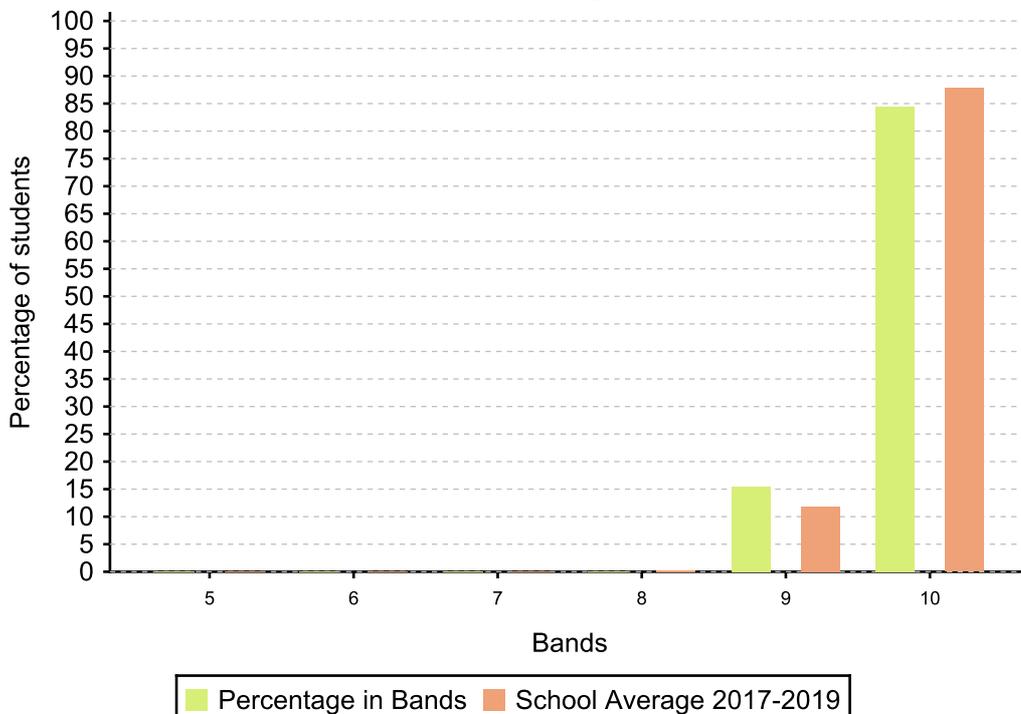
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	2.8	19.7	77.5
School avg 2017-2019	0	0	0	2.6	17.4	80

Percentage in bands:
Year 9 Reading



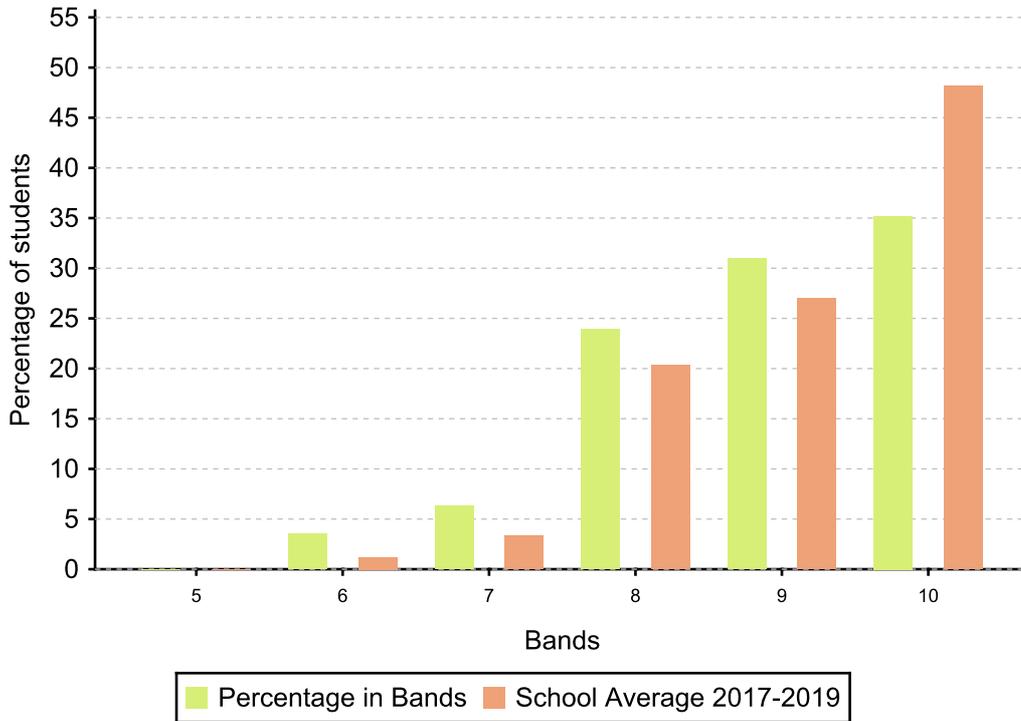
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.7	19.0	80.3
School avg 2017-2019	0	0	0	1.9	20	78

