

# 2022 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 of the previous calendar year 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.

- This 2022 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

# About Our School

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## School context

Noble Park English Language School 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 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

Springvale campus (P-Year 6) is located on the site of the Springvale Rise Primary School

Stonnington/Glen Eira campus (P-Year 6) is located on the site of the Glen Huntly Primary School.

The school 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 and share resources to tailor the program to address EAL learners' needs.

## Vision

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 and inclusive culture and inspiring leadership nurture a sense of belonging, wellbeing, caring for everyone and student success.

## Values

Noble Park English Language School promotes and embeds the fundamental values of Respect, Responsibility, Learning and Teamwork.

## Students

The school had 59 classes based on student age, varying from 13 to 15 students. The number of classes were increased by 20% when compared to 2021. It occurred due to the Australian borders being open again after the pandemic. Totally, 765 students were enrolled at the school, comprising of 354 female and 411 male. 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 45 different language groups represented. The largest six language groups were: Dari, Farsi, Hazaragi, Khmer, Mandarin and Pashto. A new emerging group was students from Ukraine who escaped the war in their country. 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.

The school percent of positive indorsement of parents, who responded to the annual Parent Opinion Survey was high at 93.4%. The results were similar to the state average that indicated parent satisfaction at 93.6%.

## Programs

Noble Park English Language School offered a wide range of programs to our students: Respectful Relationships, Robotics, STEM, Mathematics, Science, Play-Based Learning, Art, Song Room, Health and Physical Education, UCan2, Advance, Speech Therapy and Water Safety. Students were provided with 1:1 ICT devices to support their learning and develop digital literacy skills. 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.

## Staff

The staffing profile comprised of a Principal, 3 Assistant Principals, 12 Leading Teachers, 5 Learning Specialists, 88.3 full-time effective teachers, 12 Multicultural Education Aides, 9 Literacy Aides, 5 Administration Staff, 2 Wellbeing Officers, 1 Speech Therapist, 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 2022. Overall, the school employed 47 new staff in 2022 due to a significant increase in student population. Most of our teaching staff had Teaching English as a Second Language qualifications to ensure the quality and rigor in delivering EAL programs.

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 at 61.1 %, which was similar to the network results and slightly lower than the State average, which was at 65.7%. The trend analysis showed areas of improvement in the components of collective focus on student learning, collective responsibility, and staff trust in colleagues.

Due to increased student numbers, Noble Park English Language School received additional portable buildings to accommodate new arrivals. There were two new portables at the Noble Park campus and three new portables at the Casey campus.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Noble Park English Language School strived to achieve the key goal of the strategic plan 2019 - 2022, which states that 'Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. We will continue to focus on student learning - with an increased focus on literacy - and student wellbeing' We will teach and support each student at their point of need and in line with FISO'.

The goal was achieved through the following actions and activities as outlined in the school's 2022 Annual Implementation Plan:

Build staff capacity in data literacy (for informed planning and assessment)

Strengthen the support program using appropriate teaching strategies to address Individual Education Plan goals

Focus professional learning on understanding and using the 'Data Wise Improvement Process' to improve teacher practice and High Impact Teaching Strategies – setting learning goals, differentiation, and feedback

Provide opportunities for sharing best practice

Employ intervention teachers and additional education support staff

Purchase ipads and laptops for students to ensure 1:1 ICT devices in place.

Noble Park English Language School exited 794 students, which was 49% more when compared to 2021. Amongst them there were 436 primary students and 358 secondary students. The school tracked students' achievement based on their previous educational experiences, which are '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 (188), pathway B (208) and pathway C (358). The biggest student category was 'age equivalent' in all three pathways A, B and C comprising of 693. The second biggest student category was 'interrupted schooling' comprising of 60 students. Next, 27 students had no prior schooling. Finally, 14 international students participated in the EAL program, which was an increase compared to 2021.

When reporting on student growth in 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 during their program. Student achievement was measured against standards as described in 'Victorian Curriculum F-10 EAL Reporting' (2021). Overall, student achievement results were extremely positive in all categories. Students in 'age equivalent', 'no schooling', 'interrupted schooling' and 'international' categories progressed well above 2 sub-stages in all modes of English. In particular, 'age equivalent' students showed positive results in speaking and listening - 2.7, in reading- 2.5 and writing - 2.3. Students in the 'interrupted schooling' category

demonstrated the following progress: in speaking and listening - 2.9, reading/ writing - 2.7 Students in 'no schooling' category showed the progress in speaking/listening - 2.8, reading – 2.5 and writing -2.2. Finally, international students also achieved the target of 2 sub-stages: speaking/listening - 2.1. reading/viewing/writing - 2.2. Overall, student achievement results were exceptional due to outstanding work and dedication of our staff and school leaders.

