

Empire Vale Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Empire Vale Public School as an account of the school's operations and achievements throughout the year.

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

The Report highlights some of the many achievements of our school and our community and showcases the diverse range of learning opportunities which our students can participate in. We are pleased to be able to offer programs and activities which engage our students on many levels whether it be academic, sporting, social, environmental or in leadership. We have highly dedicated staff who collaborate to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best.

Being a small school we rely very much on the support of our community and in 2018 we continued to foster and strengthen these community relationships.

This report also outlines where we will be focusing some of our resources over the next couple of years but is by no means a comprehensive list of all the programs and activities which we will be offering to our students.

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Principal

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School background

School vision statement

Empire Vale Public School is committed to providing a diverse range of educational and social opportunities for every child at our school. Staff join with the school community in making a strong collective commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. We strive to develop life-long learners who are confident and creative individuals. Our goal is to equip them with the appropriate skills and knowledge to become healthy, well rounded global citizens.

As a school community, our collective goal is to provide a rich educational environment that supports the consistent improvement of student outcomes and is not limited by the location and size of our school community.

School context

Empire Vale Public School is located between Ballina and Wardell on the North Coast of New South Wales. It is set in a rural sugar cane farming district, with limited community infrastructure, making our school a social hub and key asset within the community. Our students come from a range of home environments which include cane farms as well as rural, residential and rental properties in the Empire Vale and South Ballina areas.

We have a student population of 32 students, in two multi-staged classes. Some of our students are from Aboriginal backgrounds, and 10% of our student population are first generation immigrants coming from Vietnam, Indonesia and the Philippines.

Integral to our school environment are our community partnerships and support networks including our P&C and our well established networks within the local arts industry.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning Empire Vale Public School has spent considerable time addressing the Learning Culture of our school. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, assemblies and excursions. Students are taught to accept responsibility for their own behaviour as appropriate to their age and level of understanding. Empire Vale is currently reviewing our wellbeing program to ensure a strong focus on resilience and building positive relationships.

Teaching Teachers are actively engaged in planning their own professional development to improve their performance. The teaching standards underpin the goals set by staff in their Personal Development Plans.

There is a particular focus on improved methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. In 2018 teachers have been continuing our program of analysing student writing samples to inform their teaching. Empire Vale was selected as a 'supplementary school' by the Centre of Educational Statistics and Evaluation, this has provided the staff with the opportunity to become familiar with the Learning Progressions in Literacy and Numeracy.

Training opportunities have been between the ES1 and S1 teachers in our Southern Cross Community of Small Schools (SXCSS) network. Combined schools staff development days were held in Terms 2 & 3. Teachers can demonstrate that differentiated opportunities are available for students. Student reports contain specific student results and progress, data is used from observation and assessment results.

Leading Parents and community members have the opportunity to engage in a wide variety of school related activities. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. This is evidenced by our strong commitment to notify parents and community of up-coming school events and

activities. In 2018 we have ventured into Social Media with both the P&C and school establishing Social Media accounts with Facebook.

In 2018 we were able to provide a venue for a newly established 'Peninsula Playgroup' servicing families from throughout the South Ballina peninsula area. This has been a welcome addition to the school and has provided valuable support networks for families with young children.

The school has also fostered strong relationships with the local sugar industry and with our local Art galleries. The teachers regularly mentor early career teachers from our partnership universities. The students actively participate in activities and events with others schools. In 2018, students participated in debating, public speaking, sporting events and art/writing workshops. The community have been invited to join us at a number of events throughout the year: Assemblies, sporting events, special celebrations (Book week, ANZAC), community art afternoons with visiting artists and our annual theatrical production.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning

Purpose

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn and adapt. Teachers use information about individual student's capabilities and needs to plan for students' learning to engage them in rich learning experiences and to developing skills for success – now and in future years. Through a committed approach to sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

Overall summary of progress

Our community partnerships continue to enrich our school community providing rich learning experiences for our students. Such experiences include working alongside cane farmers and the Sunshine Sugar Mill to create a biofuel for the Green Innovation Awards, peer visits from other schools and being mentored by local artists.

Attendance at professional development conferences in Teacher Accreditation through the Leadership Development Initiative has helped to develop teacher knowledge of the accreditation process; we now have staff supporting each other through the accreditation process.

