

2021 Annual Report

James Ruse Agricultural High School



8235

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

James Ruse Agricultural High School aims to provide highly gifted students with learning driven by curiosity and challenge. Our students develop skills, knowledge and perspectives with an emphasis on collaboration, self-direction and a pedagogy that inspires lifelong learning. Our broad curriculum, including a study of Agriculture, and varied co-curricular experiences develop the whole child enabling James Ruse students to become active citizens who make positive contributions to the world.

School context

James Ruse Agricultural High School is a selective co-educational public secondary school located in Carlingford 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 857 students with 97% from non-English speaking backgrounds. Enrolments are stable, students are drawn from diverse geographic locations around Sydney and 100% of James Ruse school leavers undertake tertiary education.

The school's staffing entitlement in 2021 is 41.4 teaching staff and 12 non-teaching staff. The school also employs a Business Manager, a Technology Manager and a Development Manager (to further develop community engagement) and additional school administrative staff to work in a number of key areas in the school. Our school executive comprises 7 faculty and 3 non faculty head teachers. The employment of an above-establishment Head Teacher PDHPE and Sport in 2021 expanded the school's executive body.

The school is currently embedding a program to develop critical and creative thinking skills in Year 7 and expanding the Year 8 curriculum to include courses in Philosophy, STEM and Drama to support gifted learners through the enhancement of collaboration and communication skills. The expansion of Professional Learning Communities involving a large proportion of teaching staff targeting Visible Thinking aims to enhance student engagement and learning outcomes.

To address gifted underachievement, the school will introduce an academic mentoring program as well as an expanded Literacy Support program. Peer mentoring and study groups are encouraged and supported by strategic deployment of school resources.

There will be an intensified focus on Higher School Certificate performance including professional learning around the more comprehensive use of data to inform classroom practice, programming and assessment. Systems to track student progress and growth across all stages will be developed through the strengthening of staff capacity and expertise. Evidence-based practice including What Works Best 2.0 will continue to underpin all improvements to school processes and practices.

The school offers a differentiated curriculum with a wide range of enrichment, extension, student leadership and co-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 is enhanced by a whole school wellbeing program. Providing opportunities for student voice and leadership is a priority and is recognised through the school's awards scheme, Peer Support, co-curricular programs, the Prefect body and the 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students are able to attain personal best through a whole-school planned approach using data to support student growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reduce gifted underachievement
- Improve student transition
- Promote positive student wellbeing
- Enhance enrichment and cocurricular opportunities

Resources allocated to this strategic direction

COVID ILSP: \$37,366.59

Low level adjustment for disability: \$85,420.08

Flexible Funding for Wellbeing Services: \$19,168.80

Socio-economic background: \$9,968.62

Summary of progress

The evidence showed that an academic mentor was identified in Term 1 who then developed the role statement and goals of the program. A systematic analysis of formative and summative data at a whole school level was conducted, including reporting data, NAPLAN, VALID, Scout, RAP, Sentral Distribution plots, to identify individual learners and groups of students requiring targeted support. At faculty meetings teachers identify students who are causing concern which were forwarded to the HT Wellbeing and the Academic Mentor. COVID ILSP funding enabled us to employ an additional learning and Support teacher who assisted on this program. Provision of wellbeing/academic mentoring program with students provided with detailed and specific individualised programs (ILPs) of support for targeted periods of time. ILPs were planned and evaluated by relevant teaching staff, counsellors and external agencies. In faculties regular use of explicit differentiation strategies within programs for students requiring support. Student improvement as a result of these strategies is tracked. Due to the COVID lockdown we had limited assessments which meant we had less data to explore to track student academic progress. The program adapted to be a more collaborative approach to support students working online. As result of this program student data shows for the identified students showed improvement in the areas of homework completion rate, improved quality of assessment tasks and improved regular attendance.

The evidence showed that an extensive transition program for new students was in place during 2021. The transition program has been designed to encompass all new students into the school (new students include Years 7, 8, 9, 10, 11). The school has a dedicated Transition Coordinator to implement and lead the orientation program for new students, which includes, being a mentor all new students, proactively collaborate with feeder Primary Schools to develop innovative programs, resources and Professional Learning for Staff, develop ongoing working relationships with the feeder Primary Schools to support potential JRAHS students (the interaction with Primary schools this year has been done via email and/or Zoom meetings) and also be an active and engaged member of Wellbeing team in order to support all new students in years 7-11. No new students were entered onto Sentral regarding negative academic and social performance which in turn resulted in no new student being placed on an individual learning plan (ILP). Regular school tours were conducted for potential new students and their family to aid in the transition process.

