

2022 Annual Report

James Ruse Agricultural High School



8235

Introduction

The Annual Report for 2022 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.

School contact details

James Ruse Agricultural High School
Felton Rd
Carlingford, 2118
<https://jamesruse-h.schools.nsw.gov.au>
jamesruse-h.school@det.nsw.edu.au
9871 7126

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 an accelerated study of Agriculture for all students from Years 7-10, and a plethora of varied co-curricular experiences helps to develop students into active citizens who will 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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

Low level adjustment for disability: \$87,755.75

Student support officer (SSO): \$96,058.00

Socio-economic background: \$9,517.45

Summary of progress

Reduce gifted underachievement

As part of a whole school strategy to improve literacy, the academic mentoring focussed on literacy with Covid funds aimed at Junior students and LAST funds targeted at Senior students. Junior students were supported in class and this proved to be a very successful model for our school context. In term 4, the Head Teacher T&L ran a professional learning session for volunteer teachers to train as mentors for a pilot that ran in term 4. This will be evaluated in term 1 2023. The spreadsheet was used by the Principal to facilitate discussions in meetings with Year 11 and Year 12 students. Further work was undertaken to produce a live spreadsheet to track students in all years - this to include a range of data points (academic and attendance). The Student Support Officer role description did not allow for the coordination of ILP template and progress review. The impact of this initiative has been the development of a wellbeing spread sheet in term 4, which implemented a traffic light system to identify the wellbeing needs of students and to have a more consistent approach to the creation of ILPs. It is too early to say what impact this has had on student outcomes.

To move towards achieving our progress measure we need to have a more consistent and coordinated approach to all the mentoring programs to ensure that as many students are getting the opportunities as possible. It is envisaged that the newly established Learning and Support team as well as the Head Teacher T&L will coordinate this. A calendar for meetings between the Principal and other key staff and students in order to discuss academic progress needs to be established. Faculty discussion of the learning needs of gifted underachievers needs to be fully embedded at the school, it is currently too ad hoc.

Improve student transition

The evidence showed that an extensive transition program for new students was in place during 2022. 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 included being a mentor to all new students, proactively collaborating with feeder Primary Schools, 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 during 2022 had been undertaken via email and/or Zoom meetings) and also be an active and engaged member of the Wellbeing team in order to support all new students in years 7-11. Some new students were entered onto Sentral regarding negative disciplinary performance and negative socio-emotional transition experiences. As a result, some new students were placed on an individual learning plan (ILP). Regular school tours were conducted for potential new students and their families to aid in the transition process.

To move towards achieving our progress measure we need to continue to develop the orientation/induction program to ensure a successful transition (academic and social) into the school. The continued development could include using the survey results and feedback from the new students collected by the Transition Coordinator each year. Staff consultation and a vote on increasing the number of Year 7 enrollments was conducted and results indicated that staff were overwhelmingly in favour of an additional Year 7 class.

Promote positive student wellbeing

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. Students with disabilities and individual learning needs were supported through formalised processes that supported students. Further improvements to the formation of ILPs 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 evenings. Positive feedback and minimal complaints from families highlighted the positive impact of consistent communication with families. A structure around the monitoring of attendance through assigning the responsibility of specific year groups to the Deputies was introduced, utilising the return of absences spreadsheet, liaising with the Wellbeing Team, the HSLO and other related staff, to identify and address attendance concerns early and to ensure overall school student attendance rates remained high.

To move towards achieving our progress measure a structured whole-school wellbeing program will be developed to foster and promote school connection that enhances student social and emotional development. The Wellbeing team will continue engaging in suitable PL to support the ongoing learning and support needs of students. The development of ILPs will need to be reviewed through greater staff collaboration and improved use of professional input. HT Wellbeing role statement was revised to support the inclusion of this new role. Continued research on innovative wellbeing strategies that support high potential and gifted students needs to be embedded into our wellbeing program.

