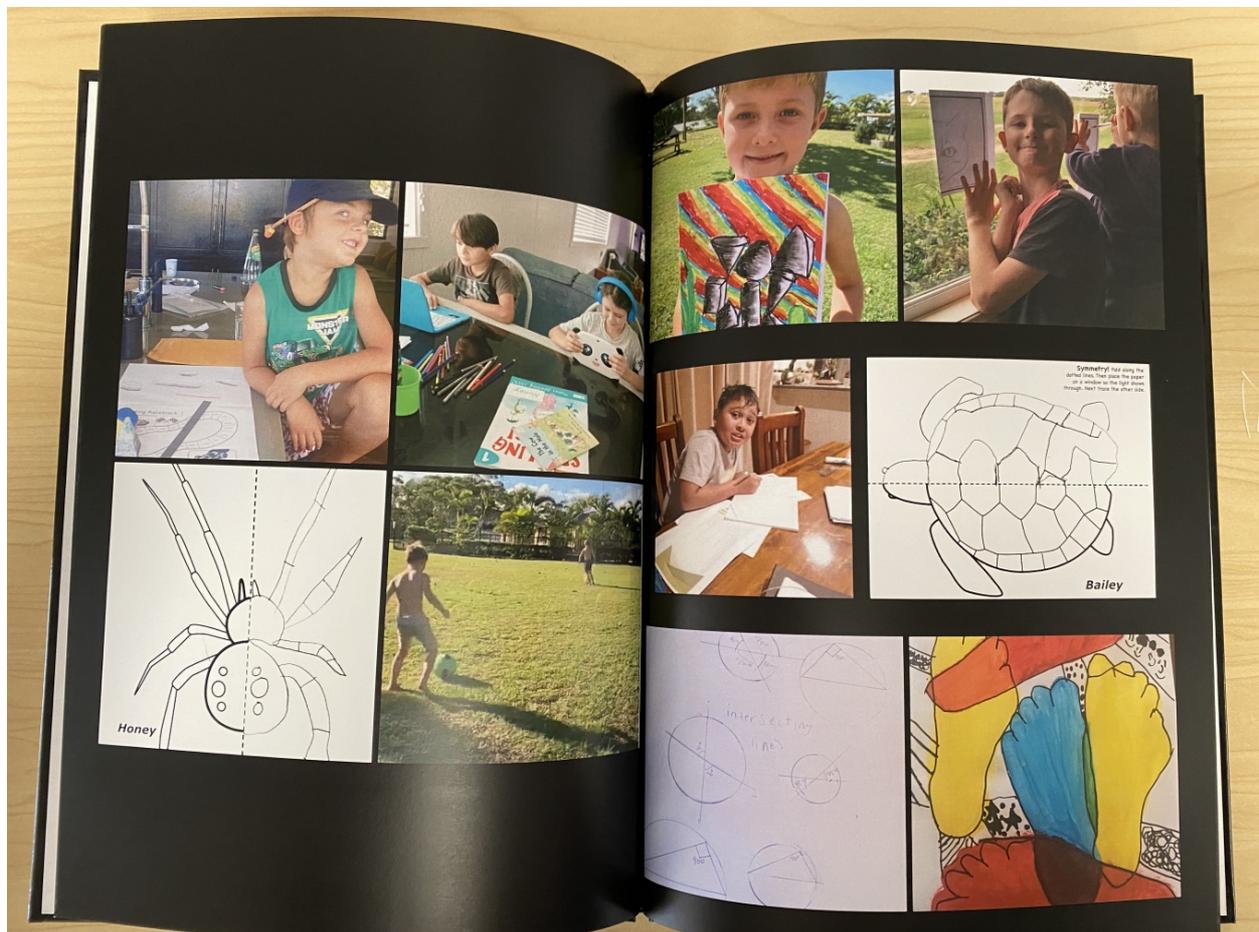


2020 Annual Report

Empire Vale Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

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. Although 2020 was a difficult year for fostering community relations within the school, we were pleased with the spirit of co-operation and willingness to embrace all opportunities that we were able to provide.

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

Bonita Avery

Principal

School vision

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 26 students, in two multi-staged classes. Some of our students are from Aboriginal backgrounds, as well as first generation immigrants.

