

# 2020 Annual Report to The School Community



School Name: Noble Park English Language School (8749)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 April 2021 at 09:11 PM by Inna Gvozdenko (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 11:08 AM by Martin Sykes (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary. For example, in 2020 school-based surveys ran under changed circumstances.

Schools should keep this in mind when using this data for planning and evaluation purposes

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Language schools
  - school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Language schools
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## What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

## About Our School

### School context

Noble Park English Language School (NPELS) provides an intensive English language program for newly arrived migrants, refugees and international students from non-English-speaking backgrounds. Whilst the duration of the program is six months, refugees can stay for twelve months.

The school is located in South-East Victoria, and is the only language school in the region. NPELS is a multi-campus, P-10 co-educational school, with students aged from 5 to 17 years old. The school operates across four campuses:

- Noble Park campus (P-10) is the largest NPELS campus which is located in Noble Park, in the City of Greater Dandenong.
- Casey campus (P-10) is located on the territory of the Hampton Park Secondary College, in the City of Casey.
- Springvale campus (P-Year 6) is located on the territory of the Springvale Rise Primary School, in the City of Greater Dandenong.
- Stonnington/Glen Eira campus (P-Year 6) is located on the territory of the Glen Huntly Primary School, Glen Eira City.

In addition, NPELS provides two services for Victorian government schools, the outpost and outreach programs. The outpost program runs in two schools: Frankston and South Melbourne primary schools, where there is a high concentration of newly arrived students who are unable to access NPELS. Furthermore, the school offers an outreach program to newly arrived students who enroll in mainstream schools. These students are formally assessed and placed on the Victorian Curriculum F - 10 EAL. Outreach officers provide support to mainstream teachers to develop Individual Learning Plans for EAL students and share resources to tailor the program to address individual learners' needs.

### Vision

Our staff and the school community are committed to the school's vision, which reads as follows:

"We are a continually improving intensive English language school, welcoming and engaging students, their families and communities. Quality teaching and learning caters for the diverse needs of our learners in a safe, positive, supportive and well-resourced learning environment. Our whole school approach, collaborative culture and inspiring leadership nurture a sense of belonging, wellbeing, caring for everyone and student success."

### Values

The school promotes and embeds the fundamental values of **Respect, Responsibility, Learning and Teamwork** across the school community.

### Mission

Noble Park English Language School's mission is to teach English language skills to newly arrived students. We help learners prepare and transition to further education, achieve positive outcomes and succeed in Australia. We do this by actively promoting student voice, agency and leadership, and by providing a differentiated curriculum to meet students' needs. Our school provides students with high-quality instruction, pathways to primary and secondary education and an opportunity to succeed and achieve their dreams.

### Special Programs

NPELS offered a wide range of specialist programs to our students, including Robotics, Mathematics, Science, Digital Technology, Play-Based Learning, Art, Song Room, Health and Physical Education, Speech Therapy and Water Safety. The curriculum encouraged our students to become independent, life-long learners, through explicit teaching, goal setting, reflection and ongoing feedback. The school loaned ICT devices to all students to ensure they were engaged in a rich remote learning program during the COVID -19 pandemic. Overall, students were supported in developing independence, creativity, problem-solving, collaboration and Information and Communication Technology (ICT) skills.

## Students

In 2020, a total of 699 students were enrolled at NPELS, comprising of 340 female and 359 male students. All students were English language learners for whom English was an additional language.

The NPELS student population was culturally and linguistically diverse with over 41 different language groups. The largest six language groups were: Dari, Hazaragi, Mandarin, Khmer, Vietnamese and Japanese. The Casey campus was the fastest growing campus, as new migrants settled in that region.

Over 66% of our students were refugees, displaced by war, economic hardship and political persecution. The school worked in partnership with community organisations to deliver tailored programs to address their social and emotional wellbeing needs, to help them regain trust in people and systems, to build self-esteem and develop the confidence needed to face challenges in Australia.

Although the number of international students was small, the school allocated an International Student Coordinator who supported students throughout the program, connecting them with mainstream schools and organisations.

International students were supported by Multicultural Education Aides.

Both students and parents have found learning at NPELS to be an enjoyable and stimulating experience. The 2020 Student Attitudes to School Survey revealed that 91% of our students looked forward to being at school. Likewise, in the annual Parent Opinion Survey, parent satisfaction was at 93.3%. Our parents proudly acknowledged that the school's ethos and environment were welcoming and supportive. A similar proportion (92%) stated the school's facilities and grounds were cleaned and well maintained. Ultimately, 97% of parents were satisfied with their children's education and felt confident that NPELS provided a good learning atmosphere for their children.

## Staff

In 2020, the school consisted of 61 classes based on student age, varying from 13 to 15 students. The staffing profile comprised of a Principal, 3 Assistant Principals, 12 Leading Teachers, 5 Learning Specialists, 53 Primary Teachers, 39 Secondary Teachers, 14 Multicultural Education Aides, 9 Literacy Aides, 8 Administration Staff, 3 Wellbeing Officers, 2 Speech Therapists, 1 Psychologist, 1 Maintenance Officer and the Business Manager. Most of our teaching staff had Teaching English as a Second Language qualifications to ensure quality and rigor in EAL teaching and learning. The school provided multiple opportunities for staff to build their capacity, knowledge and skills in assessment, Information and Communication Technology, understanding new EAL Victorian Curriculum F-10, student health, well-being and engagement.

An important aspect of the annual School Staff Survey is the School Climate section, which measures attitudes towards student learning and school environment. Overall, the percent of positive endorsement by staff at NPELS was 71.8%, which was slightly lower than the State average (75.1%). In particular, the trend analysis showed areas of improvement in the components of parent involvement, teacher collaboration and guaranteed and viable curriculum, which could be attributed to remote and flexible learning experiences. Conversely, it is important to note that there was an increase in staff positive endorsements in other areas such as efficacy, collective responsibility and academic emphasis.

## Framework for Improving Student Outcomes (FISO)

**In the area of Teaching and Learning, the school focussed on the two key improvement strategies as outlined in the AIP 2020:**

1. Building practice excellence to strengthen teacher capacity to implement effective EAL pedagogy
2. Building capacity in instructional leadership throughout the school.

To support the transition to remote learning due to COVID-19, school leaders took a proactive approach to plan, prepare, organise and implement professional learning for staff, focusing the sessions on how to use the novel online platforms. Furthermore, primary students and staff undertook professional learning on the SeeSaw application. In addition, curriculum leaders worked collaboratively with PLC leaders and learning specialists to prepare meaningful work that students could complete independently from home. Classroom and specialist teachers evaluated student learning needs and used this information to identify next steps for learning. This included designing a suitable curriculum for remote and flexible learning. Learning packs were prepared and posted/or hand delivered to students'

homes as a starting point to engage students in remote learning. In the early stages of remote learning, all students were contacted daily via phone calls. In the last week of Term 1, school students and staff learned how to use Compass to upload and access Learning Tasks. Students also learnt how to use online platforms such as Microsoft Teams and WebEx.

Transition to remote learning required time as staff and students had to develop a greater reliance on technology. Changes were made to classroom practice, i.e. protocols for using the online platforms, timetables, attendance, learning tasks, assessment and feedback. Teachers set high expectations for work that was completed and maintained appropriate expectations of behaviours in a virtual classroom to ensure all students could engage and learn in a safe and supportive environment. During Term 1 school holidays, letters were sent home to all families with personal login details into Compass. This ensured effective means of communication with parents and carers. In Term 2, over 520 ICT devices were distributed to students by volunteering staff.

**In the area of Student Engagement, our school addressed the following key improvement strategy:**

1. Networks with schools, services and agencies: to ensure students successfully transition into mainstream settings.

Our students had an opportunity to remain at NPELS for a longer period of time due to the disruption to their learning caused by COVID-19. Many students were disadvantaged in remote learning because of a lack of ICT devices, internet and family support. A decision was made at the leadership level that students due to exit would be best supported at NPELS as they had teachers who knew them well and could engage with them during remote learning. Mainstream schools and families of the exiting students were contacted and informed about the opportunity to continue the program at NPELS. Most mainstream schools and parents were very grateful for the opportunity during the insecure and unsettling period.

**In the area of Health and Wellbeing, NPELS focussed on the following key improvement strategies:**

1. Parents and carers as partners: to strengthen partnerships with parents and carers
2. Networks with schools, services and agencies: to embed effective partnerships with agencies that support student wellbeing.

