Principal Message

I am pleased to present the Annual Report for 2010 which highlights our achievements and initiatives over the past twelve months and highlights areas we would like to concentrate on in the future.

Empire Vale Public School as a small school has a unique place in the community and serves very much as a focal point for our community.

I acknowledge all parents, caregivers and other members of our school community who help to make our school community what it is.

As a staff we continue our aim to deliver quality educational programs and opportunities to our students. I would like to thank staff for their commitment throughout the year to our students and to our school.

The Southern Cross Community of Small Schools network continues to be a great success and provided students with a great array of activities and opportunities during the year.

School facilities were improved with a new double classroom added to our facilities. A new sign also adorns our entrance. Information on our school and student achievements can now be found on our updated website.

A small school such as Empire Vale relies heavily on the support of parents and the community to supplement our educational outcomes. Thank you all for your continued support and participation in your child’s education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Bonita Avery
Principal

P & C message

The P&C had another very active year in 2010. Our fundraising activities meant we were able to provide funds for the school to purchase a colour photocopier this linked to all the classrooms. The P&C worked diligently over several years to make this major purchase. We are now able to provide families with professional looking colour publications.

The P&C continued to provide canteen facilities and uniform shop and our members were active in many fundraising initiatives. These included raffles, Election Day cake stall jumble sale and the Biggest Morning Tea. Other support was given at the Athletics Carnival, ANZAC Day, Uniform shop, Hot Dog Day, Kids in the Kitchen to mention a few.

The P&C also subsidised the swimming scheme, Mathletics and dance program as well as provided support for the Carols Evening and mid year concert. These two events continued to be major fundraisers for the school and could not be as successful without the support of the school community.

Thank you again for your participation and we look forward to another successful year in 2011.

Toni Caesar, P&C President

Student representative’s message

Being a small school, the school captaincy is rotated to give as many students as possible the opportunity to develop leadership skills. Two school leaders are chosen each term and a third is voted in by the students and staff of the school.

All Year 6 students were given the opportunity to participate in the Impact Leadership Conference in Tweed Heads.

“You don’t have to be the only leader, everyone else can be a leader too.” Jordan C

Students were also involved in a number of community events and fundraising activities including raising funds for their senior excursion to Fraser Island. Some of these included:

• Casual for a Cause Days held each Term raising funds for Stewart House, Leukemia Foundation, the Salvation Army and others.
School performance 2010

Achievements

Students at Empire Vale School have access to a wide and varied range of opportunities. Below are some of our achievements across a variety of program areas in 2010.

Creative Arts

Drama

- This year our students performed a musical called ‘The Time Machine’. All students were allocated a role in the production. The performance helped to develop a wide range of theatrical skills such as singing, dancing, acting and special effects.
- Opportunities for our students to perform have also extended to school assemblies where skits and book retellings are acted out in front of the school.
- Students had the opportunity to appreciate the work of The Australian Film Industry by watching two Australian made films at Ballina Fair Cinema.
- Drama is integrated across a number of key learning areas. As part of personal development lessons children have used role plays to gain a greater understanding of social skills and how to make safer choices.

Dance

- All students participated in dance programs conducted by The Australian Dance Academy. These dances were incorporated into our school performance. Students in all years were given the opportunity to choreograph and perform dances to enhance the school musical ‘The Time Machine’.
- We appreciated the story telling features of Indigenous dance through a performance by Indigenous Murriwattana dancers as part of our NAIDOC Week celebrations.

Art

- A wide variety of artists’ techniques were studied in 2010. Our students created some wonderful art inspired by Australian artists Sally Morgan, Reg Mombassa, Sydney Nolan, Craig Parry and Kim Toft.
- We also admired the work of international artists Henry Matisse and Leonardo da Vinci.
- Art has been used to successfully enhance the visual appeal of the school and to promote the work achieved by our students.
- A selection of Senior Students participated in a three day ‘Art Smart’ Visual Art Workshop at Alstonville Public School.
- The senior class attended a Visual Art Day at Broadwater Public school where they participated in a variety of art workshops.
- Year 6 students also participated in a workshop with local artist Kim Toft to create ocean themed silk paintings.
- Year 6 students explored digital photography techniques which culminated in the design of a commemorative t-shirt.
- The senior class also produced media photography which was published as part of the Northern Star’s Newspapers in Education Program.
- Twelve art pieces were placed on exhibition in The Bentley Art Prize this year, providing an audience for the students’ work.