Enhance enrichment and co-curricular opportunities

The evidence shows that compared to 2021 there was a further increase in the number of co-curricular opportunities offered to students, particularly ones involving sport. For example, volleyball, basketball and badminton. Staff have continued to record attendance on Sentral following procedures clearly outlined by the deputy principal, and this continues to be acknowledged on student semester reports. Furthermore, student leaders have completed an online form to highlight the aims of each co-curricular club and the amount of work required to lead or participate within the group. This will assist in the longevity of the club as those who follow will have a clear indication of expectations and also promotes consistency across all clubs within the school. In addition, links to the JRAHS award scheme were established as students gained an understanding of how managing a club can contribute towards their points tally. The timing of House Captain voting was not adjusted in 2022, however, the need to move this in line with prefect and SRC voting remains pertinent. The number of SRC executive leaders per year have been reduced to make the position more meaningful, and there has been further adjustment of prefect roles to include other areas of the school, namely CAPA, wellbeing and co-curricular activities. 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. Inaugural awards assemblies were held during the year to recognise outstanding co-curricular achievements and commitment. The awards system has been implemented for junior students and adjustments have been made to the points allocated in consultation with relevant staff members to make them more equitable across the school.

To move towards achieving our progress measure we need to continue collecting student attendance data for co-curricular groups. The measures put into place to monitor the formation of new co-curricular groups, and ongoing commitment of current groups, need to be evaluated and adjusted as necessary to further promote consistency across the school. The JRAHS awards system implemented requires ongoing monitoring and evaluation over the next year to see how it is being used by students and whether they value it. In addition, House captain voting needs to be moved inline with prefect and SRC voting to make this more consistent, and for students to have equitable access to leadership roles within the school.

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
Expected Growth - Reading 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%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

system-negotiated target of 63.0%.	
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 98.7%.	<ul style="list-style-type: none"> • 99.29% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 99%.	<ul style="list-style-type: none"> • 100% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the lower-bound target.
HSC Achievement - Top 2 Bands 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%.	94.28% of students attained results in the top two bands demonstrating progress toward the lower bound target.
Student transition: Percentage of high performing students accepting entry into JRAHS in Year 7 is moving towards the school identified target of 75%. Percentage of new students report satisfaction from focus group/surveys regarding transition into JRAHS is moving towards the school identified target of 100%. Percentage of students attending in the new student support class for English/Maths is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of internal school data shows 66% of high performing students accepting entry into JRAHS in Year 7 indicating progress toward the school identified target. • Analysis of internal school data shows 100% of new students report satisfaction from focus group regarding transition into JRAHS indicating achievement of the school identified target. • Analysis of internal school data shows 100% of students attending in the new student support class for English/Maths indicating achievement of the school identified target.
Student wellbeing: TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 82.4%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates that 76.73% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which shows we are moving towards the school's lower band target.
Student wellbeing - Attendance 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%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased to 88.82% and this can be explained by our efforts to ensure students did not attend school whilst sick during the covid pandemic.
Enhance enrichment and co-curricular opportunities Percentage of Year 8 students achieving silver awards in the new JRAHS Award Scheme is moving towards the school identified target of 60%	<ul style="list-style-type: none"> • Analysis of internal school data shows 40% of Year 8 students achieving silver awards in the new JRAHS Award Scheme indicating progress toward the school identified target. • Analysis of internal school data shows 51% of Year 9 students achieving gold awards in the new JRAHS Award Scheme indicating achievement of the school identified target. • Analysis of internal school data shows 87.3% of students involved in at least one co-curricular activity every year indicating progress toward the school identified target.