Staff collaborate to assess, discuss and develop strategic directions to improve our students' literacy outcomes. Staff utilise artworks as a literacy stimulus to improve vocabulary and creative writing skills across our school. Staff are improving their knowledge and use in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Wellbeing:</i> Social Skills and resilience programs will be explicitly, consistently and supportively applied across the whole school.	Equity funding and School & Community funds are used to provide quality Wellbeing programs for our students.	The school has created a wide range of learning opportunities to help build resilience amongst our students. Online social skills forums, the Interrelate program, School Counsellor resilience sessions and targeted 'team-building' excursions have all been utilised to supplement our classroom programs.
<i>Learning Culture:</i> Student assessment will reflect improved learning outcomes through our school's commitment to research, create and implement innovative programs and pedagogy that meet the needs of our school community.	Equity funding and School & Community funds are used to provide quality learning programs for our students.	The implementation of STEAM Projects has provided all students with the opportunity to improve literacy and numeracy skills through collaborative project-based learning. Our success in winning the Green Innovations award with our project on investigating the use of sugar cane as an energy source and biofuel, successfully introduced the students to mentoring from a local cane farmer as well as building upon a working partnership with Byron Electrical Company and the Sunshine Sugar Mill in Broadwater.
<i>Measured Outcomes:</i> Staff will develop a deeper understanding of benefits of and the ability to utilise a range of assessment and formal documentation tools to map, analyse and present evidence regarding our school's achievements.	Centre for Education Statistics and Evaluation (CESE)	Empire Vale PS joined the Centre for Education Statistics and Evaluation (CESE) 'supplementary schools' to enable us to be a part of the trial into the implementation of Learning Progressions in literacy and numeracy. This will continue in 2019.

Next Steps

- To continue to find relevant and engaging social skills and resilience programs and presenters to support our whole school wellbeing program.
- Establish, develop and nurture our school and community partnerships so that we can continue to provide unique, relevant and rewarding learning opportunities.
- To continue to support staff through the Teacher Accreditation Process through ongoing support and mentoring. We aim to have one of our staff members complete their Highly Accomplished Teacher Accreditation in 2019.
- Continue to build on the improved Learning and Support processes and strengthen the support for Gifted students.
- Utilise our strong creative arts program to enhance learning in other key learning areas. Staff will utilise artworks as a literacy stimulus to improve vocabulary and creative writing skills across our school.
- Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.

Strategic Direction 2

Excellence in Teaching

Purpose

To encourage teachers to take personal responsibility for refining their teaching practice in order to improve student learning. Learning opportunities are engaging and teaching strategies are evidence based. Teachers are immersed in collaborative learning and are committed to providing high quality learning experiences for all students.

Overall summary of progress

Throughout 2018 student engagement was enhanced through a wide range of community based art projects. This involvement was further enriched to include both state and national focus with our innovative creative writing program. Our success with the 'How to get a picture to tell 1000 words' creative writing program, using artworks as stimulus was shared with our learning communities and at the National Literacy Conference in Perth and to partnered schools through the Leadership Development Initiative project.

2018 also saw Empire Vale increase our community profile in Science and Technology. We were the winners of the Northern Rivers Green Innovations award with our sugar cane biofuel project and were also the winners of the Northern Rivers Science and Engineering Challenge run by Southern Cross University. These projects supplemented our already successful robotics program in the school.

The Peninsula Playgroup being run out of our school library area was established in 2018 and included the provision of support staff and resources to ensure its successful implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher mentoring develops deep knowledge and understanding in the potential growth that students can achieve in writing using a variety of stimuli (e.g. 1000 words writing program).	School budget allocation (SBAR) and Arts grant	<i>NSW Learning Progressions were introduced to all staff through our involvement as a supplementary school with the Centre for Educational Statistics and Evaluation (CESE). The Instructional Leader employed in neighbouring small schools was also a valuable resource in mapping students' academic growth in reading groups. The 1000 Words writing program was successfully introduced into the K-3 class differentiating the program to allow all ability groups to use art to stimulate creative thinking and writing.</i>
Differentiated programs in place to promote and enhance targeted teaching strategies to address individual learning outcomes.	School budget allocation (SBAR) and Equity funding	Differentiated learning opportunities are embedded in all teaching programs across the school. Debating days, science days, technology days (robotics, drone, iPad) and art have all provided additional depth to the learning opportunities provided to our students.
Evidence supports that teachers are using deeper knowledge, effective feedback and collaboration strategies to enhance and improve teacher development.	School budget allocation (SBAR), Leadership Development grant as well as our 'Raiders of the Lost Art' Arts Unit grant.	<i>Staff have a clearer understanding of accreditation process. Improved professional networks in the community, with professional networks (i.e. Leadership Development joint school projects) and with neighbouring schools has improved the understanding and implementation of effective assessment practices.</i>

