

2022 Annual Report

Empire Vale Public School



1840

Introduction

The Annual Report for 2022 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Empire Vale Public School's vision is to provide high quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing.

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.

In recent years we have had a student population ranging from 25-30 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. The school is also part of the collegiate of Southern Cross Community of Small Schools.

The school evaluation processes have identified Student Growth and Attainment and Wellbeing for the focus of this plan.

In 2022 the Empire Vale community and school was destroyed in the February and March Northern Rivers floods. This has led to a much more intensive focus on our Strategic Direction 2 - Wellbeing. The loss of resources has also had an impact on the delivery of English and Numeracy in the months immediately following the flooding. We expect to return to Empire Vale school site in 2024.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve and monitor student and teacher growth and attainment through collaborative practice, quality teaching and planned assessment and reporting.

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.

- Quality Teaching
- Assessment & Effective Data Use

Resources allocated to this strategic direction

Professional learning: \$5,322.11
Literacy and numeracy: \$1,332.00
Low level adjustment for disability: \$17,917.30
Aboriginal background: \$7,056.48
English language proficiency: \$3,767.84
Socio-economic background: \$10,000.00
Literacy and numeracy intervention: \$24,133.41
QTSS release: \$5,171.45

Summary of progress

Multiple severe flooding events caused the loss of several weeks of learning as well as an adjustment to the learning environment and resources at our disposal. Staff utilized borrowed resources and online solutions while we began the process of re-resourcing.

Our planned Quality Teaching Rounds with Newrybar PS were impacted with only one round being completed throughout the year. Teachers were split in their evaluation of the Quality Teaching Rounds which was possibly due to the additional teaching load i.e using unfamiliar (borrowed) teaching materials in an unfamiliar setting.

On a positive note, staff took the opportunity to join with our host school in professional learning opportunities around the new K-2 syllabus, COVID ILSP and leadership. We were also uniquely positioned to 'throw out the old' way of teaching reading and usher in a new era of reading instruction with the purchase and professional learning in the use of decodable readers.

Staff, students and our community are looking forward to a brighter 2023.

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
Meet or exceed the lower bound target of students achieving in the Top 2 Bands in NAPLAN in Reading.	The sample size at Empire Vale PS is too small for accurate reporting, however, the proportion of students achieving in the top two bands did not meet the system negotiated target. Check in assessment data for years 3 & 5 indicate that Empire Vale students scored higher than our Statistically Similar School Group (SSSG) and year 5 were in line with State results.
Meet or exceed the lower bound target of students achieving in the Top 2 Bands in NAPLAN in Numeracy.	The sample size at Empire Vale PS is too small for accurate reporting, however, the proportion of students achieving in the top two bands did not meet the system negotiated target. Check in assessment data for years 3 & 5 indicate that Empire Vale students scored higher than our Statistically Similar School Group (SSSG) and both grades were in line with State results.
Students will achieve an uplift towards	Student achievement data is unavailable for this progress measure in 2022

the lower bound growth target in NAPLAN Reading.	with the absence of comparison data from the 2020 cancellation of NAPLAN.
Students will achieve an uplift towards the lower bound growth target in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Engagement
- A planned approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$26,506.15

Aboriginal background: \$8,000.00

NSCP (Chaplaincy): \$20,280.00

Location: \$1,180.25

Summary of progress

In 2022 our wellbeing programs became a priority as our students, staff and community grappled with the loss of our school, homes and jobs. With the help of the Department, neighbouring schools and generous external communities, we were able to provide support to students and families in a very real way.

Assistance was provided through the school for accommodation (emergency accommodation as well as caravans and camper trailers for the longer term), working bees at homes and donations of essential goods. This assistance to families had a direct impact on the resilience and wellbeing of our students as they witnessed the turn around from depression to hope in their families.

Wellbeing programs at school were introduced at a rapid pace to counter the loss of belonging felt by the students.. These included system programs - SCATRS counselling, Goanna Academy, Smiling Mind, Got It. Other activities were organised to ensure our communities remained connected e.g. the small schools Water Park day (combining the four neighbouring schools who lost everything in the floods - Broadwater, Empire Vale, Cabbage Tree and Wardell), community days at the park and beach were also organised.

