

2021 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).
- 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 2021 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 May 2022 at 12:31 PM by Vincenzina Calabro (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 May 2022 at 02:30 PM by Martin Sykes (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary. For example, in 2020 and 2021 school-based surveys ran under changed circumstances.

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

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 the South-East Victoria 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 site of the Hampton Park Secondary College, in the City of Casey.
- Springvale campus (P-Year 6) is located on the site of the Springvale Rise Primary School, in the City of Greater Dandenong.
- Stonnington/Glen Eira campus (P-Year 6) is located on the site of the Glen Huntly Primary School, in the City of Glen Eira.

In addition, NPELS offers an outreach program to newly arrived students who enrol 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 Education Plans for EAL students and share resources to tailor the program to address 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 fulfill their dreams.

Special Programs

NPELS offered a wide range of specialist programs to our students, including Respectful Relationships, Robotics, STEM, Mathematics, Science, Play-Based Learning, Art, Song Room, Health and Physical Education, Speech Therapy and Water Safety. During remote learning, NPELS ensured that all students received ICT devices purchased by the school. Also, dongles were provided for students with no internet services at home. Overall, 769 ICT devices and 22 dongles were distributed. NPELS continued to provide students with ICT devices as part of the DET initiative 'Bridge the Digital Divide'. Students were supported in developing independence, creativity, problem-solving and collaboration. The curriculum encouraged students to become lifelong learners through goal setting, reflection and feedback.

Students

In 2021, a total of 482 students were enrolled at the school, comprising of 224 female and 258 male. The student population significantly decreased by 31% compared to the previous year. 100 % of students had English as an additional language and there were no Aboriginal or Torres Strait Islanders. Students were culturally and linguistically diverse with over 41 different language groups represented. The largest six language groups were: Dari, Hazaragi, Mandarin, Malay, Khmer and Vietnamese. The Casey campus was the fastest growing campus, as new migrants settled in the City of Casey. The school's Student Family Occupation and Education band value was high. Majority 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.

Both students and parents have found learning at NPELS to be an enjoyable and stimulating experience. The 2021 Student Attitudes to School Survey revealed that 95% of our students looked forward to being at school, which is 4% higher than in 2020. Likewise, Parent Opinion Survey showed 89% positive endorsement in student safety at school. Furthermore, 85% of our parents proudly acknowledged that the school's ethos and environment were welcoming and supportive. Ultimately, 92% of parents responded positively about connectedness to the school.

Staff

In 2021, the school had 40 classes based on student age, varying from 13 to 15 students. The number of classes were reduced by 30% when compared to 2020. It occurred due to migration being paused due to the pandemic. The staffing profile comprised of a Principal, 3 Assistant Principals, 12 Leading Teachers, 5 Learning Specialists, 79 full-time effective teachers, 11 Multicultural Education Aides, 7 Literacy Aides, 5 Administration Staff, 2 Wellbeing Officers, 1 Speech Therapists, 1 Psychologist, 2 ICT Technicians, 1 Maintenance Officer and the Business Manager. Our staff is culturally and linguistically diverse, however, there were no Aboriginal and Torres Strait Islanders in 2021. Most of our teaching staff had Teaching English as a Second Language qualifications to ensure quality and rigor in EAL teaching and learning. Throughout the year, many of our staff were redeployed to mainstream schools where they supported EAL students across all curriculum areas. It was an exciting opportunity to learn about the second phase of learning for EAL students and gain a deeper understanding of expectations and curriculum demands in mainstream settings.

The school provided multiple opportunities for staff to build their capacity, knowledge and skills in wellbeing, mental health, career education, planning and assessment and moderation of learning outcomes.

An important aspect of the annual School Staff Survey is the School Climate section, which measured attitudes towards student learning and school environment. Overall, the percent of staff positive endorsement was 71.2 %. The trend analysis showed areas of improvement in the components of collective efficacy and responsibility, academic emphasis, trust in students, parents and colleagues and guaranteed and viable and guaranteed curriculum.