The evidence showed that a holistic Wellbeing Program for Year 7 to 12 was developed to ensure all students connect, succeed and thrive through a variety of activities and initiatives led by the Wellbeing Team. The Wellbeing Team collaborated to ensure that proactive program activities and initiatives were implemented evenly across all school terms. Due to the Covid pandemic, wellbeing goals and priorities were modified to ensure student wellbeing during remote learning was the priority. Every student was contacted by a SASS staff member and the all teachers successfully monitored attendance. This fostered a greater sense of connection and belonging during remote learning, substantiated by the high rate of attendance. This was further supported through staff closely monitoring student wellbeing and going through official notification channels via Sentral. Sentral notifications were particularly important during the remote learning period to provide a holistic approach to student wellbeing. Students with disabilities and individual learning needs were supported through formalised processes which ensured students could succeed. Adjustments were modified to also support students for online assessments. Further improvements to the formation of ILP's would be beneficial through greater collaboration and greater staff professional learning. Communication with parents/carers was facilitated through face to face, online meetings and parent information evening. Parents were included when support was required

for individual students and informed in a timely manner when changes to whole school processes were made. NESB parents were supported with the use of translators when required. Positive feedback and minimal concerns raised highlighted the positive impact of parent connection. The HT Wellbeing monitored Student attendance and worked closely with the HSLO to ensure Student attendance rates remained high. When a student was identified with an attendance concern, processes were put in place to support them. High rates of student attendance are associated with a strong sense of connection and belonging to school and academic success.

The evidence showed that more co-curricular opportunities were offered to students which in turn saw an increase in student involvement in these groups. Further, the recording of this data was improved through compulsory roll marking and entry into the school database and acknowledged on student semester reports. This was made more difficult during the online learning period, however, many student groups met through online platforms, and student involvement and engagement remained high. Student leadership roles within the school have been formalised, with role statements written and distributed to applicants. Voting processes have been streamlined and made consistent for most positions, with the view to ensure equity and transparency. Prefect and SRC timeline changes were successfully implemented with positive student reception of these changes. For the first time Year 11 SRC members and peer support leaders were permitted to apply for Prefect positions which provided greater leadership opportunities for all students. Questions arose during House Captain voting which highlighted that the timing of voting should be more synchronised. New initiatives have been introduced, for example, Chrusemas and the SRC Talent Show which improved student connection, collaboration and wellbeing overall. Exit surveys will continue to inform what co-curricular activities are valued and therefore continued or adjusted as deemed necessary once trend data has been established over a longer period of time. Awards assemblies were held throughout the year with the High Achievers assembly recognising outstanding achievement in HSC subjects as well as the Year 12 Graduation and Presentation Ceremonies recognising and celebrating student academic, co-curricular and sporting achievements. Where it is was not possible for parents/carers to attend these ceremonies, they were live streamed. With the introduction of Sentral it has made it possible to record House points in a central location, and in the future, once staff are more familiar with the processes involved, a more accurate record of student involvement can be kept in order for students to access the JRAHS awards system. The awards system will need to be reviewed to ensure greater consistency across all year groups and activities which are part of it.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Reduce gifted underachievement</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 56.6%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 63.0%</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 52.63% indicating progress yet to be seen toward the lower bound target. • Percentage of students achieving expected growth in numeracy increased to 72.81% indicating achievement exceeding the system-negotiated upper bound target.
<p>Reduce gifted underachievement</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 98.7%.</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 100%.</p>	<ul style="list-style-type: none"> • 97.22% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target. • 100% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the upper-bound target.
<p>Reduce gifted underachievement</p>	<ul style="list-style-type: none"> • 97.51% of students attained results in the top two bands demonstrating progress toward the lower bound target.