Music

- The music knowledge of all students was enhanced through the production of the school musical which included 12 vocal performances. Specialised support in singing was provided by a vocal coach to enhance students’ performance.
- The K/1 Class explored drumming and keeping the beat through participation in the Multicultural Rhythm Sticks Program.
- Students in Years 2 to 4 learnt how to play a variety of songs on the recorder.
- The Senior Class focused on music genres and classifications and were given the opportunity to perform ‘Advance Australia Fair’ to both community leaders and the public at the Ballina Shire Council.
- The whole school performed Christmas Carols at the Annual Carol Evening and sang songs of remembrance at the school ANZAC Ceremony.
**Sport**

In 2010 our students participated and achieved in many sporting areas. Some of these are covered below.

**Cross Country**
- K-6 students participated in the Smalls Schools Cross Country at Teven-Tintenbah Public School. Twenty six students qualified for District level. Gabrielle S advanced through the Zone and North Coast Area Combined PSSA Cross Country, finally securing a place in the State Cross Country Championships (for the second year) where she ran 53rd out of over 70 competitors.

**Athletics**
- Our students had intensive skills training with a Little Athletics coach. The LAPS program aims to introduce primary school children in years 2-6 to athletics.
- All students competed at the Small Schools’ Athletics Carnival held at Wardell where our students set two new records.
- Giacomo P placed 7th in the 12/13yrs boys discus, was awarded a silver medal in the 12/13yrs boys shot put and qualified to compete in the Interstate (National) Track & Field Championships in Bendigo, Victoria between 28th November & 2nd December. This is the first time in recent history that an Empire Vale student has reached a national level in athletics.

**PSSA Sports Trials**
- Senior students competed in the winter sports trials held at Ballina in netball, soccer and rugby league. One student was selected for the Far North Coast All-Girl soccer team trials.
- Touch Football - two students were selected to participate in the Far North Coast Selection Trials in Ballina.
- Cricket – two students were selected to compete in the FNC PSSA Cricket trials. One student was selected to the Far North Coast team.

**Swimming**
- All students again participated in the swimming scheme held at the Alstonville. Students ranging from non-swimmers to swimmers needing stroke correction and strengthening were taught the skills required for them to be safe in the water.
- Students in the higher levels participated in the Royal Life Saving Swim and Survive course.
- Students from 8 – 12 years competed in the swimming carnival, where fourteen students advanced to District level in Ballina. Two students continued to Zone and one competed at the North Coast Swimming Championships at Banora Point where she achieved 7th place.

**AFL & ARL**
- Six students were selected in the Zone side and competed at Far North Coast AFL Selection Trials held in Murwillumbah.
- Students from Stage 2 took part in the Plateau Cup for the third year running. This involved skills sessions provided by the Gold Coast AFL officials followed by competitive matches against the neighbouring schools.
- Empire Vale PS played host to an Inter-school AFL competition run by Gold Coast AFL. Skills clinics were held at EVPS for all participating schools culminating in a round-robin competition held throughout the term. Our students were proudly undefeated this year.
• All our students participated in the Rugby League Program called ‘Backyard Footy’ run by Kelvin Melchin from the Australian Rugby League. This is the 3rd year that the ARL has visited the school.

Major Excursions

Fraser Island

As part of the Year 5 & 6 unit of work in Human Society & Its Environment, the school chose Fraser Island for the major senior excursion in 2010. Fraser Island is the largest sand island in the world and was World Heritage listed in 1972. Fraser Island offered a unique environment where students’ could observe crystal clear fresh water lakes, unusual sand formations and an abundant of wildlife. Fraser Island is home to 47 species of mammals and over 350 bird species.

Other Initiatives

Literacy Lounge Lizards Book club

The senior class started a book club as part of their Literacy Program. The ‘Literacy Lounge Lizards Book Club’ aims to encourage discussion and exchange of ideas, foster a love of reading and help students get the most out of what they read. Students thoroughly enjoyed participating in the club and shared their views on what they had read.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

In 2010, five students sat the NAPLAN Numeracy 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:

• All students scored in band 3 or higher in reading, writing and grammar and punctuation; and
• Students performed better in writing than the other areas.

Numeracy – NAPLAN Year 3

In 2010, five students sat the NAPLAN Numeracy 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:

• all students scored in band 3 or higher; and
• results for school were higher than the state average and similar statistical groups.
Literacy – NAPLAN Year 5

Eleven of our students sat the components of the NAPLAN literacy test in 2010. Results were as follows:

- 55% scored in band 6 or higher for spelling and grammar and punctuation;
- 81% scored in band 6 or higher in the writing component; and
- 64% scored in band 6 or higher in reading.

Students performed better in writing and reading where they performed well above the state average. In reading the results were 37 points higher and in writing 10 points higher. Students scored below state average in spelling and grammar and punctuation.

Numeracy – NAPLAN Year 5

Eleven students sat the NAPLAN numeracy test. Seventy three percent achieved in band 5 or higher.

The school’s average numeracy result of 489 was higher than the like school average of 486 and just below the state average of 494.

Progress in literacy

The tables below show the progress for students from Year 3 to Year 5 in reading, writing, spelling, grammar and punctuation. As can be seen there has been progress in all areas with largest progress recorded in spelling and grammar and punctuation. All areas have recorded progress above the state averages.

Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>125.8</td>
<td>144.3</td>
<td>87.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>82.1</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
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</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>129.1</td>
<td>90.4</td>
<td>68.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>68.6</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Grammar and Punctuation

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>104.0</td>
</tr>
<tr>
<td>SSG</td>
<td>95.7</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.1</td>
</tr>
<tr>
<td>SSG</td>
<td>88.0</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>
School context

Empire Vale Public School is situated in a rural environment south of Ballina.

The school is the focal point for the area and provides both educational and social opportunities for the community. Our students come from a range of home environments which include cane farms as well as rural, residential and rented properties in the Empire Vale and South Ballina areas.

The school provides a wide range of educational experiences in the six key learning areas (KLAs) catering for the intellectual, physical, social and emotional development of our students.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments have been relatively consistent over the past five years with enrolments between 50 and 60 students.

In 2010 the school enrolled slightly more boys than girls which has been the case in previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2007</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>2009</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>2010</td>
<td>33</td>
<td>31</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>93.6</td>
<td>92.6</td>
<td>95.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Region</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
<td>93.2</td>
</tr>
<tr>
<td>State</td>
<td>93.2</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is well the region average and just below the state averages. Non attendance is monitored and discussions are held with parents and carers where appropriate. Regular items are placed in the school newsletter outlining expectations in terms of student attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/YR 1</td>
<td>K  6</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1  12</td>
<td>14</td>
</tr>
<tr>
<td>YR 2/3/4</td>
<td>2  8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3  5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4  14</td>
<td>27</td>
</tr>
<tr>
<td>YR 5/6</td>
<td>5  11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6  11</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>67</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed to best suit the needs of students not only in terms of class size but also in addressing the learning stages of the curriculum.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Role</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>3.562</td>
</tr>
</tbody>
</table>

During 2010 there were no staff members of indigenous heritage.

Staff retention

There were no staff changes during the reporting year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$78,841.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>$58,701.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$27,082.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$26,254.13</td>
</tr>
<tr>
<td>Interest</td>
<td>$3,461.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$1,670.12</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$196,011.56</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$5,929.49</td>
</tr>
<tr>
<td>Excursions</td>
<td>$10,994.29</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$8,859.96</td>
</tr>
<tr>
<td>Library</td>
<td>$322.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$933.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$44,209.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$8,767.99</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$30,973.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$6,495.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$8,419.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$1,670.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$127,576.50</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$68,435.06</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

Significant programs and initiatives

Aboriginal education

Aboriginal cultural perspectives are incorporated across all curriculum areas. Below are some highlights for 2010:

- Students have had the opportunity to play ‘Traditional Indigenous Games’ as part of their daily fitness program. The K/1 class was also taught traditional games by Indigenous teachers from the local Sport and Recreation Fitness Camp while on excursion in Ballina.
- As part of NAIDOC Week celebrations our school attended a performance by two Indigenous dancers at Cabbage Tree Island School. The performance showcased a variety of dance styles from traditional Aboriginal dance, Torres Strait Islands, contemporary and hip-hop. The show discussed culture and identity and explained the importance of Country.
- Students have studied the artwork of contemporary Indigenous artist and writer Sally Morgan.
- Dreamtime stories and modern tales created by Indigenous writers have been shared within library and classroom activities.
- The school continues to show respect to the Bundjalung people both past and present, at all official school functions.

Multicultural education

Many multicultural perspectives were incorporated into our school curriculum throughout 2010. The highlights were:

- New sign put up in front of the school which advertises up and coming events, student successes and informing the community of the school’s activities.
- The website is now up and running and provides excellent information for parents and community members.
- Interactive whiteboard for classrooms.
- New colour photocopier funded by P&C which enables improved promotion of the school and our students.
The 2010 Book Fair theme ‘Read Around the World’, encouraged students to look at characters, authors and traditions of our global community;

Students created multicultural displays and dressed in multicultural dress as part of Book Week activities. Students enjoyed food from different countries to help celebrate the day;

Students in the senior class studied Bali and got to cook and eat some great Indonesian food.

Public speaking competition incorporated multicultural aspects.

Respect and responsibility

During the year various activities were undertaken by the school to promote respect and responsibility. Students were involved in a number of community service activities. Some of these included:

- showing respect to the ANZAC Spirit, through the hosting of a school memorial ceremony. participating in Clean Up Australia Day;
- participating in numerous charity fundraising days which were held each term.
- celebrating Harmony Day, with all the students receiving orange ribbon pins to help us remember that we all belong and to celebrate Australia’s diversity.
- whole school attendance at Wardell on ‘STAMP Out Bullying’, which offered 5 easy to remember steps to avoid bullying through drama, puppetry and magic.

continuing to promote the Peer support/Buddy system with the Kindergarten students and Year 6. This initiative is well supported by our students and is a key element of our respect and responsibility outcomes.

Connected learning

- Empire Vale Public School now has all the equipment available to facilitate the connected classroom strategy however as we are connected via satellite we are unable to use it at this time.

Other programs

Environmental Education

- Students from Years 3/4/5/6 enjoyed an excursion to Ballina’s Angels Beach & Flat Rock, to see how landcare projects are being implemented in the local area. They learnt about some of our local ecology & marine life. This was run by the Dorroughby Field Centre and Angels Beach Landcare who also subsidised the cost of this excursion.

- The North East Waste Forum, organised a visit to our school from the Green House mobile waste avoidance education unit. This dynamic and interactive learning resource increased our awareness, engaged and encouraged our active participation in sustainable waste practices.

- Rous Water visited to teach us about looking after our fresh water resources. Students were taught strategies to conserve water at school and at home. Many of these have been implemented as part of our water saving programs within the school.

- Our students participated in Earth Hour on Friday March 26th. At lunchtime all lights and computers were turned off to do our part for global warming. Earth Hour activities were
also promoted so that students could get involved at home.

- Students from Years 5 and 6 visited Victoria Park to study the rainforest. A forester conducted a range of activities including topics such as tree identification, local ecology & animal life.

Health and Safety Programs

Students participated in a range of programs and activities which looked at how to keep them safe and healthy. Some of these included:

National Ride2School Day - parents and students were encouraged to participate in the Ride2School Day in Term 1.

Colgate Bright Smiles - all students received a toothbrush activity kit which includes toothbrush, toothpaste, sticker and games to teach them the importance of dental hygiene.

Walk Safely to School Day - parents and students were encouraged to be active by walking to school. This also gave parents the opportunity to discuss road safety and other important safety messages.

Police Youth Liaison Visit - Senior Constable Presgrave talked to all students about bike safety. Students brought along their bikes and rode around an obstacle course. Students from Stage 3 were also shown some forensic procedures. The visit also included talks on cyber bullying and petty crime.

Southern Cross Community of Small Schools

- Local small schools including, Empire Vale, Cabbage Tree, Wardell, Newrybar, Fernleigh, Rous & Tregeagle Public Schools joined together in 2006 to form the Southern Cross Community of Small Schools.

In 2010 the group again participated in a number of events throughout the year. These included a Spelling Bee, General Knowledge, Debating and Chess/Draughts competitions.

School context

Progress on 2010 targets

Target 1

To ensure assessment tools are in place and are consistent across all stages.

Our achievements include:

- commencing development of a scope and sequence for assessments;
- staff participation in assessment program on NAPLAN writing to ensure consistency of judgement;
- identification of formal and informal assessment tools;
- identification of other areas for assessment such as the ICAS tests which are currently offered on a voluntary basis.

Target 2

To continue improving student outcomes in literacy.

Our achievements include:

- literacy session held for parents to provide some practical ways to help children with Spelling, Reading and Writing at home;
- introduction of a Literacy Lounge Lizards Book Club;
- purchase of 4 Literacy Reading boxes which provide students with wider range of text types from funds raised from the Book Fair; and
- all areas for literacy in the NAPLAN results showed progress from Year 3 to Year 5 with all being above the state average.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership & HSIE.