Furthermore, in 2022, the 12-month target included that 'all students on Individual Education Plans (IEP). will demonstrate learning growth of one sub-stage in at least one mode'. The key improvement strategy was to 'Support both those who need extra support and those who have thrived to continue to extend their learning, especially in literacy.' It is pleasing to report that the target was successfully achieved and even exceeded for majority of the students on Individual Education Plan. Total, there were 125 students, who had Individual Education Plans. School leaders worked collaboratively with teachers to strengthen their practice of developing SMART goals and the use of targeted teaching strategies. The whole school professional learning focus on IEPs has resulted in a deeper understanding of expectations in addressing the needs of students at risk. Literacy and Multicultural Education Aides supported students on IEPs due to strategic timetabling, thereby maintaining continuity for students to build skills progressively. Education support staff on leave were replaced with temporary staff, integration aides were employed to support students with additional needs. Also, a Ukrainian MEA was employed for an emerging student cohort. As a result, students on IEPs progressed in their learning and achieved at least one sub-stage in all mode of English. Students on IEPs remained in the program for 2 or 3 terms and upon completion, were assisted in their transition to the most appropriate educational settings.

Overall, 9 students obtained funding under the Program for Students with Disabilities. Effective educational planning and support were put in place for these students. The following resources were used to support students:

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

The school has invested resources into providing an ICT device for each student with over 750 ipads and laptops being used by students. Digital tools and platforms have become more integral to our programs. Digital learning increased access to education and knowledge while empowering our students with a mindset and capabilities that set them up for success in their present and future. Our teachers integrated multiple digital tools into teaching and learning that allowed to enhance the learning experience for students. Within the primary division, 'SeeSaw' was used for parent feedback and engagement. Students also accessed work set by teachers from home as well as school. SeeSaw was utilised as a student digital portfolio, with work samples being collected, stored and shared by staff in class. Using Microsoft Teams, secondary teachers posted notes and reminders as well as held meetings, used the Chat function, and provided feedback to students. Other features regularly utilized include wellbeing check-ins, assignments, reading progress, conducting polling and using insights to track student progress. Within OneNote, teachers marked student work, used the collaboration spaces, polling and conducted surveys. They also shared articles and writing, published student work, used voice recordings and embedded media. Digital tools ultimately made the learning journey richer than it would be without them.

Overall, both parents and students reported positive experiences at NPELS according to annual surveys. The 2022 Student Attitudes to School Survey illustrated that our students provided high level of positive endorsement in several sections such as 'Differentiated (92%) and stimulated learning' (92%) and 'Learning confidence, motivation and interest' (94%), managing Bullying (88%). The NPELS school achieved targets in these domains. These results were much higher when compared to the network and state results. Similarly, according to the 2022 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (91%), student development (93%), motivating and supporting students (94%) and creating a stimulated learning environment (94%). These parents' positive responses were considerably higher when compared to the school's 2021 survey results and higher than the state results.

We are proud that our exited students demonstrated excellent learning outcomes in English and enjoyed their journey at Noble Park English Language School.

#### **Future directions in student learning:**

1. Employ tutors to support student learning.
2. Revise guidelines for Individual Education Plans and develop exemplars.
3. Strengthen an induction program for new staff.

#### 4. Build staff capacity in the use of the Data Wise Improvement Process.

### Wellbeing

In the area of Wellbeing, Noble Park English Language School worked towards achieving the wellbeing priority: 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. This goal was achieved due to the implementation of the following actions and activities:

- Develop an action plan for Respectful Relationships
- Implement the Respectful Relationships program across all campuses
- Embed positive mental health approaches in staff professional practice
- Attend professional learning on 'Consent and sexuality education' for primary and secondary students
- Purchase resources, books and programs to support the Respectful Relationship initiative.