<p>Increase the percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 98.7%</p>	
<p>Student transition:</p> <p>Percentage of high performing students accepting entry into JRAHS in Year 7 is moving towards the school identified target of 75%.</p> <p>Percentage of new students report satisfaction from focus group/surveys regarding transition into JRAHS is moving towards the school identified target of 100%.</p> <p>Percentage of students attending in the new student support class for English/Maths is moving towards the school identified target of 100%.</p>	<p>56% of high performing students accepted entry into JRAHS in Year 7.</p> <p>Student focus groups revealed student satisfaction regarding their transition in JRAHS at later points of entry.</p> <p>Percentage of students attending in the new student support class for English is achieving school identified target of 100%. The new students demonstrated improvement as measured by their mean performance in English assessments, becoming equivalent to the existing cohort by the end of the calendar year.</p> <p>Percentage of students attending in the new student support class for Mathematics is achieving school identified target of 100%.</p>
<p>Student wellbeing:</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's system-negotiated target of 82.4%</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 79.05% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Student wellbeing - Attendance</p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 95.9%</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 0.83%.
<p>Enhance enrichment and co-curricular opportunities</p> <p>Percentage of Year 8 students achieving silver awards in the new JRAHS Award Scheme is moving towards the school identified target of 60%</p> <p>Percentage of Year 9 students achieving gold awards in the new JRAHS Award Scheme is moving towards the school identified target of 30%</p> <p>Percentage of students involved in at least one co-curricular activity every year is moving towards the school identified target of 100%</p> <p>Percentage of teaching staff committed and engaged with one co-curricular activity per year is moving towards the school identified target of 80%.</p>	<p>32.5% of Year 8 students achieved silver awards in the new JRAHS Award Scheme so we are moving positively towards the target of 60%. No progress was made in Year 9 to the school identified target.</p> <p>With 86.75% of students involved in at least one co-curricular activity every year and 45.5% of teaching staff committed and engaged with one co-curricular activity per year, we are moving towards both school based targets.</p>

Strategic Direction 2: Staff growth and excellence

Purpose

To ensure all school staff engage in opportunities for innovation and professional growth in order to strive for ongoing improvement and excellence. Staff build upon a solid foundation of evidence-based practice in gifted education.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enrich Teaching and Learning Programs
- Harness the power of Professional Learning
- Engage with evidence-based practice

Resources allocated to this strategic direction

Professional learning: \$62,984.03

Summary of progress

The evidence showed that there was a school-wide emphasis on developing effective teaching and learning programs that were informed by data, student and staff feedback and professional learning. In 2021 Stage 4 programs were revised to include specific criteria including HPGE Differentiation Tool strategies, literacy and numeracy, extension activities and Thinking Routines. Faculties had the flexibility to adapt the T&L template to suit the needs of the subject. The Professional Learning Committees were expanded to include a larger number of participants with staff from a range of faculties trained as facilitators and mentors to ensure continuity and progression of the professional learning program. Two key areas that did not run as expected were the literacy team meetings and PLCs. This was largely as a result of Covid restrictions and difficulties for groups to find suitable times to meet. In semester 2 PLC groups were reassigned and timetabled into free periods to enable groups to meet on a regular basis. Staff were provided time during staff development days to analyse RAP data and apply professional reading on the new HPGE to audit existing programs, allocated professional learning days to work with the faculty in developing areas of improvement in the teaching and learning programs and training in Thinking Routines. As a result of the above initiatives, it was expected that students would exhibit more engagement in class, be challenged academically with the differentiated approach to teaching and learning and have improved academic outcomes. However, as result of Covid restrictions, online learning and concern for student wellbeing, final summative tasks were cancelled and therefore an accurate comparative measure of achievement was not undertaken. Student feedback on units of work have been incorporated into programs, but review of their success can only occur in the next scholastic year when it is taught again.

The evidence showed that there was a systematic approach to Professional learning which was mainly centred around teaching gifted/talented and high potential students and visible thinking routines and creating professional learning communities. Prior to 2021, Professional Learning lacked a sense of purpose and in 2021, there was a greater whole school direction which was informed by the SIP and the evidence based HPGE practice. All staff undertook professional reading in HPGE, differentiating for gifted and talented students and most undertook training in thinking routines and joined PLC's in semester 1. As a result of covid restrictions, it was challenging to collaborate remotely and the professional learning emphasis was on student wellbeing and effective use of online teaching platforms.