<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>	<ul style="list-style-type: none"> • Analysis of internal school data shows 87% of teaching staff committed and engaged with one co-curricular activity per year indicating progress toward the school identified target.
--	--

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: \$71,481.44

Summary of progress

Enrich Teaching and Learning Programs

The evidence shows that in 2022 there has been a multi-layered approach to enriching teaching and learning programs and we continued to consolidate what had been built upon in 2021. The school continued to revise teaching and learning programs using the HPGE Differentiation tool and stage 5 programs were submitted for review. Programs were further strengthened through the whole-school literacy Professional Learning which involved embedding literacy strategies into programs. Another component was the executive collaboration with Brian Miller to discuss and plan assessment renovation to ensure programs contain a sufficient amount of academic rigour for our students. Staff reviewed programs, revised and strengthened them based on RAP data. The PLC structure continued to grow with new staff opting to participate in the program. The impact of this initiative included Executive discussion identifying pre and post testing occurring across faculties. Student voice was embraced through student program and assessment evaluation at the end of teaching and learning units. Faculties included this feedback to refine units and assessment tasks.

To move towards achieving our progress measure we need to develop a consistent means of recording program revisions to ascertain where faculties are in their progress. Greater consistency across KLAs and learning programs will be evaluated each year and amended according to registers, data and teacher and student evaluations. Faculties will continue to embed pre and post testing in a greater number of units. The Literacy Team will resume their meetings in 2023, evaluating the Check-in data and developing resources and strategies that can be implemented in different courses and/or for different student needs.

Harness the power of Professional Learning

The evidence shows that PL of the executive team continued with ongoing support from Brian Miller at an individual mentoring level and then with a move towards discussion of assessment renovation. The PL team created a new lesson observation template which the principal used in over 25 observations of teaching staff, modelling best practice in this space. There continued to be a technology focus across the school with both non-teaching and teaching staff upskilling in a range of ICT areas. The Professional Learning Communities continued and there was a review of them at the end of the year which gave clear pointers for future directions. We reinstated the weekly focus on wellbeing at the teaching staff communication meeting to ensure teaching staff are proficient in student wellbeing. Non-teaching staff continued with programs of online learning. New staff received a whole day of induction this year. The DoE's changes around the expectations for PDPs in 2022 meant that our planned work to improve goal setting did not occur.

Engage with evidence-based practice

In 2022 there was increased use of the lesson observation sheet which was amended to include WWB 2.0 checklist. Staff participation in staff wide classrooms continued and the Stage 5 Curriculum was reviewed to provide more diverse elective choice. Surveys and focus-group interviews were undertaken with Year 8 students enrolled in the rotation and elective choices and acceleration interviews for entry into Stage 5 and Stage acceleration (as best form of provision for HPGE students) was undertaken. The evidence showed that a number of staff incorporated some elements of What Works Best document and we had greater success with the HPGE policy by giving over one School Development Day to ensure Stage 5 programs incorporated 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.

In 2022 we will revisit the WWB 2.0 document to ensure best practice in the classroom across the school. We will also use data from cross-curriculum mapping (through continuing with CARC) to reduce redundancy for HPGE learners and an explicit program of skill progression for gifted learners. School identified data will be used to guide whole-school assessment renovation to provide enriched feedback to HPGE learners on their formative and summative learning progression.

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>	<ul style="list-style-type: none"> • Analysis of internal school data shows an increasing number of Teaching and Learning programs (Stage 4-5) containing common core requirements, including HPGE and literacy strategies, indicating progress toward the school determined target. • Limited availability of data showing consistent programming days reporting the use of staff and student feedback to amend programs across all KLAs. • Analysis of internal school data shows a static number of teaching and learning programs have embedded pre-testing practices indicating progress yet to be seen toward the school determined target. • Analysis of internal school data shows all newly appointed teachers commencing in Term 1 participate in a comprehensive induction program indicating progress toward the school determined target.
<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%). 	<ul style="list-style-type: none"> • Analysis of internal school data shows 50% of staff who are members of the school's Professional Learning Communities indicating progress toward the school determined target. • Inability to access People Matters Survey in 2022 resulted in no data collected against this measure.
<p>Engage with evidence-based</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows two thirds (Stages 4 and 5) of