Percentage in bands:
Year 9 Spelling



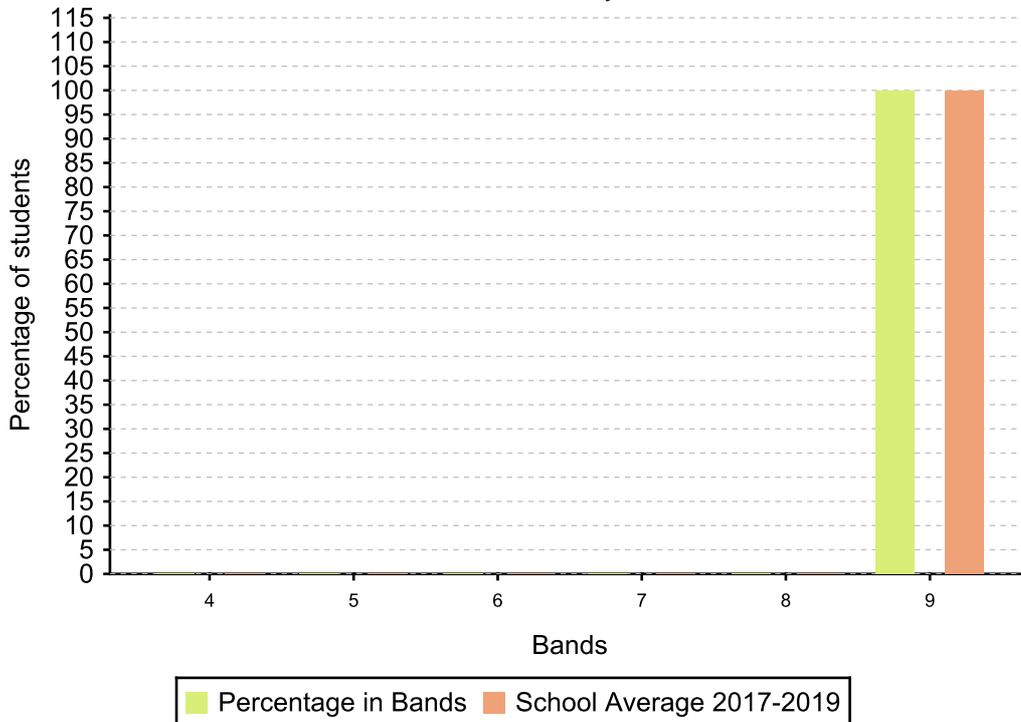
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	15.5	84.5
School avg 2017-2019	0	0	0	0.2	11.9	87.8