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Learning 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 engaged a Chaplain in 2020 to supplement our wellbeing program and ensure we deliver 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 2020 our school underwent some major staffing changes as a result of COVID 19 as well as individual staff illnesses.

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. The students actively participate in activities and events with others schools. In 2020, student participation outside the school was limited to Zoom and other technological methods.

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.

Improvement Measures

Wellbeing: Social Skills and resilience programs will be explicitly, consistently and supportively applied across the whole school.

Learning Culture: 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.

Measured Outcomes: 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.

Overall summary of progress

The school successfully developed and applied a wide range of communication pathways with students, parents and teachers to ensure wellbeing, engagement with the curriculum and reinforce a sense of connection to our school during the COVID 19 lockdown. Staff and students engaged in distance learning, through the provision of 'Home Learning Packs' throughout the COVID 19 lockdown, these packs included individualised learning materials such as readers, text books, scrapbooks, art supplies and mathematical devices.

Students were introduced to digital learning platforms such as Google Classrooms, Zoom Meetings, ongoing email communication and discussions via telephone. Printed resources were supplied for any student without computer or internet access.

Additional staff funding provided opportunities to create targeted literacy and numeracy tasks for both remote learning and school-based education.

Staff provided ongoing support for parents and students during the COVID 19 lockdown, providing opportunities for our whole school community to both connect and clarify concepts during this unique learning experience.

Our Chaplain started in Term Two, providing additional academic, social and emotional support for students, families and teachers within our school community. Additional staff allowed our school to provide catch up programs for students in risk of falling behind in their academic progress.

The school successfully welcomed and trained volunteers to assist student learning development in Literacy and Numeracy within the classroom environment.

Attendance at professional development events both in person and online has developed our teacher knowledge and pedagogy. Staff collaborate to assess, discuss and develop strategic directions to improve our students' literacy and numeracy outcomes.

Staff have improved their knowledge and use in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth. They have shown interest in developing their data use and analysis through participating in peer observation and review through the Quality Teaching Round project.

Year Three and Five participated in the CESE initiative (Centre for Education Statistics and Evaluation) 'Check in Assessment', which was an optional NAPLAN style assessment tool aimed to evaluate the literacy and numeracy growth of our students. Data obtained from these assessments helped to create both support and extension programs for our students.

Progress towards achieving improvement measures

Progress towards achieving improvement measures

Process 1: Learning opportunities aimed at enriching personal resilience and social skills within our students will be provided through the implementation of ongoing wellbeing programs.

Evaluation	Funds Expended (Resources)
<p>The school successfully developed and applied a wide range of communication pathways with students, parents and teachers to ensure wellbeing, engagement with the curriculum and reinforce a sense of connection to our school during the COVID 19 lockdown.</p> <p>Our Chaplain started in Term Two, providing additional academic, social and emotional support for students, families and teachers within our school community.</p> <p>Additional staff allowed our school to provide catch up programs for students in risk of falling behind in their academic progress.</p>	<p>SBAR (School Budget Allocation Report) funds including Equity funding.</p> <p>6200 funding (Chaplaincy Program)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Chaplaincy Program (\$20000.00)

Process 2: Staff will explore, develop and adopt innovative teaching pedagogy into our learning culture to build upon teaching practices and partnership to improve learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Staff and students engaged in distance learning, through the provision of 'Home Learning Packs' throughout the COVID 19 lockdown. These packs included individualised learning materials such as readers, text books, scrapbooks, art supplies and mathematical devices. Students were introduced to digital learning platforms such as Google Classrooms, Zoom Meetings, ongoing email communication and discussions via telephone. Printed resources were supplied to any student without computer or internet access.</p> <p>Additional staff funding provided opportunities to create targeted literacy and numeracy tasks for both remote learning and school-based education.</p> <p>The school worked towards providing rich learning experiences once school commenced from the COVID 19 lockdown such as Bike Week, the Bundjalung Language Program, Book Week, Mountain Bike Riding, Solid Mob Health Education and engaging in new technology. This was done with the motivation to enrich student wellbeing whilst re-engaging them in learning opportunities with significance.</p>	<p>SBAR (School Budget Allocation Report) funds including Equity funding and Professional Learning funds.</p> <p>COVID staffing allocation</p> <p>External Education Providers - AECG, Solid Mob</p>

Process 3: Learning outcomes for our school community will be measured through participating in NESA initiatives such as Teacher Accreditation Process, School Excellence Framework and mapping and analysing student data on The National Literacy and Numeracy Progressions.