<p>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>Percentage of lesson observations reflecting that WWB is implemented in teaching and learning practices is moving towards the school identified target of 100%.</p> <p>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%.</p>	<p>whole-school programs including adjustments to meet the requirements of the High Potential and Gifted Education Policy indicating progress towards the school determined target.</p> <ul style="list-style-type: none"> • Analysis of internal school data shows 100% of lesson observations reflecting that What Works Best is implemented in teaching and learning practices indicating achievement toward the school determined target. • Analysis of internal school data shows all Stage 4 and 5 programs have teaching and learning strategies embedded that reflect Aboriginal and Torres Strait Islander cultures and histories indicating achievement of the school determined 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

Summary of progress

Further connect with Parents

The evidence indicates that parents and staff were keen to continue with online parent-teacher interviews, information evenings and P&C Meetings. Providing these online forums increased the attendance rates with teachers being able to offer more interviews and more parents attending online interviews and online P&C events. The increase demand was evidenced by notable reserve lists for parents seeking a teacher interview. Inaugural Parent Information events held a few days prior to the parent-teacher interviews were very well attended and provided parents with an opportunity to learn more about their child's education, as well as to ask questions. TTFM is still only being completed by a limited number of parents so the data from this is not as helpful as could be. There was a high level of parent engagement with the canteen survey, which led to the change over from a commercially run canteen to a parent-run initiative.

Surveys held after every parent teacher event strongly indicated that we should keep the online format and continue to hold the Information events. We need to find ways to encourage more parents to undertake the TTFM survey. The newsletter will remain a platform for communicating to parents about what is happening in the school and we need to keep promoting that within the school community. The incredible success of the morning teas for paver donors and the parent volunteers has inspired us to develop a morning tea program for parents across the school.

Build broader and deeper connections with the wider community

The evidence showed that the school is being used to its optimum with community groups regularly using the school facilities throughout 2022 every evening, at the weekend and during the holidays in a variety of ways from beekeeping to Saturday School and hire of the school hall and Lecture Theatre. Cumberland HS, Carlingford West PS are running large events such as Concerts and presentation events in our hall while their schools undergo building works. These events are supported by our students in Sound and Lighting.

We continue to be very involved in Network activities with staff presenting at various educational events. Student involvement beyond the classroom has been promoted through newsletter, media, alumni and social media. This was made possible through the school clubs and co-curricular activities and is important to support wellbeing and breadth of curricular involvement. In 2023 we will be expanding our connections with other schools and the local community and visits to the school from community, alumni and guest speakers for assemblies will be expanded.

Co-curricular programs have been reviewed so that they are better supervised and promoted to give a sense of school recognition and to raise the school's profile. These were promoted extensively through the school tour program and prospectus. The revamped JRAHS Awards scheme worked concurrently, with students gaining points for co-curricular involvement. The Rusecon was established to promote the co-curricular side of the school and was a great success at Orientation Days and Open Day. As a result of this initiative there was unprecedented new membership signups and emergence of new groups.

Students from Carlingford West Public School and Cumberland HS attended the JRAHS IWD Breakfast and the Spooktober event, providing great opportunities for local student communities to connect, as did the Drama program conducted with Carlingford West PS.

NAIDOC week was celebrated with a traditional smoking ceremony assembly with Aboriginal elders facilitating and addressing the school for this cultural experience. An Aboriginal artist was commissioned to paint a mural with students and the school's acknowledgement of country was changed to include the Burramattagal people of the Dharug nation to

reflect the First Nations people specific to the land on which the school is built.

To further develop links with other schools, the Principal established a database to capture executive teachers across selective and partially selective schools in an effort to establish networks in each subject area..

To continue to move forward we will continue to build relationships with the broader community through use of school facilities, guest speakers, network involvement, professional learning and presenting, incursions, etc. This is about creating a cultural shift in the mindset of staff and students to be as inclusive as they can be. Establishing networks across selective and partially selective schools will be a key activity. Having an annual Open Day will promote the school beyond academic attainment.