There were changes in the senior executive who revitalised and led the implementation of the initiatives drawing on their previous experiences from other schools. Having a focused approach on two complementary goals which were also supported by scheduled PLC'S within the timetable to meet in PLC's.

PLC meetings have been filmed to give schools and insight into how these communities of practice are conducted to encourage new and resistant staff to participate. It was anticipated that PDP's aligned with the school SIP and in turn professional learning application were to align with the PDP or the SIP. Integration of thinking routines and HPGE strategies into stage 4 programs were expected and met. Due to covid and lockdown, final summative assessments were cancelled and therefore data on end of year achievement could not be analysed.

The evidence showed that some staff incorporated some elements of WWB, but that the move to remote learning did interrupt our plans to move this forward. We had greater success with the HPGE policy by giving over one SDD to ensure Stage 4 programs incorporate some elements of the HPGE Adjustment Tool which we have codified for our Highly Gifted Context. This forms part of a three year plan to review all programs in the light of the HPGE Policy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Enrich Teaching and Learning Programs</p> <p>Percentage of T&L programs containing common core requirements, including HPGE and literacy strategies, is moving towards the school identified target of 100%.</p> <p>Percentage of programming days reporting the use of staff and student feedback to amend programs and as evidenced in teaching and learning programs is moving towards the school identified target of 100%..</p> <p>Percentage of teaching and learning programs that have embedded pre-testing practices is moving towards the school identified target of 50%..</p> <p>Percentage of newly appointed teachers participating in a comprehensive induction program is moving towards the school identified target of 100%.</p>	<p>As Stage 4 Programs now contain common core requirements, including HPGE and literacy strategies indicating progress towards the school identified target.</p> <p>Staff feedback used on all programming days and student feedback on 35% indicating progress towards the school identified target.</p> <p>We are currently sustaining and growing in the area of pre-testing in programs moving towards our target of 50%.</p> <p>A lunch time induction program was attended by 100% of newly appointed teachers, excelling in relation to our set target.</p>
<p>Harness the power of Professional Learning</p> <p>Percentage of staff who are members of the school's Professional Learning Communities is moving towards the school identified target of 80%.</p> <p>People Matters Survey show:</p> <ul style="list-style-type: none"> • Percentage of staff indicating that their performance is assessed using clear criteria is moving towards the school identified target of 90%(baseline 56%). • Percentage of staff indicating they have received feedback to improve their work in the last 12 months is moving towards the school identified target of 100% (baseline 59%). • Percentage of staff indicating they have scheduled feedback conversations with their manager is moving towards the school identified target of 100% (baseline 81%). 	<p>We are sustaining and growing with a staff involvement of 50% of staff members being involved in professional learning communities.</p> <p>64% of staff indicate that their performance is assessed using clear criteria indicating progress towards our target.</p> <p>An additional 24% of staff indicated that they have received feedback to improve their work in the last 12 months, suggesting exponential progress towards our target.</p> <p>Progress towards our target is yet to be seen with 78% of staff reporting that they have had scheduled feedback conversations with their manager.</p>
<p>Engage with evidence-based practice</p> <p>Percentage of whole-school programs including adjustments to meet the requirements of the High Potential and Gifted Education Policy is moving towards the school identified target of 100%.</p>	<p>Progress towards the identified target of adjustments pertaining to the HPGE Policy were clearly seen in programs across the school and in 100% Stage 4 T&L programs.</p> <p>Progress was yet to be seen in an increased percentage of lesson observations implementing What Works Best in 2021.</p> <p>More than 50% of our teaching programs in Stage 4 and 5 have embedded teaching and learning strategies that Aboriginal and Torres Strait Islander</p>

Percentage of lesson observations reflecting that WWB is implemented in teaching and learning practices is moving towards the school identified target of 100%.

Percentage of Stage 4 and 5 programs that have teaching and learning strategies embedded that reflect Aboriginal and Torres Strait Islander cultures and histories is moving towards the school identified target of 100%.

cultures and histories indicating progress towards our target.