Percentage in bands:
Year 9 Writing



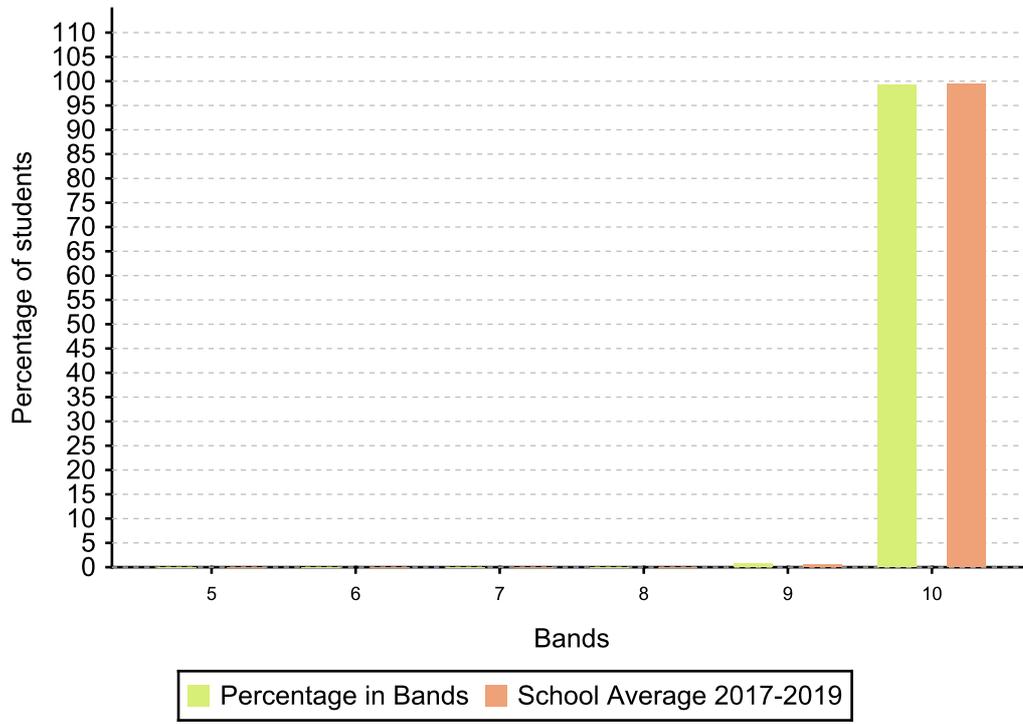
Band	5	6	7	8	9	10
Percentage of students	0.0	3.5	6.3	23.9	31.0	35.2
School avg 2017-2019	0	1.2	3.3	20.3	27	48.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	100.0
School avg 2017-2019	0	0	0	0	0	100