Next Steps

- Continue to facilitate community art workshops to engage our whole school community in our creative arts program. These workshops will not only provide a social outlet for our remote community but will provide opportunities to learn new skills from both artists and teachers. The 'Raiders of The Lost Art' teachers professional

development group will continue to enhance and share their creative skills. Students will be given opportunities to respond to local exhibitions at the Lismore Gallery, through the *'How to get a picture to tell 1000 words'* creative writing NR Gallery community engagement program.

- Continue to expand the Peninsula Playgroup and assist the parents in gaining the skills required to ensure its growth. This provides learning and social opportunities for the young children as well as a social outlet for new and experienced parents.
- Expand our STEM knowledge to include drone and virtual reality skills.

Strategic Direction 3

Excellence in Leading

Purpose

To encourage a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's proactive engagement with parents and the wider community. Resource allocation and planning supports the strategic vision of the school community.

Overall summary of progress

Staff continue to deepen their understanding of the new National Curriculum. Staff from within the school and across our learning community are leading and supporting others through an effective implementation strategy. As a community of small schools, our staff participated in intensive literacy training, numeracy training and a Science and Technology Day, where we explored ways to improve student outcomes and engagement. The development of deeper understanding and the valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. Staff have been very involved in setting our strategic directions as well as identifying milestones that we will work towards. Our staff understand the importance of providing high quality evidence. Expectations are high and teachers are committed to providing engaging learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership development opportunities will be explicitly, consistently and supportively applied across the whole school evidenced by the policy being effectively implemented into all teacher programs.	School budget allocation (SBAR)	Our student leadership policy was re-visited to ensure all grades had a clear progression of leadership opportunities and that the skills of leadership (i.e. public speaking) were explicitly taught in all classes. The policy will be revised in full in 2019 to reflect changes that have been trialled throughout 2018.
Innovative programs and community partnerships will be developed to provide opportunities to meet the learning needs of our school and develop and promote leadership skills of our students and community.	School budget allocation (SBAR)	Opportunities are provided to our students to exhibit art works locally, to partner with local artists to produce 'public art' for the local council, to present prepared speeches to the community and to share science projects.
Professional development opportunities for staff to develop deeper understanding of the benefits of building their capacity to deliver 'Best Practice' in leadership. They will apply this professional growth through developing explicit educational policies, programs and obtaining evidence of their practice.	School budget allocation (SBAR), Professional Learning funds and Leadership Development grant.	Staff participation in the Leadership Development Initiative has benefitted all staff by providing opportunities to share knowledge and involve the whole staff in new school partnerships.

Next Steps

- Further development of staff knowledge and usage of the Learning Progressions will occur in 2019.
- Staff will be involved in evaluating our achievements against the School Excellence Framework and will expand our knowledge of gathering evidence to assist us in determining 'where to next'.
- Parent sessions and newsletter items will be expanded to ensure our parent community are an active part of the learning process for their children.
- Community engagement opportunities will continue (Community art sessions, involvement in 'special days', Playgroup) and new opportunities will be explored.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$2 949.00) 	<p>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Cultural significance is included in ILPs in consultation with Aboriginal Elders and/or parents. The learning and support program provides ongoing literacy support to our indigenous students, through instructional advice to staff and facilitating group learning experiences where students have an improved student to teacher ratio. Our school Student Learning Support Officer (SLSO) provides ongoing classroom support for our indigenous students.</p>
English language proficiency	<p>Additional staffing was funded under the Transitional Equity program (combined Aboriginal/NAP/Socio–Economic) to expand our 'Boost' groups.</p> <ul style="list-style-type: none"> English language proficiency (\$400.00) (\$0.00) 	<p>Students practised proficiency skills regularly under the guidance of support staff. Our New Arrivals (NAP) student was involved in coaching and feedback to improve his skills and understandings during classroom activities and through the learning support program. Learning Support "Boost" groups are designed to focus on a key area of need to give the group a boost.</p>
Low level adjustment for disability	<p>0.1 Staffing component (1/2 day per week)</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$5 075.00) 	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Students were referred for learning support and/or counsellor support where required. Equity funding was combined to cater for the needs of all students.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.061 staffing allocation – 12 teaching days</p>	<p>QTSS funding was combined with Aboriginal loading, English Language Proficiency(students from non–English speaking backgrounds), Low–level disability and Socio–economic funding. With the combined funds we were able to introduce strategies for assisting ALL students with</p>
Socio–economic background	<ul style="list-style-type: none"> Socio–economic background (\$19 103.00) 	<p>The learning and support program provides ongoing literacy support to our disadvantaged students, through provision of instructional advice to staff and facilitating group learning experiences where students have an improved student to teacher ratio. Our school SLSO provides ongoing classroom support for targeted students. Our school and the P&C have subsidised a variety of learning excursions and experiences ensuring targeted students can fully access the curriculum and extended learning opportunities.</p>
Targeted student support for refugees and new arrivals	<p>1 day per week New Arrivals Program (NAP) funding was provided for term 4</p>	<p>A student with a non English speaking background enrolled in the last week of term 3 and was supported with New Arrivals (NAP) funding as well as benefitting from Equity funding which has been combined to provide SLSO support and 'Boost' groups with additional teacher support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	23	21	24	21
Girls	18	15	12	9