Strategic Direction 3: School community growth and engagement

Purpose

School is recognised by, collaborates with, and builds relationships with local community and professional networks.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Further connect with Parents
- Build broader and deeper connections with the wider community
- Realise the potential of a strong Ruse Alumni network

Resources allocated to this strategic direction

School support allocation (principal support): \$41,923.61

Summary of progress

The evidence showed that the number of bookings for parents teachers night increase when the school used the online zoom meeting for the interviews, which means that parents had more chance to meet with more teachers. There is no clear evidence that the number of parents participation in the parents teacher night increased. There is clear evidence that the principal communicates with parents in different occasions such the covid update, zoom meeting for parents teachers night and graduation/presentation. Parents participation on TTFM parents survey provides useful information to the school. The number of parents participate on the 2021 survey is 217 which is approximately a quarter of the number of family members. For the school newsletter, on average we get 1000 views of SWAY.

During semester one, the school held face to face parents' teachers' nights for Years 7, 8, 10, 11 and 12. During term 3, due to the covid restrictions, zoom meetings for Year 9 parents teacher night were introduced as one of the only channels of communication. In addition, the principal regularly emails parents and provides them with the covid updates. A zoom meeting for Year 12 graduation was held on Tuesday the 7th of December due to the teacher's strike on that day.

Teacher's training sessions to conduct zoom meeting were offered to teachers and Nithi (the technology Manager) was on standby in Teams to provide real-time support for teachers during the parent teacher interviews night.

The evidence showed that community groups are regularly using the school facilities throughout 2021 in a variety of ways from beekeeping to Saturday School and hire of the school hall and Lecture Theatre. We are very involved in Network activities with staff presenting at various educational events, however, COVID has impacted on this. Student involvement beyond the classroom has been promoted through newsletter, media, alumni and social media. This was made possible through the school clubs and cocurricular activities and is important to support wellbeing and breadth of curricular involvement. We are growing as we create more connections with other schools and the local community. COVID restrictions have hampered visits to the school from community and guest speakers. Some have been done online.

The evidence showed that the role of the Development Manager has been integral to our efforts to establish an active alumni network. They have been able to build our alumni data base by processing the alumni forms and communicating with past students. Unfortunately not being able to hold as many alumni visits as we would have liked has put back our plans. However, we did receive some visits by alumni and many alumni were involved in co-curricular programs at the school. The Development Manager played a key role in the formation of the Ruse Foundation by working with key stakeholders to write the constitution and by ensuring that any correspondence is appropriate in tone. The archives is getting a lot more organised and the digitization of resources will allow for this valuable resource to be used by the school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Further connect with Parents	TTFM data reveals that we are moving towards the state mean of 7.4 as we

<p>All parent and community school events are evaluated, including levels of attendance.</p> <ul style="list-style-type: none"> • Percentage of parents reporting in TTFM that they feel welcome at school is moving towards the state mean. • Percentage of parents reporting in TTFM that they are informed is moving towards the state mean. • Percentage of parents reporting in TTFM that they support learning at home is moving towards the state mean. 	<p>are rated at 6.9.</p> <p>TTFM data reveals that we are moving towards the state mean of 6.4 as we are rated at 6.4.</p> <p>TTFM data reveals that progress is yet to be seen towards the 6.3 target with Parents supporting learning at home as we are at 4.7.</p>
<p>Build broader and deeper connections with the wider community</p> <ul style="list-style-type: none"> • Percentage of faculties engaging in selective school network events is moving towards the school identified target of 100%. • Percentage of faculties engaging in external community connections, including universities and industry is moving towards the school identified target of 100%. • Percentage increase in the use of school facilities by local community is moving towards the school identified target of 50%. • The number of events in NAIDOC and Reconciliation Week to educate students and staff and celebrate the culture and histories our First Peoples increases each year. • Percentage of formal school activities including a clear and constant acknowledgment of the Dharug people as the traditional custodians of the land on which JRAHS is built 	<p>30% of faculties are engaging in selective school networks, moving towards the school identified target of 100%.</p> <p>60% of faculties are engaging in external community connections, including universities and industry, moving towards the school identified target of 100%.</p> <p>Progress on increasing the use of school facilities has yet to made.</p> <p>Progress is yet to be made on the number of events in NAIDOC and Reconciliation Week to educate students and staff and celebrate Indigenous culture and histories.</p>
<p>Realise the potential of a strong Ruse Alumni network</p> <ul style="list-style-type: none"> • The number of alumni members with accurate contact information recorded on the alumni database is moving towards the school identified target of 100% (baseline 150). • Percentage increase in the number of alumni visits to archives, school tours, special events is moving towards the school identified target of a 10% increase. • Percentage increase in number of alumni contributing to the school through sports coaching, debating coaching, co-curricular competitions, mentoring, Olympiad tutoring, etc is moving towards the school identified target of 10% a increase. 	<p>The number of alumni members with accurate contact information recorded on the alumni database is at 500, moving towards the school identified target of 1000.</p> <p>Progress towards a 10% increase in the number of alumni visits to archives, school tours, special events was exceeded.</p> <p>There was a 5% percentage increase towards target in number of alumni contributing to the school through sports coaching, debating coaching, co-curricular competitions, mentoring, Olympiad tutoring.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,968.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Ruse Agricultural High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance enrichment and cocurricular opportunities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: equitable access to the curriculum for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support identified families in financial need.</p>
<p>Low level adjustment for disability</p> <p>\$85,420.08</p>	<p>Low level adjustment for disability equity loading provides support for students at James Ruse Agricultural High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Promote positive student wellbeing • Reduce gifted underachievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST <p>The allocation of this funding has resulted in: The establishment of a mentoring program. Identification of students who are underachieving through Faculty based methods who are then given targeted support.</p> <p>After evaluation, the next steps to support our students with this funding will be: A mentoring program needs to be rolled out on a larger scale.</p> <p>The employment of a SSO in 2022 will enable us to further support students at school.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at James Ruse Agricultural High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student transition <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies

<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The allocation of this funding has resulted in: Student Transition Coordinator to work with students and staff to support the students who transition to our school post Year 7.</p> <p>After evaluation, the next steps to support our students with this funding will be: We need to collect more statistical data to evaluate the success of our programs - undertake surveys etc</p>
<p>COVID ILSP</p> <p>\$37,366.59</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reduce gifted underachievement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Small groups withdrawn from English and Maths and support within English classes helped deliver support to students who had been disadvantaged by Covid. <p>Extension of library after school also benefited students who had been disadvantaged by Covid.</p> <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use Covid funds to support underachievers in English.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	460	460	465	471
Girls	375	375	389	384

Student attendance profile

School				
Year	2018	2019	2020	2021
7	98.3	98.7	96.8	98.6
8	97.7	97.9	96.9	97.7
9	97.6	97.4	96.1	97.6
10	96.5	96.8	95.6	95.9
11	97.3	97	98.3	96.7
12	96.3	96.4	97	95.9
All Years	97.2	97.3	96.8	97
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021.

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 2021 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)	44.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.88
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,542,671
Revenue	11,574,750
Appropriation	9,485,946
Sale of Goods and Services	269,394
Grants and contributions	1,815,913
Investment income	1,651
Other revenue	1,847
Expenses	-11,930,977
Employee related	-8,911,296
Operating expenses	-3,019,681
Surplus / deficit for the year	-356,226
Closing Balance	1,186,445

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	97,526
Equity - Aboriginal	0
Equity - Socio-economic	9,969
Equity - Language	0
Equity - Disability	87,557
Base Total	8,449,300
Base - Per Capita	210,501
Base - Location	0
Base - Other	8,238,799
Other Total	749,955
Grand Total	9,296,781