Evaluation	Funds Expended (Resources)
<p>The school adopted a range of mapping processes to ensure that students were not falling behind in their academic work, whilst learning from home.</p> <p>Staff provided ongoing support for parents and students during the COVID 19 lockdown, providing opportunities for our whole school community to both connect and clarify concepts during this unique learning experience.</p> <p>Year Three and Five participated in the CESE initiative (Centre for Education Statistics and Evaluation) 'Check in Assessment', which was an optional NAPLAN style assessment tool aimed to evaluate the learning growth of students. Data obtained from these assessments helped to create both support and extension programs for our students.</p> <p>All staff participated in professional discussions regarding data obtained through the use of Best Start, the Check In Assessments and analysed</p>	<p>SBAR (School Budget Allocation Report) funds including Equity funding and Professional Learning funds.</p>

Progress towards achieving improvement measures

SCOUT Data to individualise student learning programs.

Staff engaged in professional discussions and reflection as we measured our school learning culture against the School Excellence Framework.

Performance Development Plans of all staff, reflected the strategic directions of our school and mirrored the Professional Teaching Standards.

Next Steps

- Our school will continue to build on improving Learning and Support processes and strengthen the support for 'Gifted and Talented' students.
- Utilise our creative arts program to enhance learning in other key learning areas. Staff will utilise art works as a literacy stimulus to improve vocabulary and creative writing skills across our school.
- Engage staff in further developing their skills to utilise Smart Data obtained through the use of Best Start, the Check-In Assessments and analysed SCOUT Data to individualise student learning programs.
- To undertake whole school assessment, data monitoring and peer observations as part of the Quality Teaching Rounds to support improvements in teaching pedagogy.
- Continue to work to the interest and strengths of our staff and community to build high quality learning programs.

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.

Improvement Measures

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).

Differentiated programs in place to promote and enhance targeted teaching strategies to address individual learning outcomes.

Evidence supports that teachers are using deeper knowledge, effective feedback and collaboration strategies to enhance and improve teacher development.

Overall summary of progress

The school embarked on the Quality Teaching Rounds program, which is being facilitated by Newcastle University with the motivation of improving pedagogy and innovation. Professional networks were established with Newrybar Public School, however the program needed to be postponed due to the COVID 19 pandemic.

The school explored digital teaching platforms and distance education pedagogy to extend and engage our school community through the COVID 19 lockdown. Additional support was provided to students and parents via a range of communication pathways with the assistance of additional staffing. Our school community continued to provide extension activities such as Public Speaking, Debating, Sports and Creative Arts opportunities through establishing either digital pathways or in-school events during the COVID 19 restrictions.

The structure of our school timetable has been re-set to work with staff strengths and interest, providing high quality lessons in all Key Learning Areas. Individual learning programs were created to address our student learning needs.

We closely followed COVID 19 Departmental guidelines to ensure the wellbeing of our whole school community. Personal check ins were done with each family through telephone engagement and online platforms to discuss educational progress and the mental wellbeing.

Progress towards achieving improvement measures

Process 1: Mentoring of colleagues in effective innovations and pedagogy.

Evaluation	Funds Expended (Resources)
<p>The school embarked on the Quality Teaching Rounds program, which is being facilitated by Newcastle University. Within this program lessons are observed and reviewed through a Quality Teaching lens, with the motivation of improving pedagogy and innovation. Professional networks were established with Newrybar Public School, however the program visitations needed to be postponed due to the COVID 19 pandemic.</p> <p>The whole school explored digital teaching platforms and distance education pedagogy to extend and engage our school community through the COVID 19 Lockdown.</p>	<p>SBAR (School Based Allocation Report) funds including Equity funding and Professional Learning funds.</p>

Process 2: Embedding differentiated learning opportunities for all students across key learning areas.

Evaluation	Funds Expended (Resources)
<p>Individual learning programs were created to cater for student learning</p>	<p>SBAR (School Based Allocation</p>

Progress towards achieving improvement measures

needs. Additional support was provided to both students and their parents via a range of communication pathways throughout the COVID 19 Lock down with the assistance of additional staffing.

The structure of our school timetable has been set to work with staff strengths and interest, providing high quality lessons in all Key Learning Areas.

Our school community continued to provide extension activities such as Public Speaking, Debating, Sports and Creative Arts opportunities through establishing either digital pathways or in-school events during the COVID 19 restrictions.

Report) funds including Equity funding.

Process 3: Developing programs to enhance wellbeing and resilience and to promote Positive Behaviour for Learning and communication.

Evaluation

Our school closely followed COVID 19 Departmental guidelines to ensure the wellbeing of our whole school community. Personal check ins were done with each family through telephone engagement, to discuss educational progress and the mental wellbeing.

A variety of special school events and excursions were developed to help revitalize our students' engagement in their learning on return to school.

Professional discussions were had regarding our school's behaviour strategies and the need to record incidents in a timely manner. The school has made plans to record behaviour based issues on the Department's eBS OnTrack digital platform, that will provide a digital record for when students transition to other schools.

Personal Development became a whole school focus with the introduction of the 'Caught You Being Good' and 'What I Love About My School' interactive promotional boards.

The school has addressed cyber bullying and online etiquette with the whole school to ensure that students are safe online.

Funds Expended (Resources)

SBAR (School Based Allocation Report) funds including Equity funding and funding through our Chaplaincy Program.

Next Steps

- To continue to find relevant and engaging social skills and resilience programs to support our whole school wellbeing program.
- To utilise the strength of our Sport and Creative Arts programs to enhance student wellbeing.
- 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.
- To re-establish the Peninsula Playgroup, providing learning and social opportunities for the pre-school aged children.
- Maintain and nurture our specialist approach to teaching through joint responsibility for each class, with staff focusing on their area of strengths and interests.
- To undertake whole school assessment, data monitoring and peer observations as part of the Quality Teaching Rounds to support improvements in teaching pedagogy. This program will continue to develop and grow throughout the 2021 academic year.
- The school has made plans to record behaviour-based issues on the Department's eBS OnTrack digital platform, that will provide a digital record for when students transition to other schools.
- Staff will refine our Individual Learning Programs and Individual Behaviour Plans so that they cater for our student learning needs.

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.

Improvement Measures

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.

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.

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.

Overall summary of progress

Although 2020 was greatly affected by the COVID 19 pandemic, our community partnerships continued to enrich our school community through providing rich learning experiences for our students. Such experiences include working alongside local community members to participate in environmental, cultural and creative projects.

The school worked towards providing rich learning experiences once school commenced from the COVID 19 lockdown such as Bike Week, the Bundjalung Language Program, Book Week, Mountain Bike Riding, Solid Mob Health Education and engaging in new technology. This was done with the motivation to enrich student wellbeing whilst re-engaging them in learning opportunities with significance. Strict COVID 19 Social Distancing Regulations were closely followed to allow for end of year award assemblies to proceed, allowing us to celebrate our student's success. These events were successfully led by our School Captains.

Professional development networks were developed with Newcastle University and Newrybar Public School as we embarked on the Quality Teacher Rounds Program, which is aimed at improving teacher pedagogy and innovative practices. The Raiders of the Lost Art program continued to develop and nurture relationships with the local artist community.

Staff worked closely with the Aboriginal Education Constancy Group to introduce the Bundjalung Language Program into our school curriculum and complete professional development to strengthen Aboriginal perspectives across all key learning areas. The development of a deeper understanding and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives.

The K-2 Collegiate and Southern Cross Community of Small Schools Principal Meetings ensured our staff stayed connected to a wider professional network. Our partnerships with The Byron Bay Writers Festival's Storyboard Program, Solid Mob, Scholastic Book fairs, Lismore Gallery, Sunshine Sugar and many more continue to provide outstanding learning opportunities for our students.

All staff are encouraged to lead, with opportunities for leadership provided on a regular basis. Our staff led beyond our school in the areas of art and creative writing. Our parents are encouraged to take on leadership roles of facilitating our school's Playgroup program and running our school canteen.

School plans, evaluations and analysis were created through whole staff participation and community engagement whenever possible.

Progress towards achieving improvement measures

Process 1: Formalised leadership opportunities to be integrated and embedded across all stages.

Evaluation

Funds Expended (Resources)

Progress towards achieving improvement measures

Leadership opportunities continue to grow within our school as we explore multiple ways for students to support and lead our school across stages. Professional discussions were had on how leadership within the Junior Class could be extended, with the development of peer learning buddies established within the classroom structure.

Our Year Five students did an outstanding job as learning buddies for our students transitioning into Kindergarten, with the guidance of pre-determined roles and responsibilities developed between students and teachers.

Strict COVID 19 Social Distancing Regulations were followed to allow the end of year awards assembly to proceed, giving us the opportunity to celebrate our students' success. These events were successfully led by our School Captains.

SBAR (School Based Allocation Report) funds including Professional Learning funds.

Process 2: Developing and maintaining professional development networks, partnerships and mentorship programs to develop the leadership capacity of all staff.

Evaluation

Funds Expended (Resources)

Professional development networks were developed with Newcastle University and Newrybar Public School as we embarked on the Quality Teacher Rounds Program, which is aimed at improving teacher pedagogy and innovative practices.

The Raiders of the Lost Art program continued to develop and nurture relationships with local artists. Networks have been established for our Southern Cross Community of Small Schools to be part of the 2021 Ballinalle Festival. Focus will be on creative cultural, language and site-specific art installations.

Staff worked closely with the Aboriginal Education Constancy Group to introduce the Bundjalung Language Program into our school curriculum and complete professional development to strengthen Aboriginal perspectives across all key learning areas.

Resource sharing within the Department of Education, especially in the area of technology has provided great learning opportunities for our staff and students.

The K-2 Collegiate and Southern Cross Community of Small Schools Principal Meetings ensured our staff stayed connected to a wider professional network.

Our partnerships with The Byron Bay Writers Festival's Storyboard Program, Solid Mob, Scholastic Book Fairs, Lismore Gallery, Sunshine Sugar and many more continue to provide outstanding learning opportunities for our students.

SBAR (School Based Allocation Report) funds including Quality Teaching and Professional Learning funds.

Process 3: Investigating potential for providing leadership opportunities for all teaching staff as well as parents and community members.

Evaluation

Funds Expended (Resources)

All staff are encouraged to lead, with opportunities for leadership provided on a regular basis.

Our staff led beyond our school in the areas of art and creative writing.

Our parents are encouraged to take on leadership roles in facilitating our school's Playgroup program. This work experience has led to one parent enrolling in Early Childhood Teacher Training, where they have successfully gained full time employment in this sector.

SBAR (School Based Allocation Report) funds including Quality Teaching and Professional Learning funds.

Progress towards achieving improvement measures

School plans, evaluations and analyses were created through whole staff participation and community engagement whenever possible.	
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Next Steps

- Establish, develop and nurture our school and community partnerships so that we can continue to provide unique, relevant and rewarding learning opportunities.
- Develop and nurture networks for our Southern Cross Community of Small School Community as we engage with local artists to involve our students in the 2021 Ballinalle Festival, with the motivation of creating cultural, language and site-specific art installations.
- Community engagement opportunities will continue (Community art sessions, involvement in 'special days', Playgroup) and new opportunities will be explored.
- To better utilise the School Counsellor allocation of 0.1 to provide support in resilience for our students.
- To establish a Chaplaincy position at the school to support resilience and wellbeing in our students, staff and the wider community.
- We will utilise interest and skills set of our staff, volunteers and community to support our Well Being and ESL programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 837.00) 	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.
English language proficiency	Additional staffing was funded under the Transitional Equity program (combined Aboriginal/NAP/Socio-Economic) to expand our 'Boost' groups. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 288.00) 	Students practised proficiency skills regularly under the guidance of support staff. Our New Arrivals (NAP) student was involved in coaching and feedback to improve their 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.
Low level adjustment for disability	0.1 Staffing component (1/2 day per week) Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$5 700.00) 	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.
Quality Teaching, Successful Students (QTSS)	0.042 staffing allocation - 8 teaching days Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$4 594.00) 	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
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$20 117.00) 	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.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	24	21	18	18
Girls	12	9	7	7

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	88.7	90.2	82.3
1	97.1	94	92.4	88.8
2	94	96.4	92.4	86.4
3	96.5	92.9	97	94.5
4	95.9	91.7	98	97.9
5	96.8	94.5	94.8	94.1
6	96.6	97	97.4	95.7
All Years	95.7	93.8	95.1	92.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	215,395
Revenue	608,235
Appropriation	595,009
Grants and contributions	13,008
Investment income	218
Expenses	-573,052
Employee related	-511,791
Operating expenses	-61,261
Surplus / deficit for the year	35,182
Closing Balance	250,577

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.