Percentage in bands:
Year 9 Numeracy

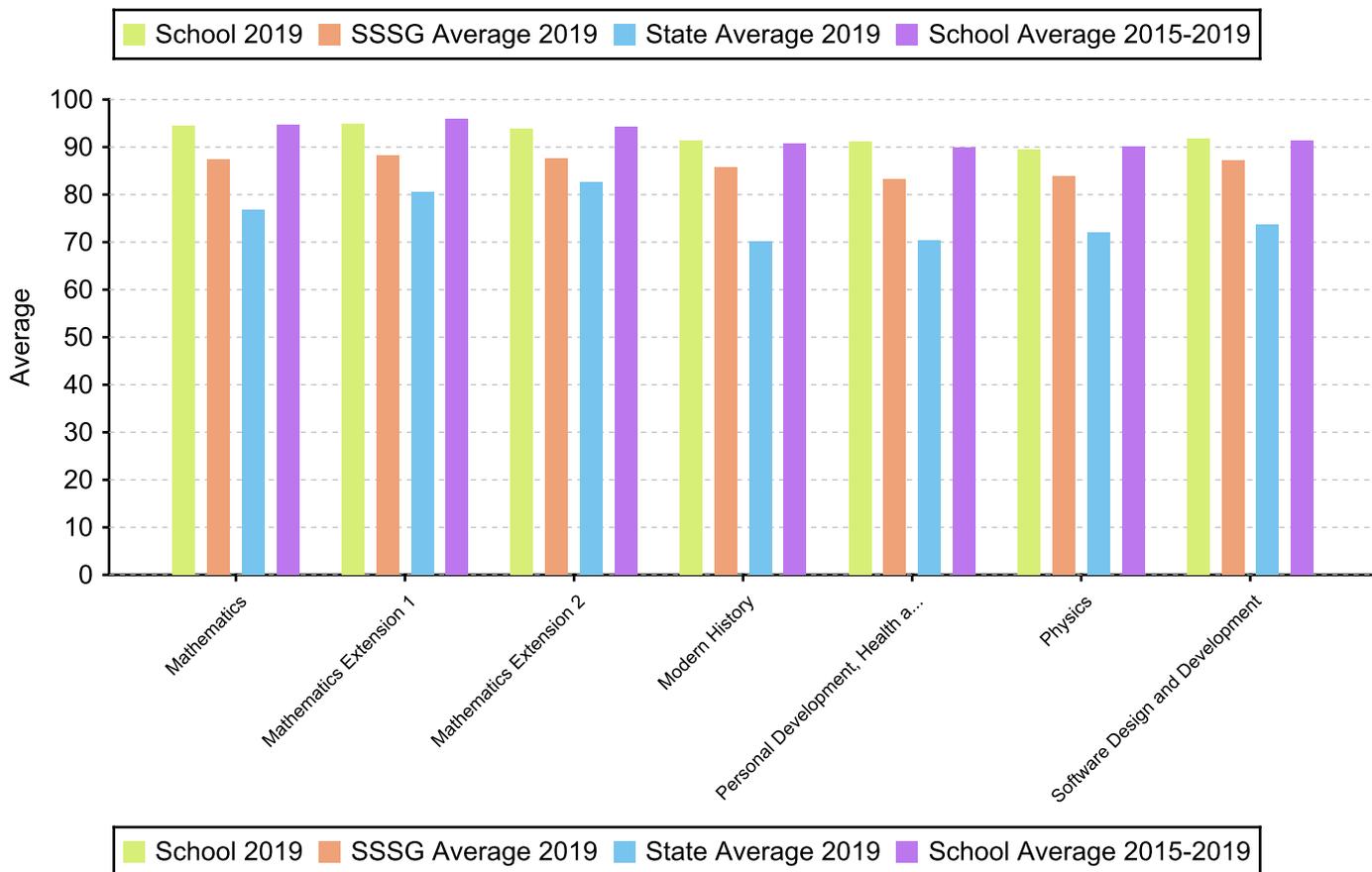
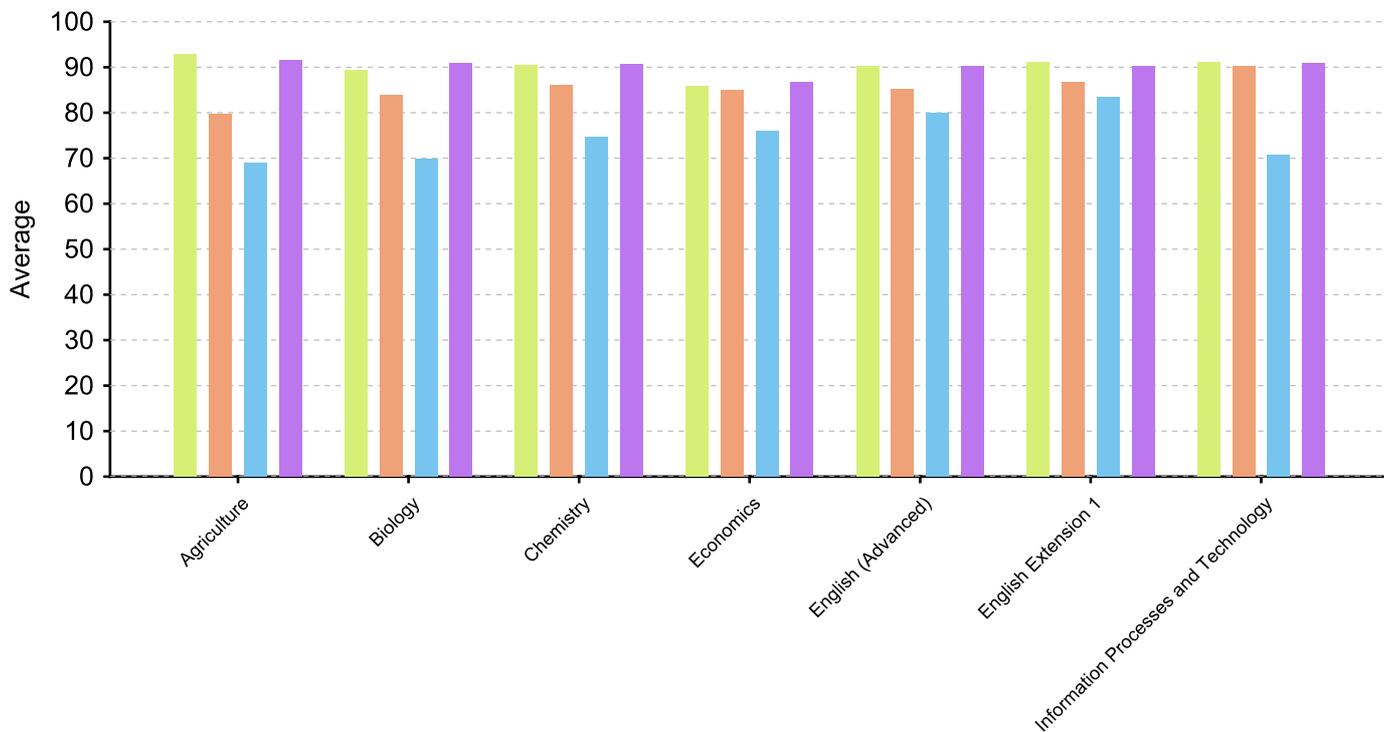