To aid in the transition to remote learning, the NPELS wellbeing team undertook a number of effective strategies such as developing a wellbeing booklet, tracking vulnerable students and working with agencies. A Wellbeing Booklet was created for students at risk or needing extra support. It was initially distributed to students at the end of Term 1 who were on the allocation list and later was made available for all students via Compass. The booklet outlined support agencies and positive wellbeing activities that students could undertake during remote learning.

As per the 'DET Memo', a vulnerable student list was compiled and students were contacted prior to commencement of remote learning to ascertain if students would be attending on-site learning. A live document was maintained to track students with wellbeing needs. These students were monitored and contacted regularly by wellbeing staff and MEAs during this period.

An external agencies contact list was prepared, updated and communicated to the school community. If a student did not attend class, the teacher referred them to the wellbeing team who followed up. Consequently, there was no unexplained absenteeism at the Noble Park campus.

**Achievement**

In 2020, despite the challenges of remote learning, student achievement and wellbeing were nonetheless at the core of the school's teaching and learning process. Teachers created a secure, stimulating, and caring learning environment and intentionally promoted norms of belonging where every voice mattered both on-site and online. Programs were tailored for individual student needs to ensure differentiated and scaffolded learning for all students. At NPELS, students are organised in the following categories: A stage – (Years F-2); B stage – (Years 3-6) and S stage – (Years 7-10).

In 2020, Noble Park English Language School exited 389 students to mainstream educational settings. This included 78 students at the A stage, 102 students at the B stage and 209 students at the S stage. As such, there were 180 primary students and 209 secondary students exited in 2020. Overall, the number of exited students was 45% lower compared to 2019.

The student achievement data upon student exit was collected and reported according to four categories: 'Age Equivalent', 'Interrupted Schooling', 'No Schooling' and 'International Students'.

Exited student achievement results were extremely positive. Students who progressed the most were in the 'Interrupted' category, demonstrating exemplary achievements in all modes of English by progressing well above 3 sub-stages. Students in the 'No Schooling' and 'Age Equivalent' category achieved more than 2 sub-stages in all modes of English, which is a fantastic result that meets the Annual Implementation Plan targets. However, students in the 'International' category had slower growth. Whilst these students still progressed through the sub-stages (ie, 1.85 in reading) during their time at NPELS, the fact that their development was slower can be partially attributed to the remote learning conditions, which affected their engagement and learning.

Overall, both parents and students reported positive experiences at NPELS according to annual surveys. The 2020 Student Attitudes to School Survey illustrated that our students provided high level of positive endorsement in several sections such as 'Differentiated and stimulated learning' (92%) and 'Learning confidence, motivation and interest' (95%). However, classroom management may be an area for improvement as only 88% of students indicated they were satisfied with behavior in class. Similarly, according to the 2020 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (91%), motivating and supporting students (95%) and creating a stimulated learning environment (94%).

In summary, Year 2020 was an exceptional year in face of multiple disruptions to students' learning due to the COVID-19 pandemic. School's loan of devices and internet dongles to students in need was vital in supporting their learning. NPELS made efforts to smoothly transition students to this new educational model, while parents, guardians and carers gained greater insight into their children's schooling. We are proud that our exited students demonstrated excellent learning outcomes in English and have enjoyed their journey at NPELS.

#### Teaching and learning highlights

Throughout 2020, there were several highlights for both students and teachers. In particular, teachers reported personal growth in the use of technology, and students benefited from Individual Learning Plans, specialist subjects, greater proactivity in learning and engagement with families.

Throughout remote learning, teachers have embraced technology and built their capacity to provide high-quality teaching and learning. They participated in a range of Professional learning sessions on Formative assessment to strengthen their practices. They used multiple tools such as, Go Formative, Desmos, Google Forms, Microsoft Forms, Kahoot, Assignments and Feedback in Compass. Teachers further equipped students to set realistic learning goals and provided timely and relevant feedback through Seesaw, audio recordings, Teams and Webex.

Students on Individual Learning Plans had opportunities to engage in targeted individual or small group work to focus on specific needs through timetabled sessions with literacy aides and Multicultural Education Aides. These opportunities allowed them to ask questions, seek clarification and make connections in their first language in a safe and supportive environment.