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	96.2	83.9	94.8	88.7
1	98.2	94.2	97.1	94
2	93.2	93.8	94	96.4
3	96.2	95.4	96.5	92.9
4	96.6	97.3	95.9	91.7
5	90.7	98.1	96.8	94.5
6	97.4	95.7	96.6	97
All Years	95.7	94.9	95.7	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Regular school attendance is promoted within our school community. Student attendance awards are given out at our term assemblies. Information sheets about the benefits of regular school attendance are distributed to parents. Parents are encouraged to use our School Stream app to notify the school of student absences. All parents are encouraged to notify the office of student absences as soon as possible.

The DEC policy on school attendance is available on our school website so that parents can see what absences are justified. The Home School Liaison Officer and the School Counsellor are involved where families require additional support in improving attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Empire Vale Public School has no teachers at this time who identify as having Aboriginal heritage.

Empire Vale Public School is part of the Cabbage Tree Island Stronger Smarter Learning Community as well as the Ballina AECG (Aboriginal Educational Consultative Group).

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Professional learning is an integral part of the school organisation and contributes to the professional growth of our staff which leads to improved learning outcomes for our students and management of our school.

Professional learning activities are linked to school priorities, staff Professional Learning Plans and to the Department's priorities.

During 2018, our staff had professional learning in the following areas:

Education/Curriculum

- Science & Maths (1 staff)
- Critical Thinking (1 staff)

- Coding/Robotics (1 staff)
- iPad (all staff)
- Debating (1 staff)
- Athletics coaching (1 staff)
- 7 Steps (1 staff)
- CESE/Learning Progressions (2 staff)
- 8 Ways (2 staff)
- iPlay (all teaching staff)

Wellbeing

- Child Protection (all staff)
- Code of Conduct (all staff)
- Anaphylaxis, CPR (all staff)
- ARCO (1 staff)
- St John 1st Aid (1 staff)

Administration

- SAP Reports (2 staff)
- eFPT budget tool (2 staff)
- Website (2 staff)

Empire Vale Public School also had 2 staff members involved in the Leadership Development Initiative, one staff member presenting our writing program to various audiences including the Northern Rivers Gallery and 1 staff member presenting "How to get a Picture to Tell a 1000 Words" (Art and Writing Program) at the National Literacy Conference in Perth.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	92,388
Revenue	589,830
Appropriation	546,803
Sale of Goods and Services	0
Grants and Contributions	37,224
Gain and Loss	0
Other Revenue	5,044
Investment Income	758
Expenses	-577,930
Recurrent Expenses	-577,930
Employee Related	-491,462
Operating Expenses	-86,468
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	11,899
Balance Carried Forward	104,287

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Balance carried forward as at 31 December 2018 includes committed funds for:

- Unpaid orders/invoices,
- Unpaid staffing account,
- Grants (NOTE: Grants are funds 'tied' to specific programs for which the grant was applied.) \$ 37,224
- Provision for additional assets, and
- Asset replacement

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	443,277
Base Per Capita	6,961
Base Location	1,799
Other Base	434,517
Equity Total	37,717
Equity Aboriginal	1,634
Equity Socio economic	21,871
Equity Language	400
Equity Disability	13,812
Targeted Total	0
Other Total	29,539
Grand Total	510,533

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy

In 2018, eight students sat the NAPLAN Literacy tests for Year 3. Due to the small group size it is not possible to report on actual results without identifying individual students. However results have shown that:

- Students performed better in grammar & punctuation than the other areas of literacy.