Our regular wellbeing programs also continued (Bounce Back and the Chaplaincy program), however, with our Chaplain also losing everything in the floods it became important to tap into the Employee counselling service and Headspace to ensure those of us providing support were also being supported.

Unfortunately our school lost several families and staff members to greener pastures as the stress of the year wore on. We are all looking forward to smoother waters in 2023.

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
Wellbeing programs are meeting the needs of our students as reflected through feedback surveys.	Families have been very appreciative of the stability provided to their children by the school. Feedback has been received via text messages, in person and via our FaceBook page. No surveys were conducted in 2022.
• Increase the proportion of students attending > 90% of the time.	As a result of severe flooding our attendance dropped from 51.7% attending at 90-100% to less than 20% of our students reaching that attendance level. This is in part due to school closures, children being sent away to extended family immediately following the floods, transportation changes at our temporary location and 'wellbeing' holidays taken by families throughout the year.

- Increase the proportion of students attending > 90% of the time.

In spite of the difficulties faced by families, our daily student attendance in 2022 was 84.8% (a drop of 5.5% from 2021). This was equal to the state attendance rate and greater than the attendance rates throughout our network and SSSG.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$1,332.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Empire Vale Public School from Kindergarten to Year 6.</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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions (Essential Assessment) to support literacy and numeracy • staff training and support in literacy and numeracy including collegiate support in the implementation of the K-2 syllabuses <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy funding was combined with Professional Learning to ensure that teachers had the time to participate in Quality Teaching Rounds with our partner-school, Newrybar PS. See 'Professional Learning' for more information.</p> <p>After evaluation, the next steps to support our students will be: Assessment results were intended to be used to evaluate the effectiveness of improved teacher capacity. The inability to complete the Quality Teaching Rounds with the thoroughness that we would have liked, has meant that this step will continue in 2023.</p>
<p>Professional learning</p> <p>\$5,322.11</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 Empire Vale Public 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in the Quality Teaching Rounds • staff training and support in literacy and numeracy including collegiate support in the implementation of the K-2 syllabuses <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy funding was combined with Professional Learning to ensure that teachers had the time to participate in Quality Teaching Rounds with our partner-school, Newrybar PS. We are continuing to trial the use of the Essential Assessment program and completed the Department's assessments in Phonemic Awareness, Phonics and the mandatory Yr 1 Phonics assessments in semester 2. The Interview for Student Reasoning (IfSR) assessments in number and place value, multiplicative and additive strategies have also been trialled in 2022 to provide baseline data to assist us in determining our evidence of impact.</p> <p>After evaluation, the next steps to support our students will be: These assessment results were intended to be used to evaluate the effectiveness of improved teacher capacity. The inability to complete the Quality Teaching Rounds with the thoroughness that we would have liked as well as staff changed in 2022/23 has meant that this step will continue in 2023.</p>
<p>Integration funding support</p> <p>\$44,792.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Empire Vale Public School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$44,792.00</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"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with additional needs were provided with support to better enable them to access the curriculum alongside their peers. Student Learning Support Officers (SLSOs) worked alongside the classroom teachers to implement support programs and provide structured and individualized support for each funded student.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we plan to provide our SLSOs with Professional Learning to maximize the benefit to students. Training will be for specialist student needs (i.e. diabetes) as well as training to support a scaffolded approach to the implementation of the new K-2 syllabus. This may take the form of general Curriculum Reform professional learning or training in targeted programs such as Seven Steps or Australian Decodables.</p>
<p>Socio-economic background</p> <p>\$36,506.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Empire Vale Public 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"> • Quality Teaching • Engagement • A planned approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement, particular in the wake of the devastating 2022 floods • employment of additional staff to support Ballinale arts program implementation • employment of additional staff to support Chaplaincy program implementation • 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: Funding from this source has provided opportunities for students to participate in a wide range of excursions and incursions through subsidized costs as well as providing support staff where needed. Special programs in wellbeing and continued focus on the key learning ensures a wide range of subject opportunities and choices for students. Community engagement opportunities were sort throughout the year to provide a link between our families and the school whilst at our temporary site.</p> <p>After evaluation, the next steps to support our students will be: To ensure that all students continue to have access to personnel and resources to meet their needs. Community engagement activities will need to continue to evolve as we move into the second year at our temporary school. The Ballinale arts program will be held over to 2023 due to the impact off the March 2022 floods on four of our local small schools involved in the project.</p>

<p>Aboriginal background</p> <p>\$15,056.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Empire Vale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Quality Teaching • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal students have a Personalised Learning Plan developed in consultation with families and students. Additional SLSO support has been provided with a focus on the learning and wellbeing needs of each student. Support was also given in 2022 to allow students to be actively involved in the Goanna Academy wellbeing program following the devastating 2022 floods. Regular student/teacher yarning circles indicated Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: We hope to be able to reintroduce Bundjalung language lessons into the curriculum. This will be subject to the availability of local language teachers.</p>
<p>English language proficiency</p> <p>\$3,767.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Empire Vale Public 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Teachers plan individual programs that are differentiated to suit the needs of each child. Individual support is provided so that students do not become frustrated with group tasks and activities. School community excursions are an integral part of our education program, SLSO support ensures that students can participate in these excursions safely.</p> <p>After evaluation, the next steps to support our students will be: Continue additional support for students so that they can further develop their English language independence.</p>
<p>Low level adjustment for disability</p> <p>\$17,917.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Empire Vale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$17,917.30</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"> • Quality Teaching <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The needs and goals in our students' Individual Learning Plans changed focus as a result of the flooding. Wellbeing and attendance became a larger focus for some alongside the previous academic goals. The needs of our students were monitored and adjusted as required throughout the year. For staff we had the opportunity to bring two new staff members through the Quality Teaching (QT) training program and completed one round of observations. Feedback for staff was provided through the QT process as well as formalized program support being offered by the executive of our host school. In addition, with the assistance of our host school, we were able to provide our K-2 teacher with a unique opportunity to be shadowed by a support teacher to assist in programming and implementing the K-2 syllabus.</p> <p>After evaluation, the next steps to support our students will be: Staffing changes at the end of 2022 has provided an opportunity to continue the process of introducing teachers to the QT process which will assist our current staff in solidifying their skills in that area as they support the learning of the new staff. In 2023 we will focus our new staff on ensure we have a shared approach to developing, implementing and monitoring student progress through the effective use of ILPs.</p>
<p>Location</p> <p>\$1,180.25</p>	<p>The location funding allocation is provided to Empire Vale Public School to address school needs associated with remoteness and/or isolation.</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"> • A planned approach to Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate and combat isolation • incursion expenses • wellbeing programs designed to assist the students through trauma recovery <p>The allocation of this funding has resulted in the following impact: Location funds were combined with Socio-Economic and Chaplaincy funding sources to provide wellbeing support to our students, staff and community. See 'Socio-Economic' and 'NSCP' for more information.</p> <p>After evaluation, the next steps to support our students will be: To ensure that all students continue to have access to personnel and resources to meet their needs. Community engagement activities will need to continue to evolve as we move into the second year at our temporary school.</p>
<p>QTSS release</p> <p>\$5,171.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Empire Vale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$5,171.45</p>	<p>including:</p> <ul style="list-style-type: none"> • Assessment & Effective Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum through a more effective use of assessment and data analysis <p>The allocation of this funding has resulted in the following impact: Assessment Schedule implemented in 2022, this included to additional assessments in Phonics and numeracy (IfSR) being offered through the Department. Teachers are better able to determine which assessments feed their data through to PLAN2 and to identify areas requiring assessment and the appropriate assessment tool required. Assessment resources have been gathered and kits made to ensure the assessment tools are ready to use. Teachers identified and removed superfluous assessments from their practices.</p> <p>After evaluation, the next steps to support our students will be: Create a time frame for entering data into PLAN2 from other assessments used, to ensure a complete picture of student skills and knowledge are tracked. Use assessment plan and analyse whether it's been working. Devise a student tracking sheet system Identify Learning Support and Individual Learning Plan assessments to complement whole school plan. Professional Learning to upskill teachers using assessments</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.41</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Empire Vale Public School who may be at risk of not meeting minimum standards.</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"> • Assessment & Effective Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy intervention funding provided 0.2 staffing which was combined with COVID ILSP and Equity funding to provide small group support and tuition through our school. See 'COVID ILSP' and 'Low level adjustments for Disability' for addition information.</p> <p>After evaluation, the next steps to support our students will be: Literacy and numeracy intervention funding ceased at the end of 2022. Our programmed interventions will continue with COVID ILSP and Equity funding in 2023.</p>
<p>COVID ILSP</p> <p>\$14,947.00</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</p>

