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Our school is committed to embedding the core values of respect, responsibility, learning and safety across the school community.  NPELS provides an intensive English language program for newly arrived migrants, refugees, asylum seekers and international students from non-English speaking backgrounds. The majority of our students are refugees. While the duration of the program is 6 months, refugees are entitled to stay in the program for 12 months.  NPELS is situated in the South Eastern Victoria Region. NPELS is a multi-campus, P-10 co-educational school, with an overall enrolment of 658 students in 2017. The number of students fluctuates from term to term. The school operates across 4 campuses and provides an outposting program for primary schools. The Noble Park and Casey campuses cater for both primary and secondary students. The Springvale and Stonnington/Glen Eira campuses cater solely for primary students.  The school has 150 staff, which includes: 4 principal class, 12 leading teachers, 99 teachers and 39 Education Support.  Specialist programs offered include water safety, art, music and dance, information communication technology, physical education and electives. The curriculum encourages culturally and linguistically diverse students to become independent, life-long learners, through explicit teaching and programs tailored for individual student needs. It also promotes independence, creativity, problem solving, collaboration and innovation. There is a whole school focus on a differentiated curriculum, learning intentions and explicit success criteria. Many of our students have been displaced by war, economic hardship and political persecution. The school works in partnership with community organisations to deliver appropriate programs to address their needs; to help them regain trust in people and systems and to develop self-esteem and the confidence required to face the challenges in a new country. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | NPELS selected two improvement initiatives as a major focus for 2017. The initiatives were ‘Building Leadership Teams’ and ‘Building Practice Excellence’. We identified Professional Learning Communities (PLC) leaders and built their leadership skills to work collaboratively and to ensure the alignment of the EAL curriculum, pedagogy and assessment and reporting with goals for student learning. A more distributed school leadership approach was used to drive the AIP key improvement strategies. PLC leaders led the teams to design and deliver a curriculum that is responsive to system changes and to changes in the student cohort. We ensured that our leaders are well-trained, well-networked and well-prepared to succeed in this changing environment.  The Building Practice Excellence initiative was addressed through learning partnership programs, coaching and the intensive systematic functional grammar approach to teaching English. Teachers participated in team teaching, shared knowledge, experience and resources. They modelled best practice, participated in professional conversations and provided feedback to each other. The evaluation of the 2017 AIP showed that we achieved positive results in ‘Building Leadership Teams’ and ‘Building Practice Excellence’ and should continue to deepen and embed our work in these two initiatives in 2018. Previously we identified an area for further growth which was teacher collaboration. This was achieved in 2017 through restructuring our professional learning communities, coaching and time allocation for collaborative work. Teachers engaged in cross campus connections to build capacity in assessment, moderation and delivery of EAL curriculum across Casey, Springvale, and Stonnington Glen Eira campuses. Professional learning teams were formalised and teachers worked collaboratively to develop their practice. Teachers provided and received feedback from peers, school leaders and students to improve teaching practice. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | The 2017 student achievement data showed our target growth of two sub-stages was achieved across all dimensions including Speaking and Listening, Reading/Viewing and Writing. The student categories were International, Age Equivalent, Interrupted and No Schooling cohorts. Students, who were at risk of disengagement, were identified and Individual Learning Plans (ILPs) were developed to support individual students, so that they could be provided with a differentiated program according to their specific needs. We maintained the high quality of ILPs and shared them with students and their families. NPELS is a resource for the region and is used as a showcase for visitors wanting to learn about best practice in teaching English to new arrivals. Our major focus has been on developing teacher capacity to improve student learning outcomes. Teachers worked in professional learning teams to ensure high levels of program delivery and student achievement.  We commenced the revision of the curriculum planning documents to be aligned with the Victorian Curriculum. We continued to develop learning sequences encompassing authentic and real life learning experiences. Established learning partnerships where teachers worked together in teams provided opportunities for staff to build their capacity and enhance pedagogical practices through in-depth planning, teaching and reflection on programs. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | NPELS has a strong focus on supporting students’ smooth transition to further their education to over 180 primary and secondary government schools, TAFE and Adult Migrant Education Services programs. There was a comprehensive transition program which included: student induction, parent information sessions and meetings with families. We strengthened our transition program by providing opportunities for students and staff to interact with mainstream schools throughout the year. Student progress meetings were held each term. We refined our Managed Individual Pathways Program, which supported students in setting goals. We provided a work experience program each term. School EXPOs were held each semester to assist students and parents with their choice of mainstream education providers. Our transition staff maintained strong links with mainstream schools. They arranged student transfers and organised enrolment