In 2018, three students sat the NAPLAN Literacy tests for Year 5. Due to the small group size it is not possible to report on actual results. However results have shown that:

- Students performed better in grammar and writing than the other areas of literacy; and
- The school's average growth is higher than the state average growth in grammar and punctuation.
- 100% of year 5 students achieved at or above expected growth in grammar and punctuation.

In the Numeracy tests for Year 3 again, due to the small group size it is not possible to report on actual results. However results have shown that:

- Students performed better in Number and Patterns than in Data, Measurement & Geometry;

In the Numeracy tests for Year 5 again, due to the small group size it is not possible to report on actual results. However results have shown that:

- Students performed better in Number and Patterns than in Data, Measurement & Geometry; and
- The school's average growth is higher than the state average in numeracy.
- 100% of year 5 students achieved at or above expected growth in numeracy.

Premier's Priorities: *Improving education results*. In 2018 the Average Scaled Growth of students from yr 3–5 in Numeracy was 109.2pts compared to the State average growth of 93.1. In Literacy our growth was 106pts compared to 79.7 in Spelling and 134.3pts

compared to 68.3 in Grammar & Punctuation. In Reading and Writing our growth was below the Stage average growth. Classroom teachers have high expectations of all students.

State Priorities: *Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands*. Due to reporting requirements, we are unable to display NAPLAN results for Aboriginal students as there were less than 10 students who completed the testing. All Aboriginal students have an Individual Learning Plan with high expectations for achievement of set goals.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school. In 2018, the school sought the opinions of our school community through focus groups of randomly selected parents/carers, students and teachers. Their responses are presented below:

- The majority of parents/carers value the safe, respectful and nurturing environment that their child experiences at our school. They are grateful that our school provides a safe place for learners to take chances without the fear of mistakes.
- They support the aim that children become confident, resilient, well-educated and active citizens, whilst at Empire Vale Public School.
- Parents/carers appreciate the special interests and skills of our teaching staff and values their dedication in creating a wide variety of rich learning opportunities.
- Parents are pleased that their children enjoy school and are highly motivated to participate in our school's learning programs.
- Community members shared that they were impressed with the outcomes of our 'Green Innovation' project. They felt it was valuable learning experience for our students and winning the primary division was a great way to showcase our students' work to the wider community.
- Parents felt that our partnerships with the local arts community and local industry has enhanced the confidence and creativity of our students.
- Our parent community greatly appreciates opportunities for whole community engagement such as Education week, concerts, assemblies, and art exhibitions as these events bring our community together.
- Parents were supportive of targeted learning programs that are running at the school.
- Community members were pleased with the establishment of a local Playgroup in 2018 and were appreciative of the facilities and support offered by the school. Parents have expressed their interest in expanding the links between the Playgroup and school students in 2019.

Empire Vale Public School received Aboriginal background funding in 2018 of \$2,949. During 2018, funds from 'Aboriginal background', 'socio-economic' and 'low level adjustment for disabilities' were combined to enable increased support for areas identified in personal learning plans.

Our plan included:

- Dreamtime stories and modern tales created by Indigenous writers embedded in class programs.
- Acknowledgement of Country is included in all events run by our student leaders and staff.
- Aboriginal artists and artworks studied and appreciated in art and literacy lessons.
- Continued involvement with the Stronger Smarter Institute.
- 8 Ways professional learning
- K–3 excursion 'Dolphin Dreaming'

Multicultural and anti-racism education

In line with the School Plan, the teaching and learning programs have been reviewed to ensure that culturally inclusive classroom and school practices are embedded for all students. Our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Empire Vale school celebrates its cultural and religious diversity. Approximately 10% of our student population are first generation immigrants coming from Vietnam, Indonesia and the Philippines. Our students' religious beliefs cover Muslim, Jehovah Witness and Christian religions.

Throughout the year Multicultural Awareness was covered in all classes. Highlights include;

- Participation in the Premiers Multicultural Public Speaking Competition.
- International artists and their artworks studied and appreciated during creative arts and literacy lessons.
- Students studied international issues such as natural disasters, refugees and global connection.
- Student artworks selected for exhibition in Japan, as part of the Nagoya Sister City Art Exchange.
- International interschool visit by Japanese school "Joy and Trust" where students shared typical educational experiences.
- ARCO professional learning.

Policy requirements

Aboriginal education