Realise the potential of a strong Ruse Alumni network

The evidence showed that we now have a data base of 1000 plus alumni which was used multiple times over the year to successfully engage speakers for events, sponsors for a range of activities and mentors for the Girls at Ruse mentoring pilot. The role of the Development Manager has been integral to our efforts to establish an active alumni network and the position was made permanent at four days a week. The Foundation was fully formed in 2002 and was instrumental in establishing two key events in 2022 - the Gala Dinner with over 100 alumni guests and the Open Day with over 3000 visitors, both of which were major successes. Further to this the re-opening of the MA Canty Lecture Theatre was effective in garnering support for the Please Be Seated Campaign. The evidence shows that the archives has been very useful the Development Manager who has used information from various documents to find alumni for our data base, to find interesting stories for the Facebook page and to generally gain a greater understanding of the school's history. She has been promoting the archives at staff meetings throughout the year. The impact of this initiative has been the development of a strong Ruse alumni network with the Girls at Ruse mentoring pilot being the best example of this and demonstrating diverse examples which students and staff can aspire to.

To move towards achieving our progress measure we need to continue with the work already started: digitizing and sorting the archives and further adding to the alumni data base. Further adding to our alumni speaker series published on the school website will ensure that our guest speakers' core messages can be spread to a wider audience. The Girls at Ruse mentoring program will be fully established and we will pilot a boys program. The Foundation will investigate additional means by which to encourage more alumni to connect to the school.

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 All parent and community school events are evaluated, including levels of attendance. <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.	<ul style="list-style-type: none">• Analysis of Tell Them From Me survey data shows 69% of parents reporting that they feel welcome at school indicating progress yet to be seen toward the school identified target.• Analysis of Tell Them From Me survey data shows 62% of parents are informed indicating progress yet to be seen toward the school identified target.• Analysis of Tell Them From Me survey data shows 57% of parents support learning at home indicating progress toward the school identified target.
Build broader and deeper connections with the wider community <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	<ul style="list-style-type: none">• Analysis of internal school data shows a growing number of faculties engaging in selective school network events indicating progress toward the school identified target.• Analysis of internal school data shows a growing number of faculties engaging in external community connections, including universities and industry indicating progress toward the school identified target.• Analysis of internal school data shows an increase in the use of school facilities by local community indicating progress toward the school identified target.• Analysis of internal school data shows an increase in the quality of cultural cognizance for events such as NAIDOC and Reconciliation Week to

<p>target of 100%. .</p> <ul style="list-style-type: none"> • 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 is moving towards the school identified target of 100%. 	<p>educate students and staff and celebrate the culture and histories of our First Peoples which increases each year indicating progress toward the school identified target..</p> <ul style="list-style-type: none"> • Analysis of internal school data shows an increase in 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 indicating achievement of the school identified target.
<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. 	<ul style="list-style-type: none"> • Analysis of internal school data shows 830 of alumni members with accurate contact information recorded on the alumni database indicating achievement of the school identified target. • Analysis of internal school data shows an increase in the number of alumni visits to archives, school tours, special events indicating achievement of the school identified target. • Analysis of internal school data shows an increase in the number of alumni contributing to the school through sports coaching, debating coaching, co-curricular competitions, mentoring, Olympiad tutoring, indicating achievement of the school identified target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,517.45</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"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: students financially supported to ensure that they can attend the vast array of co-curricular activities available and in one case we have bought uniform for a student.</p> <p>After evaluation, the next steps to support our students will be: to continue to encourage families to apply for financial assistance in written documentation but also expand this to face to face meetings with cohort groups.</p>
<p>Low level adjustment for disability</p> <p>\$87,755.75</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"> • Reduce gifted underachievement • Promote positive student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing additional year advisors to support students with disability and to provide Sentral to aide their dissemination of information to whole staff. <p>The allocation of this funding has resulted in the following impact: senior students working with their teacher on literacy report very positive interactions with the Principal. Assistant Year Advisers able to write ILPs for students with disability and this aides teachers.</p> <p>After evaluation, the next steps to support our students will be: to develop a Learning and Support team, as distinct from Wellbeing team and explore ways to provide more in class support for students</p>
<p>Professional learning</p> <p>\$71,481.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Enrich Teaching and Learning Programs • Harness the power of Professional Learning • Engage with evidence-based practice