The Wellbeing team led the implementation of the Respectful Relationships initiative and continued to collaborate with agencies and external organisations such as Monash Legal Service, Life-ED Australia, South-East Community Links, Centre for Multicultural Youth, Foundation House, and Sikh Australia Support. For instance, South-East Monash Legal Service conducted 90-minute workshops for secondary students at Noble Park and Casey campuses. The workshops incorporated: Power and Privilege, Family Violence, Human Rights and Consent Education.

The school provided several programs to support students' health and wellbeing. For example, the 'Beach Awareness' program was popular amongst students. Over 360 students attended the Life Saving Victoria Beach Awareness program at Bonbeach Lifesaving Club. In preparation for the program, a 'Your day at the beach' presentation was sent to all classes to ensure students understood the structure of the day. Students participated in dry and water-based activities, promoting safety around the water. Qualified instructors conducted a structured mix of theoretical and practical activities to familiarise students with the beach environment.

In addition, in collaboration with the Foundation House the school ran the 'uCan2' program for secondary students. It is a 16-week education and settlement program, which aims to facilitate and support the social inclusion of recently arrived young people of refugee background. The program assisted with recovery from trauma and settlement in Australia, and built on the young people's strengths, integrating their past and present experiences and supporting their future. Ucan2 offered students:

- Access to, and engagement in education, training and employment
- Mental health and wellbeing support
- Social connection and networks.

Students, participating in the UCan2 program, initiated and planned a 'Youth Services Expo' for all secondary students. The purpose was to introduce organisations that can support students' health and wellbeing. The 'Youth Services Expo' was well received by our students. One of the students said: "The Expo was fantastic in brining all students together. Watching the students MC the session was so rewarding. It really helps building their public speaking skills and confidence". Also, a social worker from CMY stated: "I have 20 young people that signed up to our programs, I highly recommend continuing the Expo next year".

Another program 'Immunisation, Hearing & Vision and Dental Screening' was organised for our P-10 students. The school continued to strengthen the relationship with the Greater Dandenong Council and the Visiting Nurses to support students' health and wellbeing needs. Around 300 students were tested for vision and hearing. About 45 students were referred for further specialist treatment. Furthermore, 250 students participated in the 'School Immunisation' program. The Noble Park campus also took part in a pilot program with Royal Children's Hospital to reduce the number of doses of vaccines students receive. If successful it will be rolled out across Australia. Finally, two COVID vaccine hubs were hosted at Noble Park campus to support our wider community, with over 135 people attending over the two days.

The school continued to work towards embedding effective partnerships with agencies focussed on student wellbeing. A range 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, assemblies, and partnerships with parents, carers and organisations.

'The Song Room' program was offered to all primary students across the four campuses. In 2022, 426 students participated in the 'Song Room' program. At the Noble Park campus, the Song Room artist and students created an art exhibition in the hall during

parent /teacher interviews, which contained artwork from all primary classes. A wall in the main corridor displayed framed art works produced by students. Students, with limited English, had an opportunity to express themselves in a positive way through arts and experience success. The program was also therapeutic, particularly, for students, who had been traumatised through the refugee experience. Students performed at assemblies and concerts. The school offered this program using Equity funding. The Speech Therapist provided support to students across four campuses, 5 days a week. The Speech Therapist worked with over 50 students, which was an increase of 15% from 2021. Our Speech Therapist supported staff by sending out resources and activities for teachers to implement with students who were referred. Individual strategies were also uploaded to Compass for teachers to read after each speech session with the Speech Therapist. The Speech Therapist also conducted assessments to support students in the application process for the Program for Students with Disability.

Targeted additional wellbeing support was provided for students at risk through:

- Social stories developed to support students with transition
- Behaviour Support Plans
- Support Group Meetings with parents and students
- Weekly Student Support Services meetings to discuss allocations list and wellbeing referrals.

Furthermore, the wellbeing team worked collaboratively with students, staff and parents to assist with the implementation of the following initiatives and strategies, which were in place to increase student engagement, school connectedness and overall student wellbeing.

- Distribution of Wellbeing Wednesday activities to staff and students
- Lunchtime Clubs
- Crochet Club
- Badminton Club
- Coding Club
- Yoga Club
- Homework Club
- Reading Club
- School Representative Council Program.