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

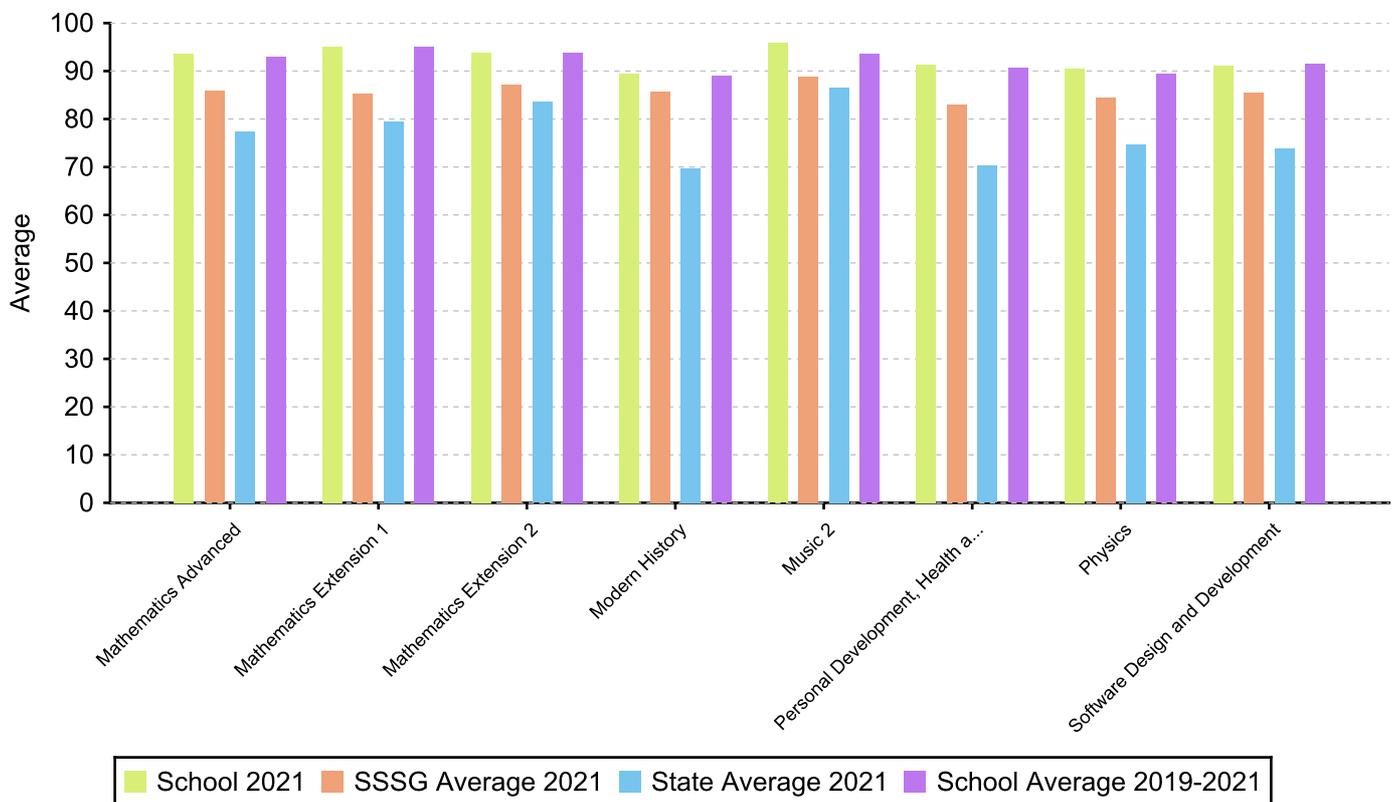
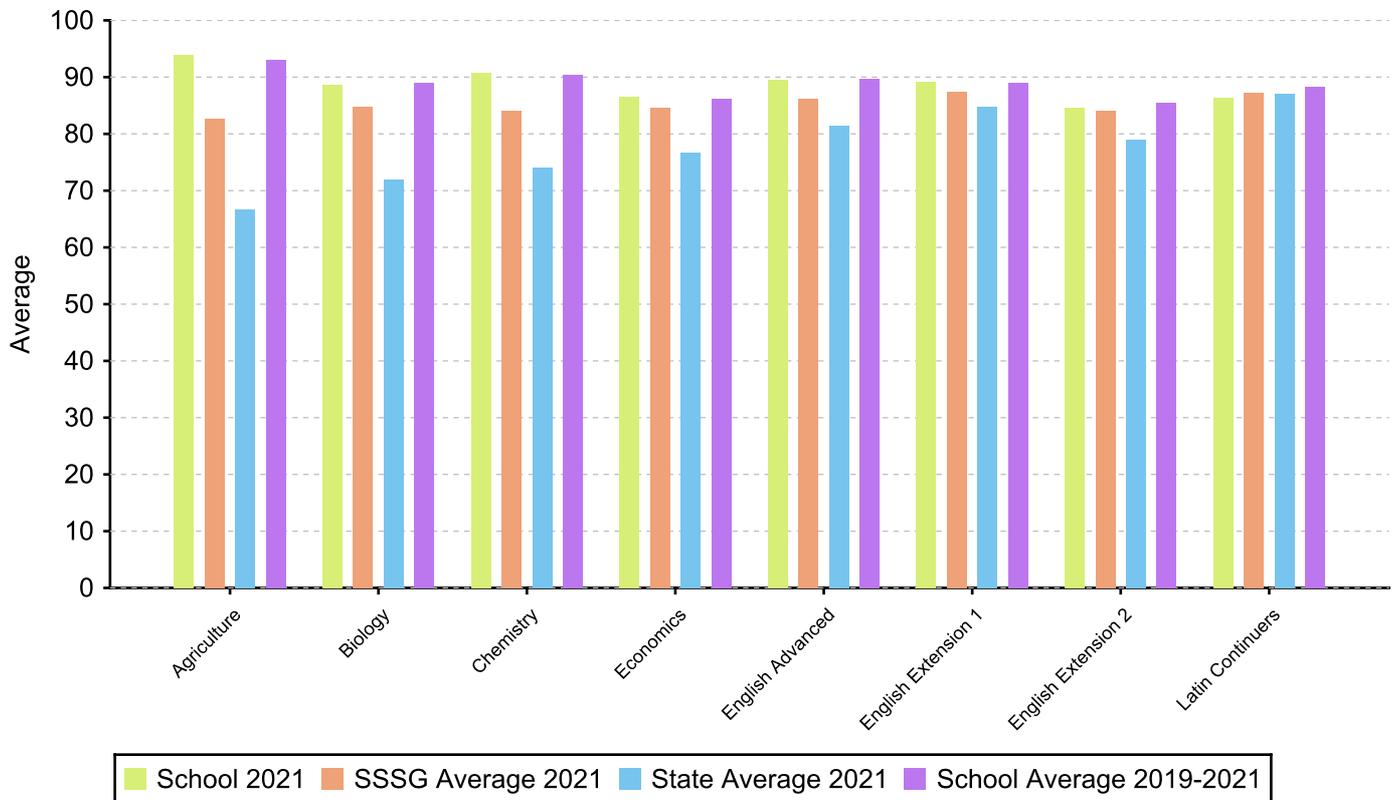
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Agriculture	94.0	82.8	66.7	93.1
Biology	88.7	84.7	71.9	88.9
Chemistry	90.8	84.1	74.1	90.4
Economics	86.5	84.6	76.7	86.3
English Advanced	89.5	86.2	81.4	89.7
English Extension 1	89.1	87.4	84.8	88.9
English Extension 2	84.6	84.1	79.0	85.6
Latin Continuers	86.4	87.2	87.1	88.3
Mathematics Advanced	93.6	85.9	77.4	93.0
Mathematics Extension 1	95.1	85.2	79.5	95.1
Mathematics Extension 2	93.8	87.1	83.5	93.9
Modern History	89.4	85.8	69.7	88.9
Music 2	95.8	88.8	86.6	93.6
Personal Development, Health and Physical Education	91.3	82.9	70.3	90.6
Physics	90.5	84.5	74.8	89.3
Software Design and Development	91.2	85.5	74.0	91.5