Additionally, through 'Learning choice boards', students had opportunities to choose learning tasks, adjust the pace and select the best-suited activity to demonstrate growth and showcase achievements during remote learning. Students engaged in receiving and giving feedback and reflected on learning.

Another highlight was the specialist subjects of Physical Education, Music (Song Room) and art experiences that were integrated into literacy and numeracy sessions. They had significant positive impacts on student engagement and wellbeing and provided opportunities to talk about shared experiences during class meetings. Secondary students connected weekly in 'Home Group' activities that were initiated by students' input and provided opportunities to strengthen connections with the school values of 'Respect', 'Responsibility', 'Learning' and 'Teamwork'. Furthermore, partnerships with parents and families were strengthened through regular calls, newsletters and remote parent group meetings. This provided families with opportunities to be involved in their children' learning, ask questions and seek clarifications.

#### Student Voice highlights

The school continued to promote student voice by empowering students and building capacity for teachers to

implement student voice, agency and leadership in their classrooms.

Student-led remote assemblies highlighted student engagement, confidence, ownership of planning and delivering information and were received positively by students and teachers. Secondary and primary students presented COVID-19 safety and hygiene information and interviews with community agencies. Primary students shared classroom successes in learning and wellbeing tasks, like sense-of-gratitude activities.

For empowering teachers, the school was part of the Community of Practice in the Greater Dandenong Network led by Russell Quaglia and his associates. Six leaders representing all campuses were identified to participate in the 4-day program about increasing student voice and agency in the school and community. Resources and presentations were uploaded on Compass, the school's shared platform, for easy accessibility for all teachers. Classroom teachers who were part of the 'Student Voice' team continued to implement strategies and practices during the remote teaching terms and shared classroom examples on different forums.

#### Future directions for student achievement

- Students responded well to self-directed learning tasks during the remote learning period. In 2021, the school will provide all students with ICT devices and maintain all curriculum areas to ensure that students can easily switch to online learning.
- During remote learning, staff utilised online resources, platforms and software for content delivery and assessment. The school will continue building staff capacity in using ICT effectively and appropriately to deliver high quality differentiated programs.
- Teachers will plan collaboratively and update curriculum documents using the new Victorian Curriculum F-10 EAL.
- Teachers will monitor students on Individual Learning Plans and share goals and strategies with students and parents at student progress meetings.
- Teachers will monitor students' progress using the Assessment and Reporting Tool and guidelines.

### Engagement

The goal for student engagement was to develop students' confidence and capacity to actively engage in their learning. This can be demonstrated through student attendance, positive results in the attitudes to school survey and successful transitioning to mainstream schools.

Student attendance throughout the year was high. The use of the Compass online attendance monitors where parents were contacted by phone regarding students' attendance has proven beneficial in reducing unexplained absences. Student absences were closely monitored by the wellbeing team, with involvement from the community and parents to ensure students were connected and engaged. The wellbeing team met weekly to discuss attendance and support chronically absent students and families with assistance from DET and external agencies.

In 2020, an important part of student engagement was to ensure students' successful transition into mainstream settings after they complete the program at NPELS. The transition team, campus coordinators and school leaders initiated and implemented multiple strategies to support students and connect with their families. The strategies included:

- Communicating with parents, carers and case workers of exiting students to discuss prospective schools, share important information and organise school visits and enrolments.
- Conducting parent group information sessions with a particular focus on student transition and engagement.
- Trialing an initiative, 'Careers Education', with secondary and upper primary classes to equip students with relevant information about their future careers and occupations. As such, 86% of students stated that they wanted to complete Year 12 certificate, including 53% of students who aim to work towards the Victorian Certificates of Education and 11% who plan to obtain Victorian Certificate of Applied Learning.
- Liaising with mainstream schools and Tertiary Adult Further Education (TAFE) in providing relevant information to facilitate the exiting students' smooth transition.
- Organising incursions focused on the South East Local Learning and Employment Network and TAFE. As a result, 20% of NPELS secondary students showed a great interest to continue their education at TAFE.
- Discussing Educational Pathways with individual students and helping them to make an informed decision. Consequently, 61% of NPELS students expressed interest to continue their education through a university and obtain required qualifications to realise their dreams and aspirations.
- Following up with exited students in their new mainstream schools.