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and does not involve expenditure areas such as building and major maintenance.

Areas covered in the operating costs of the school include; utilities, maintenance, professional learning, administration costs and curriculum delivery expenses.

Balance carried forward as at 31 December 2020 includes committed funds for:

- Unpaid orders/invoices,
- Unpaid staffing,
- Provision for additional assets, and
- Asset replacement

The 2020 surplus was a result of staff leaving during COVID 19 and not being replaced until after the lockdown period and appropriate interviews were held. This surplus will be utilised along with other funds carried forward to provide supplementary staff through the 2021-2024 planning period.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	42,880
Equity - Aboriginal	4,837
Equity - Socio-economic	20,117
Equity - Language	1,288
Equity - Disability	16,638
Base Total	481,565
Base - Per Capita	6,013
Base - Location	1,457
Base - Other	474,095
Other Total	41,282
Grand Total	565,727

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Communication with parents and carers was essential during the COVID 19 lockdown period. Regular contact was made to ensure that students had access to the home learning kits and were actively engaged. The regular phone contact allowed opportunities for parents and carers to seek help and raise any issues so they could be dealt with expeditiously.

Many opportunities were also provided for parents and carers to become involved and the school received excellent feedback on the innovative learning strategies. The school explored creative ways for parents to participate in activities that were traditionally community events, for example throughout our Book Fair we provided online payment options and live Zoom recordings of our parade.

As a memento of this historical time the school developed a pictorial book 'Learning in Lockdown' highlighting how the students undertook different tasks. The school has received many compliments from parents and students on this initiative which aimed to strengthen connectedness within our community.

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.

In 2020 Empire Vale continued to foster strong partnerships with Aboriginal people and communities by;

- Implementing the Bundjalung Language Program where students are learning greetings, family unit titles and the names of animals.
- Inviting the Indigenous health team, Solid Mob, to facilitate health lessons and a shared BBQ as part of our Book Fair celebrations.
- Hosting students from Cabbage Tree Island to perform both contemporary and traditional dances for our students.
- Teachers attending Aboriginal Education Consultancy Group meetings, allowing our school to follow appropriate cultural protocols.
- Staff members completing culturally appropriate training titled 'The View from the Shore' delivered by the Aboriginal Education Consultancy Group.

Classroom teachers ensured that an understanding of Cultural Significance was integrated into programs and class activities. Examples of these are:

- Education activities such as storytelling, poetry writing, traditional games and creative arts to develop cultural awareness. The students investigated the cultural significance of the green frog in Bundjalung culture as well as cultures around Australia.
- The Senior Class students considered Aboriginal perspectives in regard to the arrival of the First Fleet as well as investigating and appreciating the significant historical impact of Charlie Perkins and his 'Freedom Ride' in 1966.
- As part of Reconciliation Week our students dramatically retold local Dreamtime Stories, which they performed to their peers, raising student awareness of the creation stories pertaining to our local area.
- NAIDOC was celebrated through listening to Dreamtime stories, playing traditional games and applying our Bundjalung language knowledge into our lessons. A range of Aboriginal reading publications were purchased for our school library.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Empire Vale is fortunate to have a number of cultures and religions represented in our student population. Classroom teachers ensure that Cultural Significance is explored through a variety of class activities. Examples of these are:

- The whole school enjoyed learning about the Arctic and Antarctic regions as part of our Book Fair theme. They explored geography, science, flora and fauna of the North and South Poles.
- Throughout the year our students were exposed to multicultural stories and perspectives in all key learning areas. A range of multicultural reading publications were purchased for our school library for students to gain greater

insight into different cultures.

- As a Genius Hour Project, the Senior Class conducted research and presented information on countries around the world.
- Students' watched and discussed many international stories and news events through participation in the 'Behind the News' (BTN) media education program. International news regarding the COVID 19 pandemic became a focus of interest for our school.