<p>COVID ILSP</p> <p>\$14,947.00</p>	<p>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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Students are progressing towards targets in reading. Assessments using the Department's Spelling diagnostic assessment, Phonemic Awareness, Phonics Diagnostic and IfSR assessments were conducted in term 4 2022 to form a trustworthy baseline for future analysis.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide individual support in reading and plan additional support for students identified as not yet reaching their expected growth. Provide targetted support for students in numeracy in 2023. Further Professional Learning in the effective use of data will be undertaken in 2023 & 2024.</p>
<p>NSCP (Chaplaincy)</p> <p>\$20,280.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Empire Vale Public 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"> • Engagement • A planned approach to Wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • employing a Chaplain to support and/or initiate wellbeing programs • releasing staff to coordinate wellbeing programs <p>The allocation of this funding has resulted in the following impact: 2022 saw the implementation of a wide variety of wellbeing support. Our planned 'check in chats' and structured Bounce Back lessons were implemented along with a range of other programs offered to students, staff and families in the wake of the 2022 floods. Some of these included:- SCATTRS counselling, Smiling Mind, Goanna Academy, Headspace and EAPS. We also provided our families with practical assistance in navigating the application process for flood funding support through our partnership with Presbyterian Ladies College in Sydney. Our school was also uniquely positioned to provide a link between generous community donors and our families resulting in basic needs of shelter, food and safety being provided directly to our families. This support was gratefully received and had a positive impact on the wellbeing and learning capacity of our students.</p> <p>After evaluation, the next steps to support our students will be: Effective collaboration between the Chaplain and class teacher requires further focus in 2023. Two staff members will be joining with NSW Health to support the delivery of the Got It program to targetted families and students. These will be selected through parental surveys and expressions of interest as well as staff input.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	18	14	15
Girls	7	7	10	11

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.2	82.3	90.9	84.4
1	92.4	88.8	59.6	78.8
2	92.4	86.4	88.5	84.3
3	97.0	94.5	82.2	83.6
4	98.0	97.9	94.6	73.8
5	94.8	94.1	92.1	82.6
6	97.4	95.7	96.0	86.7
All Years	95.1	92.2	90.2	81.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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	258,984
Revenue	866,268
Appropriation	814,360
Sale of Goods and Services	-25
Grants and contributions	50,586
Investment income	1,347
Expenses	-822,941
Employee related	-680,133
Operating expenses	-142,808
Surplus / deficit for the year	43,327
Closing Balance	302,311

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 2022 includes committed funds for:

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

The 2022 surplus was a result of our school being temporarily housed at Southern Cross PS. Our planned expenditure on buildings and grounds were not possible due to the impact of flooding on our school. Many classroom resources we needed in 2022 could not be purchased due to limited storage space at our temporary site. We have had the good fortune of being on a site where we could share resources until we are in a position to begin re-stocking our school.

This surplus will be utilised along with other funds carried forward to re-establish our school and provide supplementary staffing through the 2021-2025 planning period.

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	44,792
Equity Total	73,248
Equity - Aboriginal	15,056
Equity - Socio-economic	36,506
Equity - Language	3,768
Equity - Disability	17,917
Base Total	499,367
Base - Per Capita	6,064
Base - Location	1,180
Base - Other	492,123
Other Total	66,446
Grand Total	683,853

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.

Parent/caregiver, student, teacher satisfaction

Families have been very appreciative of the stability provided to their children by the school. Feedback has been received via text messages, in person and via our FaceBook page. No surveys were conducted in 2022.

Empire Vale provides two parent/teacher interviews annually for those who want them as well as semester reports and additional meetings whenever requested.

In 2022 our families and students reported that the assistance provided in the wake of the flooding was very welcome and appreciated.

- practical assistance post flood for families - accommodation, donations, gift vouchers
- changing school processes to ensure student participation was stress free for families - financial support, transport, sourcing required items (swimmers)
- ensuring wellbeing was an active focus of activities at school every day

Unfortunately our school lost several families and staff members to greener pastures as the stress of the year wore on. We are all looking forward to smoother waters in 2023.

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.