- Undertaking online outreach assessments of students who were not able to attend a new arrival program and who continued learning English in a mainstream school. These students were supported through Individual Learning Plans that were developed in collaboration with their teachers and outreach officers.

The school received excellent results in the 2020 Attitudes to School Survey from both parents and students. The Parent Opinion Survey responses were extremely positive in the domain 'Connection and Progression'. Data revealed that 95% of parents felt confident about their children's next phase of schooling. Pleasingly, the results also demonstrated that 97% of parents reported that their children enjoyed their time at school. There were also positive results in the 'Student Development' domain, with parents supporting the work of NPELS in 'Student Agency and Voice' and building 'Confidence and Resiliency' skills (94%).

Similarly, the responses gathered from the students demonstrated a high percentage of support in 'Learner Characteristics and Disposition' and 'Social Engagement' domains. The results were the following:

- Motivation and Interest - 95%
- Self-regulation and Goal Setting - 95%
- Attitudes to Attendance - 94%
- Learning confidence - 93%
- School connectedness - 91%
- Student Voice and Agency - 86%

#### Future directions for student engagement

- The Transition team and teachers will write learning sequences on career options to be used in Home Group sessions.
- School leaders and teachers will continue to provide 'Career Education' to secondary students.
- The Transition team and campus coordinators will continue to support students and their families in transition to mainstream settings.

### Wellbeing

In 2020, the student wellbeing team focussed on maximizing every students' health and wellbeing and embedding effective partnerships with agencies that support student wellbeing. NPELS was committed to helping students regain trust in people and systems, and to develop the self-esteem and self-confidence that is known to have a positive impact on student learning. In what was an extremely challenging year, the wellbeing team has been innovative to ensure the goals were achieved during remote and flexible learning.

A plethora of strategies were used throughout the year to engage and connect students to their learning and progress towards achieving their goals. Some of the most effective engagement strategies that proved a highlight for students' wellbeing included regular phone calls to families, wellness activities, communication to staff, remote assemblies, and partnerships with parents, careers and organisations.

The wellbeing team made 1,974 phone calls during Remote Learning that contributed to the increase in student attendance and engagement from Remote Learning 1 to Remote Learning 2. Another benefit of this strategy was the wellbeing team's analysis of trends from absences and the subsequent support provided to families with engagement in schooling.

Wellness Activities were posted daily on Compass for students to complete. Activities ranged from craft, yoga, magic tricks, circus, art, sports challenges and music. Students clicked on a link, completed an activity and a 'Wellbeing Check-In' question. The wellbeing team monitored responses and then followed up promptly. A total of 3,100 forms were completed since the start of the Remote Learning. An interactive Holiday Booklet was created for students with 10 different activities to complete remotely through SeeSaw and Microsoft Teams.

Weekly wellbeing emails were sent to staff providing the latest Department resources to support students in the classroom, and to also promote staff wellbeing.

Remote assemblies were very popular amongst students, who worked in partnerships with Level Coordinators and external organisations to make videos for assemblies. Students conducted interviews with members of different organisations such as Monash Dental, Monash Refugee Health, Centre for Multicultural Youth and Southern Migrant and Refugee Centre highlighting the work they do and how they can assist our students.



Around 160 families attended an online parents' group session, which was focused around 'Continuing to support your family during Remote Learning'. Feedback from parents was extremely positive as they reported the sessions to be beneficial and practical. The parent group session was presented in eight languages simultaneously via Webex. Furthermore, the school worked towards embedding effective partnerships with agencies focussed on student wellbeing. Thus, a partnership with Foundation House, the Victorian Foundation for Survivors and Torture was further strengthened. Counsellors from Foundation House provided services to our students and their families in the form of counselling, advocacy, family support, group work and psycho-education. They worked collaboratively with students and staff to improve student and family capacity to access services that helped them to recover from trauma.