As a result of different engaging activities, student attendance rate was very high, and all absences were closely followed up and monitored by the wellbeing team. Our student attendance rates were significantly above the network and state results. Thus, in Prep to Year 6, the number of absences over 20 days or more was at 18% compared to 38% in our network and 44% in the state. The average absence breakdown was 19.8 days. The number of unapproved absences was extremely low 4.5 days. The Year 7 to Year 12 the number of absences over 20 days was at 15% compared to 34% in our network and 44% in the state. About 50% of students were absent for 5 – 9.5 days due to COVID-19 illness. The average absence breakdown was 17.5 days. The number of unapproved absences was again extremely low 4 days.

The 2022 Attitudes to School Survey results from both parents and students demonstrated how NPELS successfully implemented Child Safe Standards and created a welcoming and stimulating environment. For instance, the Parents Opinion Survey results were very positive in the domain of 'Parent Community Engagement'. Thus, parent participation and involvement were at 90%, School Communication at 91% and Teacher Communication at 89%. Overall, parent positive endorsements were higher than the state results.

The school is proud of the high results in the Attitudes to School Survey in the 'Social Engagement' domain that showed positive endorsement measures in:

- Sense of Confidence was at 90%, whilst the network at 68% and the State at 63%
- Sense of Connectedness was at 89%, whilst the network at 66%, and the State at 61%
- Sense of Inclusion was at 92%
- Attitudes to Attendance was at 90%.

Overall, the 2022 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:

1. Engage external organisations to support with the implementation of Topics 7 & 8 for Respectful Relationships
2. Support staff in the whole school roll out of the 'Health Literacy' program
3. Ensure DET Funded Swimming Lessons are conducted
4. Explore and use options from the Mental Health Menu Fund
5. Strengthen relationships with families and community organisations.

### Engagement

An essential element of student engagement was ensuring students' successful transition into mainstream settings following the completion of their New Arrivals' Program (NAP) at NPELS. In 2022, the Transition team provided a supportive transition for 911 exiting students to over 206 mainstream and some specialist settings. The transition process to mainstream schools was strengthened. There was an increase in the number of mainstream teachers visiting students at NPELS to meet and greet and inform themselves better before students' commencement, making for a smoother and more successful transition process for high needs and at-risk students. The continued positive shift also resulted in improved 6-7 Transition through ex Year 6 students presenting to current Year 6 NPELS students. This allowed for an increased awareness for students and teachers of the requirements of secondary college. In addition, 290 students were assessed by Outreach services, allowing some of these learners to then access the New Arrivals' Programs.

To further support transition, the Transition team, Campus coordinators and school leaders also implemented strategies to support students and connect with families. These strategies included building of staff capacity to engage students using digital technologies as well as the ongoing implementation of 'Careers Education' into classroom practice, and the development of student voice and agency through the Student Representative Council.

A significant shift that was further developed in 2022 was the implementation of a targeted 'Careers Education' program. The program included presentations by the Jesuit Social Services, a Jobs Victoria Advocate, who presented several workshops on 'Resume writing' and 'Job interview skills' with senior classes and to parent groups. In addition, there was a Chisholm TAFE incursion where relevant information on studying VCE/VCAL/VET, EAL and certificate courses at TAFE, was discussed. This was supplemented by an excursion to Chisholm TAFE where students could explore the environment for themselves. As a result, there was an increase in senior students and their parents actively choosing TAFE as their pathway.

Student Representative Council (SRC) continued to be a powerful vehicle for student Voice and Agency and engagement across all campuses. SRC students from middle primary and all secondary classes came enthusiastically to meetings each week with exciting ideas. Students were awarded SRC badges at assembly and wore them proudly around the school; understanding that as school leaders they were role models.

SRC was integral in the implementation of a few fun engagement activities on celebratory days including Valentine's Day, Harmony Day and Easter such as basket and card-making, bunny decorating and colouring. SRC also assisted in creating cards for ES Staff and helped to judge students' work for the poster competition during 'Careers Week'.

Moreover, NPELS received excellent overall results in the 2022 Attitudes to School Survey from both parents and students alike. Data revealed that 91% of parents felt confident about their children's positive transitions to the 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 90% and 'Confidence and Resilience' at 85%.

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:

Self-regulation and Goal Setting - 94%

Perseverance - 89%

Student Voice and Agency - 96%.

### **Future directions for student engagement:**

1. Maintain high standard in liaising with parents, students, staff and mainstream educational settings
2. Employ a Career Practitioner/Teacher
3. Modify 'FUSE Careers' resources to be used with EAL students
4. Introduce 'My Career' Portfolio platform to selected classes
5. Provide opportunities for exiting students to participate in 'Career pathway' information sessions and excursions
6. Invite exited students to present their experiences to current students
7. Organise TAFE presentations and excursions
8. Engage Student Voice and SRC to improve our school
9. Deliver information sessions to parents and carers.