Educational and management practice

Leadership

Background

Leadership was evaluated on three levels – students, staff and school.

Findings and conclusions

- Leadership opportunities for our students were reviewed in line with the Department’s Scope and Sequence on student leadership.
- Staff reviewed classroom activities to determine where leadership opportunities existed and how these could be enhanced.
- Goals were set for increasing leadership opportunities in the classroom. These were followed up six months later to determine what had been achieved.
- School leadership roles continue to be rotated to give all students the opportunity to experience and learn from this process.
- Staff leadership is also seen as important. This includes sharing knowledge with peers; participating in all aspects of school including taking on extra responsibility outside that of classroom teacher and being a positive role model to students and parents.
- The Principal also participated in the Stronger Smarter Leadership Program.

Future Directions

Leadership opportunities will continue to be identified and expanded for students, staff and the school.

Curriculum

Human Society and its Environment (HSIE)

Background

Human Society and its Environment was our evaluation area for 2010. In view of the impending Australian curriculum on HSIE it was decided that there would be little purpose in undertaking a major evaluation at this time.

The initial curriculum for HSIE was originally intended to be released in 2011 however this has now been deferred until 2012 with likely implementation to commence in 2013.

Findings and conclusions

- Existing units as set out in the Scope and Sequence were reviewed to determine if changes were required.
- The review determined that units were all going well and were on task, therefore no significant changes were necessary.
- The scope and sequence was reviewed to ensure that Aboriginal content was appropriately and adequately covered.
- All staff participated in training on the staff development day which looked at improving Aboriginal Education component of the HSIE key learning area.

Future directions

An in depth evaluation of HSIE will be scheduled once the Australian curriculum for HSIE has been implemented.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Parents were provided with the opportunity to comment on school during Education Day.

Overall feedback has been very supportive with positive comments received on new initiatives for parents such as literacy consultant being incorporated into Education Day.
Professional learning

Professional learning is an integral part of the school organisation and contributes to the professional growth of staff and improved student outcomes. Professional learning activities are tied directly to our school target priorities. During 2010, our staff participated in various professional learning opportunities. Some of these included:

- Australian curriculum – science
- SMART data training and analysis
- Best Start Training
- Aboriginal Education
- Debating
- Managing Difficult People
- Emergency Care and CPR

School development 2009 – 2011

Targets for 2011

As part of our three year strategy we will continue to concentrate on literacy as our main target area.

Target 1

To improve students outcomes in literacy focusing on spelling, grammar and punctuation.

Strategies to achieve this target include:

- targeted support for students in the lower NAPLAN bands;
- providing appropriate resources to support students in targeted areas;
- providing opportunities for staff to increase and improve classroom methodology and practices for teaching literacy;
- continuing to provide budget resources for teacher training and resources for improving literacy;
- Students will continue to have a range of opportunities to develop literacy skills and demonstrate them in the context of the curriculum.
- reviewing NAPLAN results for 2010 and identifying focus areas for further development;
- ensuring that Best Start entry-to-school assessment data is used to improve literacy achievements of students in the early stages;
- staff utilising SMART data analysis and school based assessment to target individual needs; and
- ensuring high quality teacher programs and teaching strategies that encourage student engagement in this focus area.

Our success will be measured by:

- teachers’ programs will reflect the quality teaching framework;
- improved student results in NAPLAN and school based tests in the area of literacy;
- greater student engagement leading to enhanced student learning outcomes;
- provision of professional learning for staff and parents;
- provision of appropriate resources to support students in targeted areas; and
- teachers demonstrating effective pedagogy in literacy teaching and providing students with a wide range of learning opportunities in literacy.

Target 2

Improve technology usage by staff and students.

Strategies to achieve this target include:

- implement purposeful professional learning programs to ensure staff are confident and competent in using new technology;
- technology focus on staff development days;
- participation by staff in online training opportunities on technology issues where identified as appropriate;
- exploring opportunities to include interactive whiteboards in classroom practices; and
- identifying opportunities in key learning areas for students to increase technology usage.
Our success will be measured by:

- 80% of staff demonstrating enhanced technology skills;
- increased usage of technology in classroom practices to engage students; and
- provision of professional learning opportunities for staff.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)