A total of 171 applications were made to the State School Relief for Wi-Fi dongles, laptops, headphones, art packs and clothing packs. As such, students and their families were supported during lockdowns. In addition, a total of 150 new referrals were made to different agencies, including:

- Benevolent Society Springvale
- Best Disability Services
- Catholic Care
- Halal Foodbank
- Life Saving Victoria
- Red Cross
- Salvation Army
- South Eastern Community Links

The 2020 Attitudes to School Survey results from both parents and students demonstrated how NPELS continues to successfully implement Child Safe Standards in all areas of school life. For instance, the Parents Opinion Survey results were very positive in the domain of 'Safety'. In particular, promoting positive behavior at 96%, managing bullying at 92% and respect for diversity at 95%. Similarly, 94% of students stated that they had someone to turn to for advice when facing problems and 74% reported high levels of resilience. Overall, the 2020 Attitudes to School Survey results were impressive and encouraging, as our students felt engaged, motivated, connected and happy at school.

### **Future directions for student wellbeing**

In 2021, the wellbeing team will focus on implementing the key priority 'Happy, active, and healthy kids' and developing an action plan to address students' wellbeing needs, attendance and punctuality. The school will strengthen partnerships with parents and carers to promote positive relationships and build resilience in students.

The following effective strategies will be employed:

- Implementing the Respectful Relationships Initiative.
- Keeping track of absenteeism, daily wellbeing check-in and attendance phone calls.
- Monitoring and supporting students at risk and connecting them with agencies for emotional or financial support.
- Working with teachers in modifying learning programs to re-engage students.
- Organizing fortnightly meetings with Student Support Officers to discuss students' needs.
- Developing 'Wellness' activities to engage students within the classroom.
- Conducting outdoor activities ('Active After Schools' Program) and promoting school holiday programs.
- Conducting parent meetings outlining concerns and expectations.

### **Financial performance and position**

Noble Park English Language School finished the year in a financially sound position with \$2,045,173 being carried forward from 2020. The amount is inclusive of the school's operating reserve, and camp and excursion money as per the Financial Commitments report. The remaining funds have been allocated to a number of projects to be conducted in 2021. At the Noble Park campus, the projects include painting selected classrooms, installing Interactive Whiteboards, purchasing furniture for the primary building, repairing and maintaining playgrounds, building covered areas, establishing seating around the campus, rebuilding the multicultural garden, marking lines for carparks and the basketball court and other maintenance work. At the Casey campus, funding has been allocated for ground preparation, installation of grass sections for play areas and painting of the deck. At the Stonnington/Glen Eira campus, funding has been allocated for the relocation of the exiting classrooms to a new place on the grounds of Glen Huntly

primary school and rebuilding of the deck. Regular maintenance work of the buildings and grounds will be conducted at both Stonnington/Glen Eira and Springvale campuses. Therefore, extra funding will enable a safe, inviting and stimulating physical environment for all students.

The school has also allocated funding to purchase laptops and iPads for students as part of the new 'Bridging the Digital Divide Initiative' where students are able to keep their ICT devices when they transition to mainstream schools.

In 2020, the NPELS staff raised money from the purchase of entertainment books. The money was spent on Breakfast club program. Also, \$1183 was donated by Oakleigh Grammar school. The funding has been allocated to purchase twenty-three \$50 Coles vouchers and distribute them to the school's most vulnerable families. The remaining funds have been allocated to the breakfast club program.

#### **Future directions for financial commitments**

In 2021, NPELS will utilise the Equity Funding to skill up our staff and to improve student learning outcomes. It will be achieved through:

- Building staff capacity through a variety of professional learning, coaching and mentoring.
- Purchasing ICT devices and resources for all students and updating Interactive Whiteboards.
- Providing high quality programs for all students.
- Subsidising school excursions, incursions and camps to provide students with shared and rich hands-on experiences.
- Employing additional staff to assist students with learning, engagement and wellbeing.

Finally, NPELS would like to thank the School Council and the Finance Committee for their contributions and support in 2020, especially Martin Sykes (School Council President) and Margie Pickersgill (School Council Vice President).

**For more detailed information regarding our school please visit our website at [Noble Park English Language School website https://nobleparkels.vic.edu.au](https://nobleparkels.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 699 students were enrolled at this school in 2020, 340 female and 359 male.