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## **Other highlights from the school year**

### **Partnership with the South-East Community Links**

Noble Park English Language School has a strong and long-standing relationship with the South-East Community Links (SECL). We have been working together for over 10 years. SECL provided several workshops that were well attended:

- Effective communication
- Respectful relationships
- Anti-bullying
- Anti-racism
- Rights and responsibilities taken by the police
- Conflict resolution
- Sexual harassment
- Team building.

Through participation in these workshops, students developed a deeper understanding of their rights and responsibilities, as well as rules and expectations of their behaviour when engaging with peers. Students were supported by Multicultural Education Aides in understanding of the content and concepts unpacked in the workshops. This program targeted secondary students at the Noble Park and Casey campuses and provided activities to build leadership skills and connect students with sporting clubs. In addition, mentors connected to vulnerable students and linked them to the wider community e.g., Tennis club. Vulnerable students were also selected to go on a free camp. School holiday programs were organised to ensure student engagement. The school provided grounds for sporting activities. Student participation was very high in school holidays programs. Around 40 students attended different activities. Excursions were organised over weekends and holidays to connect students to the wider community. The following quote is from one of our teachers, whose class participated in the program: "The program was very beneficial for the class; it gave students a clear insight into various aspects of life as they were new migrants to Australia."

### **Pilot Swimming Program for Language Schools**

In Term 1, 2022, Noble Park English Language School participated in a Victorian study investigating the effectiveness of a Professional Development program designed for swimming teachers to deliver swimming and water safety education to English Language School students. The program was run in partnerships between NPELS, Life Saving Victoria and the University of Southern Queensland. The project involved students participating in a five-day practical swimming program at the Noble Park Aquatic Centre and Bonbeach, where students were instructed by trained swimming teachers how to swim and keep themselves safe in the water. Permission forms for participation in the swimming program were translated into all language groups and distributed accordingly. Around 60 upper primary students took part in the program. There was a pre and post testing of students' practical swimming and water safety skills, as well as a testing of water safety knowledge. The testing helped to evaluate the effectiveness of the pilot program and the swim teachers' delivery skills.



Teacher and student feedback was extremely positive. Everyone stated that there was a need to run the program again for new students in 2023. Teachers noticed that students, who initially had not wanted to participate, slowly integrated themselves into the lessons as their confidence, skills and trust in the swimming program grew over the 5 days. One of the benefits of the program was that it took student values and culture into consideration and allowed an inclusive experience for all students. All students enjoyed their swimming experience though many of them had the first account with the water.

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## Financial performance

Noble Park English Language School finished 2022 in a financially sound position with \$1,910,949 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 2023. The projects included painting interior and exterior of buildings, removing asbestos, repairing and maintaining playgrounds, building covered learning areas. Regular maintenance work of the buildings and grounds to be conducted at all campuses. Therefore, extra funding was devoted to creating a safe and stimulating physical environment for all students. In addition, funding was allocated to purchase furniture for new and secondary classes. Also, the funding was used to purchase ICT devices for students and Interactive White Boards.

NPELS received a grant of \$75,000 to establish outdoor learning areas across three campuses. In addition, the school received Advance grant of \$7,000 for Noble Park campus. This funding was used to develop students' leadership skills. Also, a sporting school grant of \$5,850 was received to engage students in sporting activities and build their resilience. The school received additional 8 classes and funding of \$24,000 to purchase new furniture.

### Future directions for financial commitments:

In 2023, NPELS will utilise the school funding to improve student learning outcomes and skill up our staff. It will be achieved through:

1. Fully subsidise excursions, incursions and camps to provide students with shared and rich hands-on experiences
2. Provide high quality programs for students, including social and emotional learning, mental health literacy, Song Room, Rainbow, South East Community Links and others
3. Purchase Ipads and laptops for students and replacing old Interactive Whiteboards
4. Build staff capacity in data literacy, Respectful Relationships, and differentiating curriculum through a range of professional learning and working with the school learning partner. Using targeted funding to conduct programs such as Water Safety, Mental Health and Active schools - extra-curricular boost
5. Provide 'Career Education' programs
6. Employ 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>