Framework for Improving Student Outcomes (FISO)

In 2021, the school focussed on the three DET priorities:

1. Learning, catch-up and extension
2. Happy, Active and Healthy Kids
3. Connected School

1. Learning and Catch-up and Extension Priority

Catch-up

Goal: All students on Individual Learning Plans will demonstrate learning growth of one sub-stage in at least one mode. The key actions undertaken were:

•Develop data literacy of teachers in PLCs using assessment and data analysis

The Data Wise (DW) team continued professional learning and participated in regular webinars with Community of Practice to discuss the improvement steps with lead schools. The team shared their experience and journey with educators in Victoria and also learned from their contexts and how they implemented the DW improvement cycle. Two Data Wise projects were undertaken in English and Maths. These pilot projects have become a showcase for improving teacher practice and student outcomes. The team developed a school wide Action Plan and created a data inventory of all the data types (internal and external assessments) that are available in the school. As a result of the DW course, the Meeting Wise Agenda template and format has been adopted across the school for all meetings thereby making meetings more targeted. The central idea in the Meeting Wise Framework is that meetings matter because they can transform practice. As a result, meetings have become invigorating opportunities for generating ideas and creating solutions. Overall, staff valued that all voices are heard and embraced a new way of conducting meetings.

•Strengthen the support program through teaching strategies for students on IEPs.

Teachers developed increased understanding of the four-stage process of writing and implementing IEPs. They made a link between long-term and short-term goals when SMART goals were developed for students. Also, teachers used targeted teaching strategies, monitored learning and evaluated learners' progress effectively. The school has achieved consistency in the use of the new IEP template. Furthermore, teachers developed better understanding of expectations regarding addressing the needs of students at risk.

•Differentiate using the Victorian Curriculum F-10 EAL

Teachers have become increasingly familiar with the Victorian Curriculum F-10 EAL (VCEAL). Curriculum planning documents reflect teachers' confidence and knowledge of the VCEAL. They used content descriptors and elaborations to differentiate and target instruction and assessment practices. In addition, teachers employed modelled texts and high impact teaching strategies such as explicit and differentiated teaching through worked examples to ensure all learners understand, developed skills and produced work at their expected level and beyond.

•Introduce the new EAL Assessment and Reporting Tool

The EAL Reporting Resource was introduced to further strengthen moderation practices to assess and report on student achievement. Teachers used the Reporting Resource – Pathway A, B and C with increasing levels of confidence. Collegiate discussions continued in PLCs focusing on student data to ensure consistent judgements were made and students were placed and reported accurately on EAL Pathways. School leaders and teachers attended SEVR webinars on moderation sessions and assessing EAL students using the five-point scale.

2. **Happy, Active and Healthy Kids' Priority**

Goal: Wellbeing data will show improvement in school connectedness, punctuality and attendance data.

The key actions undertaken were:

•Plan and deliver whole-school Respectful Relationships (RR) professional learning through DET

The implementation of the Respectful Relationships Initiative commenced in Term 3, 2021. The launch by the Principal was done at a whole school meeting. School Council was informed of the RR implementation. The RR Project team continued to develop resources and guide the implementation of the RR Curriculum.

•Embed effective partnerships with agencies and organisations that promote positive relationships and resilience

To promote the Happy Active Healthy Kids priority the Wellbeing team continued to work closely with numerous agencies and external organisations. Collaborating with organisations promoted positive relationships and built confidence and resilience amongst the student and wider community.

The Wellbeing Coordinator distributed resources to staff through a weekly wellbeing email to promote the Active classrooms pedagogical approach. The 'Active Classrooms' initiative incorporated movement into classroom learning, helping students retain knowledge in a meaningful way. The Wellness 5 Activities encouraged during Remote Learning helped students maintain a healthy balance and ensure their wellbeing needs were met. A Wellbeing Wednesday was held to assist students and staff with wellness and self-care.

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 agency 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 school.

3. Connected school's priority:

Goal: Engagement data will show improvement in school connectedness.