100 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

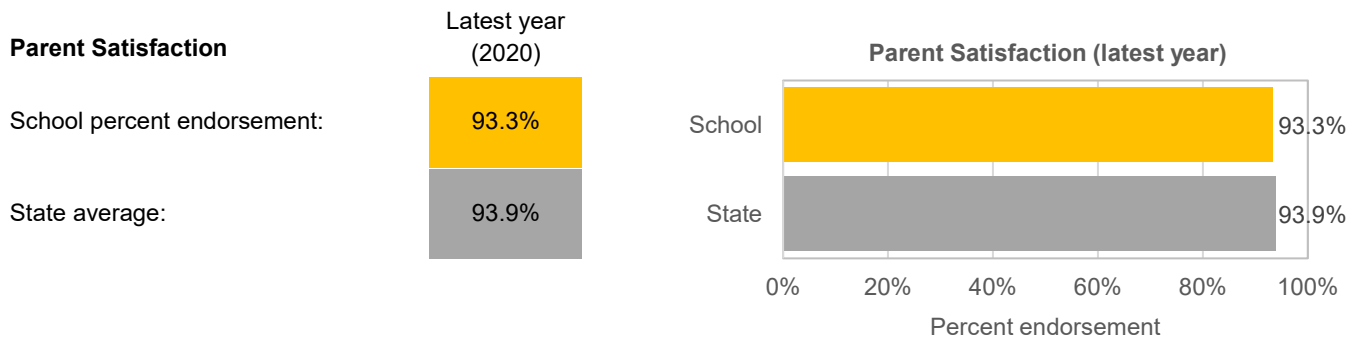
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

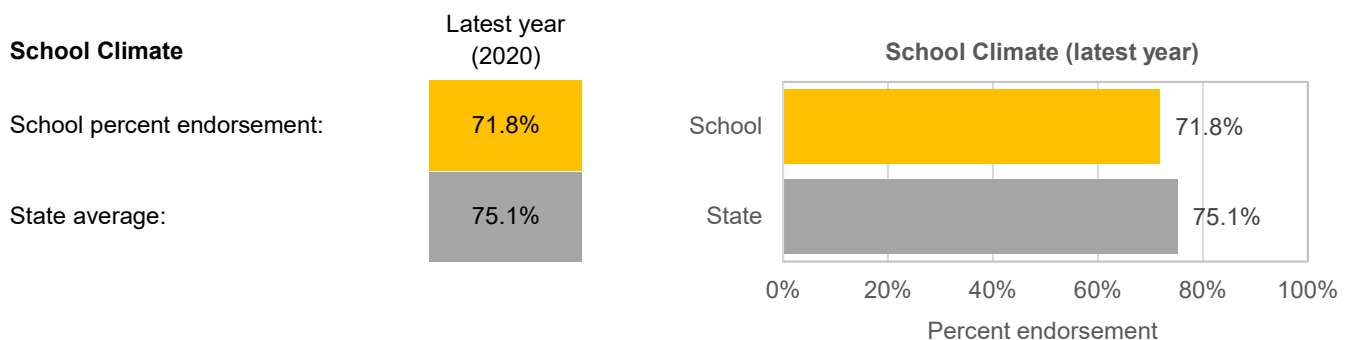


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$14,446,724
Government Provided DET Grants	\$2,407,581
Government Grants Commonwealth	\$7,050
Government Grants State	\$19,450
Revenue Other	\$102,426
Locally Raised Funds	\$10,040
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$16,993,271</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,076,701
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$2,076,701</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,122,985
Adjustments	NDA
Books & Publications	\$10,909
Camps/Excursions/Activities	\$270,916
Communication Costs	\$27,456
Consumables	\$146,172
Miscellaneous Expense <sup>3</sup>	\$54,808
Professional Development	\$10,872
Equipment/Maintenance/Hire	\$149,823
Property Services	\$95,749
Salaries & Allowances <sup>4</sup>	\$35,999
Support Services	\$439,876
Trading & Fundraising	\$12,690
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$51
Utilities	\$60,310
<b>Total Operating Expenditure</b>	<b>\$14,438,616</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,554,655</b>
<b>Asset Acquisitions</b>	<b>\$122,933</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,798,388
Official Account	\$246,785
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$2,045,173</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$205,510
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$22,810
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$400,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$400,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$616,853
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$2,045,173</b>

*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.*