<p>Professional learning</p> <p>\$71,481.44</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: faculty programs adjusted to meet the requirements of the HPGE policy. the PLCs continued to be a core element of professional learning at our school.</p> <p>After evaluation, the next steps to support our students will be: to complete the last stage of programming for the differentiation tool in Stage 6. continue to engage with our critical friend, Brian Miller, work on assessment renovation. to reinvigorate the PLCs via a twilight session with all staff experiencing a community of learning professional learning session.</p>
<p>COVID ILSP</p> <p>\$35,872.00</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 2022.</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"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: 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 will be: to explore more ways to support students with in class support.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> Reduce gifted underachievement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> SSO has been supporting students with low level wellbeing concerns. SSO has been regular point of contact for some of our students who have greater wellbeing concerns. <p>The allocation of this funding has resulted in the following impact: SSO has used the year to familiarize herself with the school and to establish herself with the student body.</p> <p>After evaluation, the next steps to support our students will be: to implement the SSO role description. trial small group work . follow up attendance concerns to identify any wellbeing concerns.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	460	465	471	477
Girls	375	389	384	368

Student attendance profile

School				
Year	2019	2020	2021	2022
7	98.7	96.8	98.6	95.7
8	97.9	96.9	97.7	95.6
9	97.4	96.1	97.6	94.7
10	96.8	95.6	95.9	94.0
11	97.0	98.3	96.7	94.0
12	96.4	97.0	95.9	93.8
All Years	97.3	96.8	97.0	94.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 2022.

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 2022 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)	43.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.48
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,186,445
Revenue	12,636,075
Appropriation	9,931,485
Sale of Goods and Services	294,020
Grants and contributions	2,396,939
Investment income	13,631
Expenses	-12,656,636
Employee related	-9,357,555
Operating expenses	-3,299,081
Surplus / deficit for the year	-20,561
Closing Balance	1,165,884

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	97,273
Equity - Aboriginal	0
Equity - Socio-economic	9,517
Equity - Language	0
Equity - Disability	87,756
Base Total	8,548,882
Base - Per Capita	215,915
Base - Location	0
Base - Other	8,332,967
Other Total	850,437
Grand Total	9,496,592

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

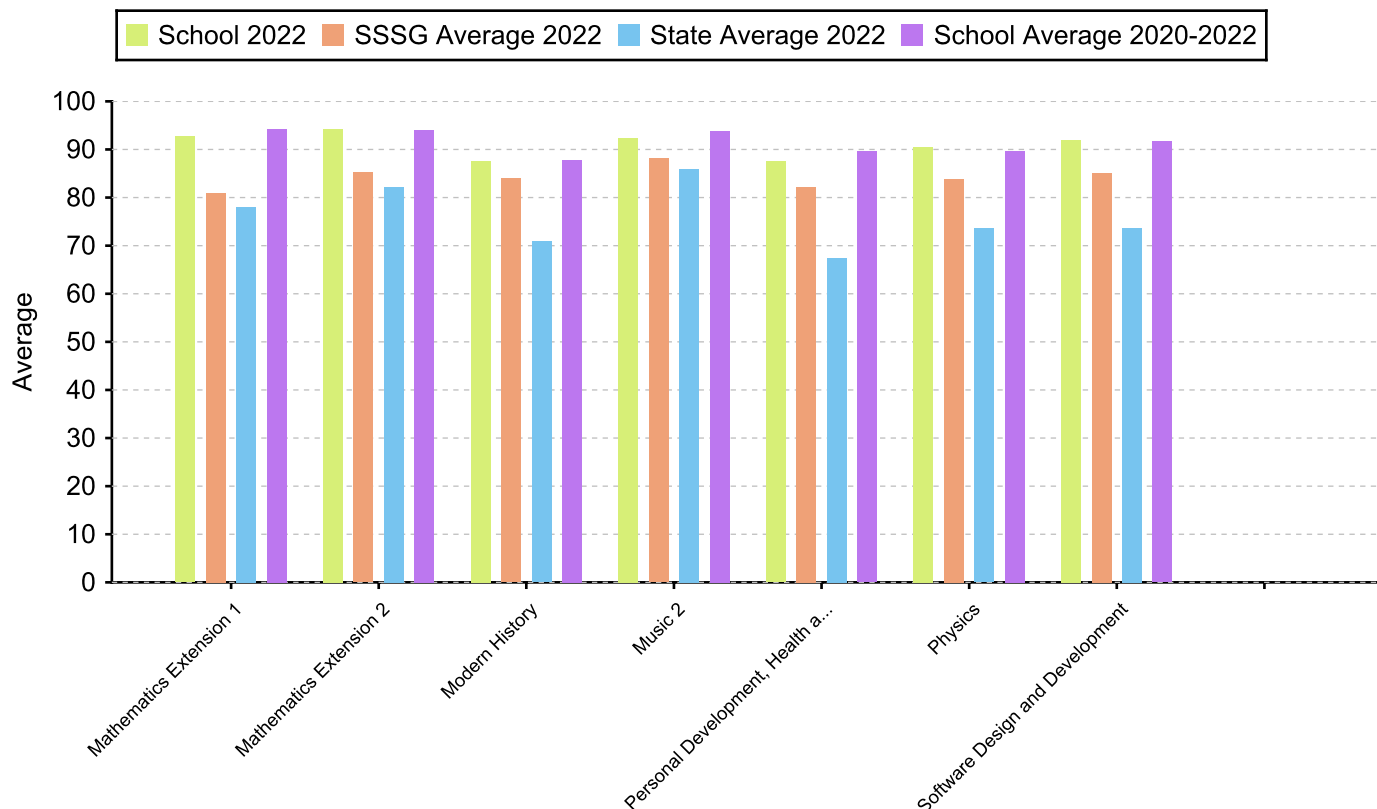
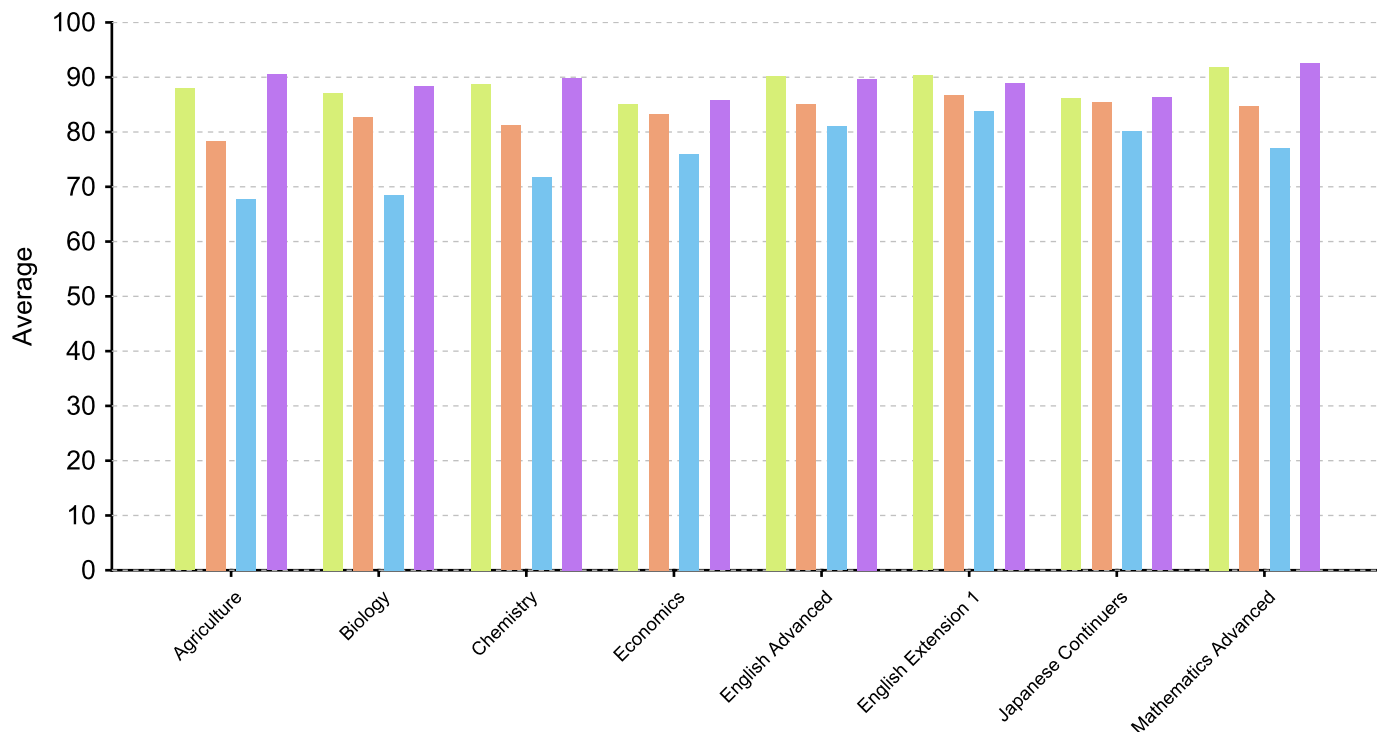
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Agriculture	87.9	78.4	67.8	90.5
Biology	87.1	82.7	68.5	88.3
Chemistry	88.8	81.2	71.7	89.8
Economics	85.1	83.3	76.0	85.8
English Advanced	90.2	85.0	81.0	89.7
English Extension 1	90.3	86.8	83.9	88.8
Japanese Continuers	86.1	85.4	80.1	86.3
Mathematics Advanced	91.9	84.8	77.1	92.6
Mathematics Extension 1	92.7	80.9	78.0	94.3
Mathematics Extension 2	94.3	85.2	82.2	94.1
Modern History	87.6	84.0	70.9	87.9
Music 2	92.4	88.1	86.0	93.8
Personal Development, Health and Physical Education	87.5	82.1	67.5	89.6
Physics	90.5	83.9	73.5	89.7
Software Design and Development	92.0	85.1	73.7	91.6

Parent/caregiver, student, teacher satisfaction

808 students completed the Tell Them From Me Survey: 78% reported a positive sense of belonging (NSW 66%), 86% participated in clubs and sports at school (NSW 58%) and 84% reported having positive relationships (NSW 78%). 61% of students reported being appropriately challenged (NSW 42%). 75% of our students agreed or strongly agreed that they feel proud of their school.

To gain further qualitative data the Principal held focus groups with all Year 7s and all new students in Years 9-11. The results of these discussions were shared with teachers and SASS with further action taken where appropriate.

The survey that made the biggest impact in 2022 was the canteen survey for students (493 respondents) and parents (250 respondents) which evidenced a lot of dissatisfaction (food quality, healthiness and pricing) thus leading to the P&C being given the contract for 2023-2025.

We also surveyed staff and parents after each on-line parent teacher night and the information events that proceeded each one. An overwhelming majority of staff and parents said they preferred on line meetings. An overwhelming majority of parents agreed or strongly agreed that the information events were useful. We will continue with this model in 2023 with the exception for Year 7 where the Parent-Teacher event will be held at school.

In 6/8 of the eight drivers of student learning, teachers at our school are either above the state mean and/or have shown an improvement compared to a static state mean in the last three years.

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.