The key actions undertaken were:

- Continue to build staff capacity to engage students through digital technologies

Covid-19 and the ensuing extended periods of remote learning had resulted in a significant shift in the use of Digital Technologies. The swift adjustment between lock downs and face-to-face learning can be attributed to the hard work and commitment of all staff and to the seismic shift in mindset and practice reflected in 1:1 device ownership and use across all campuses; as well as the adaptation of traditional classroom practices to a range of platforms. Most recently, this has included policies and practices through which all students are loaned a device on enrolment and through the implementation of an ICT Project.

- Increase connectedness with parents/guardians/carers to make informed decisions about educational pathways

During 2021 there were regular online professional learning opportunities for parents and carers delivered by the CEAV on Careers Education. These sessions have been well attended and allowed parents to ask questions and seek clarification on pathways for their children. In addition, the supportive practice of meeting with and liaising with families to support the transition process has continued. Transition Officers held online Parent Group Transition meetings at NP and Casey campuses for parents during the lockdown period as well as providing individual support to the 552 students exiting from NPELS to 222 different settings including primary and secondary schools and TAFE.

Achievement

NPELS as many other schools in Victoria made the unprecedented shifts from on-site to remote learning and again from remote learning to on-site. Our students and their teachers logged in from home to continue their programs online and through learning packs. As was the case in 2020, students, teachers and leaders used Microsoft Teams, WebEx, SeeSaw to check in with one another, give and receive feedback and maintain normality in a markedly challenging situation. Teachers sourced, evaluated and implemented a range of online resources for content-delivery and assessment and consequently developed new ways of differentiating learning. Some of our learners coped well in the remote and flexible learning environment, others have maintained their learning progress, and a few students have fallen behind. The school provided extra support to those who needed to catch- up and those who required extension. Once again, the school ensured that all students received ICT devices purchased by the school. Dongles were provided for students with no internet services at home. Overall, 769 ICT devices and 22 dongles were distributed. NPELS continued to provide students with ICT devices as part of the DET initiative to 'Bridge the Digital Divide'. Welcome packs were prepared for newly arrived Afghani families who fled from the war-torn country.

In 2021, NPELS totally exited 531 students: 311 primary students and 220 secondary students. The school tracked students' achievement based on their previous educational experiences. And, therefore, 4 categories were considered: age equivalent, international students, students with interrupted schooling and no schooling. Students also were divided according to the pathways they took in learning: pathway A for primary students, pathway B for primary or secondary students and pathway C for secondary students. The biggest student category was age equivalent in all three pathways A, B and C. Total number of students was 423. The second biggest category of students was interrupted schooling comprising of 83 students. Only 22 students had no prior schooling. Finally, three international students participated in the EAL program, which was a significant reduction compared to previous years.

Students' proficiency in English was increasing significantly with the time they remained in the intensive English

language program. The longer students stayed in the program, the better were their academic results. In 2021, the school followed revised Guidelines for New Arrival program, which allowed students to double their length of time in the school because of multiple interruptions to the program due to the COVID pandemic situation. When reporting on student English language proficiency, teachers made an 'on balance' judgement about students' achievement. They made assessment decisions based on a variety of tasks that students completed in English. Student achievement was measured against standards as described in Reporting and Assessment resource. Student achievement results were extremely positive in 2021. Students in no schooling, interrupted schooling and international students categories progressed well above 3 sub-stages in all modes of English. Age equivalent students also showed above 3 sub-stages in speaking and listening and 2.8 and 2.7 in reading and writing. Student achievement results were exceptional, and this was due to outstanding work and dedication of our staff and school leaders.

Students on Individual Education Plans had opportunities to engage in targeted individual or small group work to focus on specific needs through timetabled sessions with literacy 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. Their progress was carefully monitored and discussed with parents during parent teacher interviews. 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.

Only 2 students obtained funding under the Program for Students with Disabilities. Effective educational planning and support were put in place for both students. Resources from the Program for Students with Disabilities were used in a number of ways to support students, including:

- evidence-based teaching strategies and Individual Education Program
- speech therapist and Student Support Services Officer
- teacher professional development
- specialist equipment/materials, including ipad and sensory objects and toys
- additional education support staff.