Parent/caregiver, student, teacher satisfaction

Results from the student Tell The From Me Survey show that 80 % (66% NSW norm) of students have a positive sense of belonging and 84% (78%) have positive relationships at school. 64% (42%) of our students report feeling appropriately challenged in class. A positive learning climate is reported as 7.0 (5.6) and 87% (58%) of our student participate in school sports and clubs.

In the 2021 Year 12 exit Survey 70.4% of students reported that there was adequate access to teaching staff in timetabled lessons to meet their learning needs for the HSC.. 73.3% reported that they had a clear idea of the future coursework required in each of my HSC subjects. 71.9% agreed and strongly agreed that teaching staff made effective use of Google Classroom and other online platforms.

In the Tell them From Me survey for Parents, 89% of agreed or strongly agreed that the school is well maintained and 91% agree that the physical environment is welcoming. 91% were satisfied with the general communication from school, 85% highlighting our school newsletter to be useful or very useful.

In the People Matter survey, 84% of staff reported that they have received feedback on how to improve their work (an increase of 24% on the previous year), 64% of staff reported that they were confident that we would act on the results of the People Matters Survey (an increase of 24% on the previous year), 81% reported that Senior managers keep them informed about what's going on (an increase of 18% from the previous year) and 75% stated that "my organisation inspires me to do the best in my job (an increase in 14% from the previous year).

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.