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.7	99.3
School avg 2017-2019	0	0	0	0	0.5	99.5

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 2019	SSSG	State	School Average 2015-2019
Agriculture	92.8	79.7	69.0	91.6
Biology	89.4	84.0	69.9	90.9
Chemistry	90.5	86.1	74.7	90.6
Economics	85.9	85.0	75.9	86.7
English (Advanced)	90.2	85.3	80.0	90.1
English Extension 1	91.0	86.7	83.4	90.3
Information Processes and Technology	91.1	90.2	70.8	90.8
Mathematics	94.4	87.3	76.9	94.7
Mathematics Extension 1	95.0	88.2	80.6	95.9
Mathematics Extension 2	93.9	87.6	82.7	94.2
Modern History	91.3	85.7	70.2	90.8
Personal Development, Health and Physical Education	91.1	83.2	70.5	90.0
Physics	89.5	83.9	72.1	90.0
Software Design and Development	91.7	87.2	73.8	91.3

Parent/caregiver, student, teacher satisfaction

We conducted a number of surveys throughout the year for staff. On the topic of student engagement in class, 22% of staff stated that this was illustrated by discussion and debate. In relation to the frequency of parent teacher nights 63.41% of teaching staff preferred a four night model for Parent Teacher nights so we have moved from a 6 night model. With regards communication 57% of staff said that they read the newsletter weekly, 65% of staff said that they read the Executive minutes weekly and 73% replied that they attended every Friday wellbeing meeting that was relevant to them.

We surveyed 30 families who turned down places to attend James Ruse Agricultural High School. 70% of them received a scholarship to a private school and gave this as the main reason they chose another school. 34% said that they chose to go to another school due to 'extracurricular activities eg Duke of Edinburgh and Cadets.' We surveyed families who attended our school tours. Of those who went on the tour and came to Ruse, 84.22% found the tour very useful or extremely useful. 71.43% chose Ruse because of the 'academic competitions.' 57% chose Ruse because they wanted their children to be with likeminded students, 50% because of the School's reputation. Four of the students who went on the tour declined a school scholarship for their place at Ruse.

446 students undertook the Tell the From Me survey in 2019. 81% of them expressed a positive sense of belonging and the State mean was 66%. 85% said they had positive relationships with other students compared to 78% State mean. The skills the students perceived as the most important for their future career plans were working as part of a team, thinking critically, problem solving and communicating with others.

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.