Overall, both parents and students reported positive experiences at NPELS according to annual surveys. The 2021 Student Attitudes to School Survey illustrated that our students provided high level of positive endorsement in several sections such as 'Differentiated (94%) and stimulated learning' (91%) and 'Learning confidence, motivation and interest' (96%). However, classroom management may be an area for further improvement as only 88% of students indicated they were satisfied with behavior in class. Similarly, according to the 2021 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (82%), student development (88%) motivating and supporting students (86%) and creating a stimulated learning environment (85%). These parents positive responses were slightly lower comparing to the results of 2020 surveys and as predicted, parent concerns were due to lockdowns.

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.

Future direction for student achievement

The following strategies will be employed:

1. Implementing differentiated EAL programs using VCEAL to maximise outcomes for all students.
 2. Building teacher knowledge and skills regarding the Victorian Curriculum F-10 EAL.
 3. Building knowledge of data literacy to inform differentiated planning and assessment.
 4. Supporting students on IEPs.
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Engagement

In 2021, an important part of student engagement was to ensure students' successful transition into mainstream settings after they completed 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:

To continue to build staff capacity to engage students through the use of digital technologies. Over 500 ICT devices were distributed to students. Consistent use of a range of platforms including Teams, SeeSaw, WebEx, Desmos across all classes. The ICT Project team commenced with a staff survey seeking feedback which was collected, collated and shared and has subsequently helped to inform the development of a range of key resources. One being the Essential Skills Scope and Sequence for Primary and Secondary outlining expected programs and platforms to be taught and used and included a continua of skills and foci to be developed. This highlighted a change in practice that has resulted from the remote period as it gave a clear delineation of the breadth of programs and skills required across all classes and ensuring rigour as part of a guaranteed and viable 21st- curriculum.

Staff Guidelines for Primary and Secondary comprised: weekly and ongoing requirements, assessment and feedback practices, a list of student ICT essentials, in addition to instructions on setting up a class SeeSaw group or Team have been developed for clarity and consistency. This reflects changed behaviour as assumptions were removed and practice was made visible for all staff, including new staff and CRTs.

A positive and significant mindset shift transpired as a result of a targeted, continuous and multifaceted approach to Careers education, primarily led by the Transition team, in 2021. The most significant shift has been an understanding that Careers education is the responsibility and domain of all teachers and doesn't just belong to the Transition team. It was also increasingly understood that there was value in gradually growing students' understandings around Careers education over the span of their New Arrivals Program, rather than largely limiting conversations to the transition process as was the previous practice. This evolution was the result of varied Professional Learning sessions including whole school PD delivered by CEAV, sessions targeting classroom teachers across both primary and secondary divisions, multiple career education information workshops for secondary students at Noble Park and Casey, as well as numerous Parent information meetings.

Change became evident with the inclusion of Careers into classroom programs, timetabling to accommodate CEAV workshops and Job camp, Job camp completion certificates and the willingness to trial 'My Career Portfolio' interviews. In addition, overall student, staff and parent survey responses and increased careers conversations between teachers across classes and year levels reflected changes in thinking and practice. The successful introduction and trialling of a 'Careers Week' led to greater understanding of the skills required for certain jobs and occupations and saw students broadening their perspective. Teachers and students alike were unquestionably better informed about TAFE and career education. Two classes trialled the 'My Career portfolio'. The Job camp comprised of First Aid, Responsible Service of Alcohol (RSA), Barista courses, preparation of non-alcoholic beverages, food safe handling, job search, resume writing and interview skills was so beneficial to the students and the feedback was overwhelmingly positive.

There was an increase connectedness with parents/guardians/carers to make informed decisions about educational pathways. This happened through regular onsite and online Professional Learning opportunities for parents and carers delivered by the CEAV on Careers Education. These sessions were well attended and allowed parents to ask questions and seek clarification on pathways for their children. Transition Officers held online Parent Group Transition meetings at NP and Casey Campuses for parents during the lockdown period as well as providing individual support to the 552 students exiting from NPELS to 222 different settings including primary and secondary mainstream schools and TAFE. Students increased awareness of pathways including VCAL and TAFE became evident in subject and setting selection. Surveys demonstrated that parents were better informed about pathways and transition for their children.

The school received excellent results in the 2021 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 87% of parents felt confident about their children's next phase of schooling. There were also positive results in the 'Student Development' domain, with parents supporting the work of NPELS in 'Student Agency and Voice' at 88% and building 'Confidence and Resiliency' skills (89%).

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 - 96%
- Self-regulation and Goal Setting - 96%
- Perseverance – 89%
- Attitudes to Attendance - 95%
- Learning Confidence - 94%
- School Connectedness - 93%
- Student Voice and Agency - 89%

Future directions for student engagement:

- Including essential ICT skills in Transition Reports.
- Targeting the delivery of 'My Career Portfolio' and Career Education to secondary students.
- Conducting Careers Week and incorporating parent workshops and information sessions.
- Including parents where appropriate into Careers counselling sessions.
- Continuing to support students and their families in transition to mainstream settings.

Wellbeing

In 2021, to promote the Happy Active Healthy Kids priority the Wellbeing team led the implementation of the Respectful Relationships initiative and continued to work closely with numerous agencies and external organisations. In what was another extremely challenging year, the wellbeing team was innovative to ensure the goals were achieved. Weekly wellbeing emails were sent to staff providing the latest Department resources to support students in the classroom and to also promote staff wellbeing.

The Respectful Relationships project team commenced modifying resources to cater to EAL learners. These resources were shared at staff meetings and a resource bank developed on Compass for teachers to add/create/modify resources. This helped to build teacher capacity.

The school continued to work towards embedding effective partnerships with agencies focussed on student wellbeing. A plethora of strategies were used to engage and connect students to their learning and progress. 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, carers and organisations.

During remote learning, the wellbeing team organised immunization sessions with the City of Greater Dandenong, so that immunisations did not fall behind. Families were notified of their appointment dates/times and reminders were sent via Teams. Two sessions were held which were well attended. 138 students availed of the services provided by the program.

Noble Park English Language School worked with the Greater Dandenong Council and Monash Health to facilitate the Covid-19 Vaccination Program. This service helped reduce the barriers for our students and families. A bus was organised to transport students and families to the clinic. 88 students and extended family members across Noble Park and Casey Campus were vaccinated. The Department of Education were impressed and met with Wellbeing staff to discuss this initiative. An article is being written by the Creative and Digital services to be published as a model for other schools to follow.

The Song Room program gave students the opportunity to participate in music and the arts during the challenging year. During remote learning, the song room videos were sent to class teachers and students participated virtually. The Speech Pathologist continued to provide support to students across the campuses, 3 days a week. The Speech Pathologist worked with 23 students. During remote learning speech sessions were conducted remotely via Webex and this ensured the continuity of the program.

Targeted Additional Wellbeing Support was provided for students at risk through:

- Remote learning – Students who were not engaging were brought onsite to reengage
- Social stories developed to support students with transition
- Timetabling of Education support staff (Literacy aides and Multicultural aides) to support vulnerable students
- Behaviour Support Plans
- ICT Literacy Support
- Support Group Meetings (Parents/Students)
- Weekly Student Support Services meetings to discuss allocations list and wellbeing referrals

In addition to all of the above, the Wellbeing Team supported student wellbeing and promoted the Happy Active Healthy Kids initiative through:

- Life Saving Victoria Swimming Program for P-10 students
 - Beach Safety Program – P -10
 - Meet a Lifeguard Program & CPR Program – Parent Program
- Foodbank Australia - During remote learning, the wellbeing team supported families in need by the distribution of food packs.
- Census 2021- To support parents with the Census, instructions in 26 languages were sent out to support families. Messages were posted on Microsoft Teams and Seesaw.
 - Afghan Crisis Response - With a large majority of student and staff cohort having links to Afghanistan, many strategies were put in place to support students, staff and extended families.
 - Foundation House support – 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. During remote learning the Foundation House Youth Counsellor was unable to support students. However, as schools returned to on-site learning, regular presence of a Community Adviser Officer and a Community Project Worker responded to individual referrals and offered secondary consult.

Eight leaders participated in the Mental Health First Aid Training. The course focused on the workplace, providing relevant information, tailored scenarios and exercises that educated participants with the knowledge and skills to provide initial mental health first aid.

The 2021 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 89%, managing bullying at 91% and respect for diversity at 90%. Similarly, 91% of students stated that they had someone to turn to for advice when facing problems. Overall, the 2021 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 2022, the Wellbeing team will focus on the DET Wellbeing priority which is to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The following strategies will be employed:

1. Continuing to implement the Respectful Relationships initiative and modify the RR resources to cater to EAL learners.
2. Updating Wellbeing Policies in line with RR initiative.
3. Ensuring that required staff attend RR professional learning opportunities to build capacity to respond to disclosures or suspicions of family violence and other relevant issues.
4. Continuing to work with external agencies to support the wellbeing of students.
5. Working collaboratively with the newly appointed Mental Health Practitioner to help identify early intervention services for individual students identified as at-risk or small groups.

Finance performance and position

Noble Park English Language School finished 2021 in a financially sound position with \$2,421,064 being carried forward. The amount was inclusive of the school's operating reserve, and camp and excursion money as per the Financial Commitments report. The remaining funds were allocated to projects to be conducted in 2022. The projects included purchasing and installation of settings at Noble Park and Casey campuses, painting interior and exterior of buildings, removing asbestos, repairing and maintaining playgrounds, building covered learning areas, upgrading sails, and asphaltting main entrance to the school. Regular maintenance work of the buildings and grounds to be conducted at all campuses. Therefore, extra funding was devoted to create a safe and stimulating physical environment for all students. In addition, funding was allocated to purchase and install pinboards, whiteboards, Interactive Whiteboards and furniture for selected classes.

NPELS received a grant of \$75,000 to establish outdoor learning areas across three campuses. In addition, the school received Advance grant of \$3,806 for Noble Park campus and \$2,204.7 for Casey campus. This funding to be used to develop students' leadership skills. Also, a sporting school grant of \$1500 per term was received to engage students in sporting activities and build their resilience.

The school raised money through the collection of second hand clothes and received \$104.96 to be put towards a Breakfast Club program.

Future directions for financial commitments:

In 2022, NPELS will utilise the Equity Funding to improve student learning outcomes and skill up our staff. It will be achieved through:

- Fully subsidising excursions, incursions and camps to provide students with shared and rich hands-on experiences.
- Providing high quality programs for students, including social and emotional learning, mental health literacy, Song Room, Rainbow, Water Safety and others.
- Purchasing ICT devices and resources for students and staff and updating Interactive Whiteboards.
Building staff capacity in data literacy and differentiating curriculum through a range of professional learning.
- Employing additional staff to assist students with learning, engagement and wellbeing.

For more detailed information regarding our school please visit our website at
<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 482 students were enrolled at this school in 2021, 224 female and 258 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).

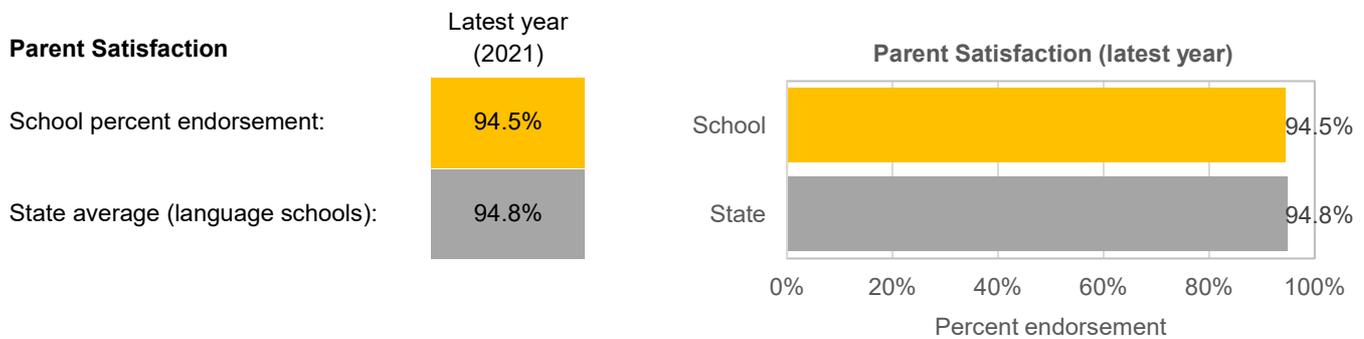
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

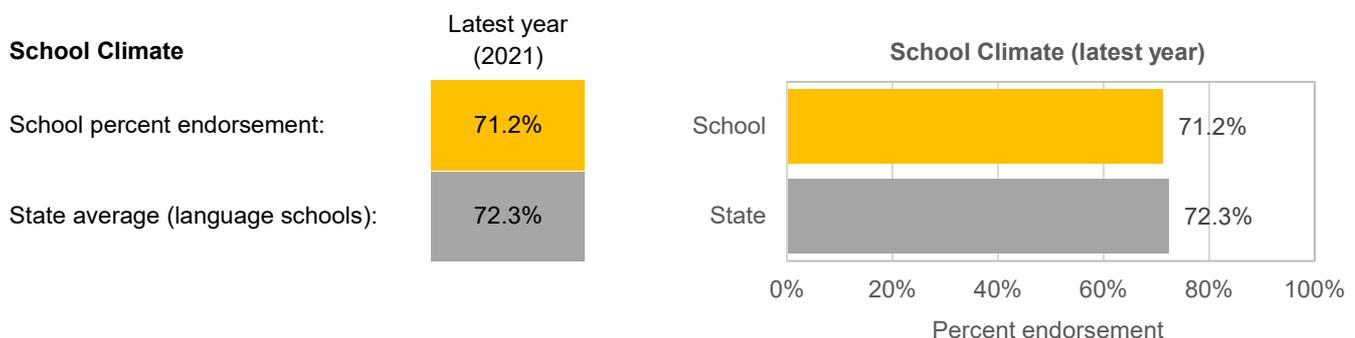


School Staff Survey

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, 2021

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$15,052,871 |
| Government Provided DET Grants | \$2,299,163 |
| Government Grants Commonwealth | \$4,200 |
| Government Grants State | \$6,011 |
| Revenue Other | \$65,986 |
| Locally Raised Funds | \$13,133 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$17,441,364 |

| Equity ¹ | Actual |
|---|--------------------|
| Equity (Social Disadvantage) | \$2,324,413 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$2,324,413 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$11,331,526 |
| Adjustments | \$0 |
| Books & Publications | \$13,570 |
| Camps/Excursions/Activities | \$243,748 |
| Communication Costs | \$20,769 |
| Consumables | \$149,256 |
| Miscellaneous Expense ³ | \$147,214 |
| Professional Development | \$53,859 |
| Equipment/Maintenance/Hire | \$570,164 |
| Property Services | \$175,693 |
| Salaries & Allowances ⁴ | \$29,017 |
| Support Services | \$481,418 |
| Trading & Fundraising | \$13,426 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$48 |
| Utilities | \$51,600 |
| Total Operating Expenditure | \$13,281,308 |
| Net Operating Surplus/-Deficit | \$4,160,056 |
| Asset Acquisitions | \$55,721 |

- (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 25 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$2,219,898 |
| Official Account | \$201,103 |
| Other Accounts | \$0 |
| Total Funds Available | \$2,421,001 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$303,097 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$28,994 |
| School Based Programs | \$350,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$400,000 |
| Capital - Buildings/Grounds < 12 months | \$260,669 |
| Maintenance - Buildings/Grounds < 12 months | \$100,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$700,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,142,760 |

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.