interviews at mainstream schools. They accompanied students and their families at enrolment where possible and ensured that relevant documentation and detailed transition reports were passed on to students’ new schools. We increased student voice in primary and secondary divisions across all campuses to maximise student participation. | | | |  | | --- | | Wellbeing | | | |  | | --- | | The school ensured that we complied with the minimum VRQA requirements for registration of schools including the new Child Safe Standards. We acknowledge that the wellbeing and educational needs of our students cannot be separated. Our students were supported by psychologists from our network and the wellbeing team, which included three wellbeing officers and a coordinator. Speech therapy was provided across all campuses to students in need. We also worked closely with the Foundation House staff who provided counselling services for students at risk. We had a range of programs, which were put in place to engage students, build resilience and promote health and wellbeing We connected students to the community through our strong partnerships with agencies and organisations including Monash Health, Metro Train Safety, Youthlinks, CMY, SCAAB, City of Greater Dandenong, City of Casey, Song Room, Footsteps, Red Cross and the multicultural police. Ongoing student support programs included: the Advance program, water safety, breakfast club, Active After School Sport, lunch time programs and parent group sessions. Our students continued to share a sense of belonging and connectedness. We continued to revise and develop our approach to student wellbeing to ensure all students were engaged and connected with the school. Our Attitudes to School Survey results continued to be very impressive indicating that our students feel engaged, motivated, connected and happy at school. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  http://nobleparkels.vic.edu.au/ | | |  | | |  | | | |  | | --- | |  | | |

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All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 658 students were enrolled at this school in 2017, 317 female and 341 male.  100 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. | | | | | |  |  |  |  |  | |  | |  | | --- | | **What is the *Victorian Curriculum*?**  The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.  The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.  The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.  ‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.  ‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.  The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. | | | | | |  | |  |  |  |  |  |  | | |  | | --- | | **What does the *Performance Summary* section of this report refer to?**  The Performance Summary reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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sound position with $2,027,073 being carried forward to the new year. There was a Net Operating Surplus of $757, 384. This surplus is due to the money being carried forward to 2018 for a number of major projects to be completed in 2018. This includes a major electrical upgrade at Noble Park campus and the supply and installation of heating/cooling units in all classrooms. The total cost is anticipated to be approximately $450,000. Furthermore,  $200, 000 has been put aside for the Casey campus to upgrade toilets and provide furniture and equipment for new classrooms and a new playground due to increasing student population. The maintenance of buildings and grounds across four campuses continue to be significant items of expenditure.  NPELS’s commitments were carefully monitored by the School Council. School funding was expended to build staff capacity and the implementation of the Education State initiatives. These included coaching, learning partnership programs, a range of professional development programs, cross campus connections and building leadership capacity of middle level leaders. Additional funds were used to support programs such as ICT, excursions, and the school camp due to the low socio economic cohorts.  Some of the 2017 expenditure related to significant building works including re-stumping of secondary and administrative wings, primary students’ toilet upgrades, concreting pathways and making additional parking spaces, new playground equipment, installing new blinds, painting, replacing old windows in the primary wing and general maintenance of aging buildings.  Noble Park English Language is committed to continuing the provision of high quality educational programs as well as maintaining the facilities at the high standard. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $1,137,114 | | Official Account | $139,387 | | Other Accounts | $750,572 | | **Total Funds Available** | **$2,027,073** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $11,702,795 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $2,177,982 | | Government Grants Commonwealth | $5,819 | | Revenue Other | $114,836 | | Locally Raised Funds | $99,451 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$14,100,882** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $1,514,001 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$1,514,001** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $321,593 | | Asset/Equipment Replacement < 12 months | $250,000 | | Capital - Buildings/Grounds incl SMS<12 months | $500,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $138,847 | | Other recurrent expenditure | $700,000 | | Asset/Equipment Replacement > 12 months | $100,000 | | Maintenance -Buildings/Grounds incl SMS>12 months | $16,633 | | **Total Financial Commitments** | **$2,027,073** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $11,036,264 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $9,005 | | Communication Costs | $17,340 | | Consumables | $372,567 | | Miscellaneous Expense³ | $981,527 | | Professional Development | $40,956 | | Property and Equipment Services | $706,130 | | Salaries & Allowances⁴ | $98,737 | | Trading & Fundraising | $14,837 | | Travel & Subsistence | $36 | | Utilities | $66,101 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$13,343,499** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$757,384** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | | *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |