

# 2019 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 2019 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 02 October 2020 at 03:15 PM by Inna Gvozdenko (Assistant Principal) on behalf of Enza Calabro (Principal)

The 2019 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 29 October 2020 at 02:58 PM by Martin Sykes (School Council President)

## 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. It 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. The Noble Park and Casey campuses cater for both primary and secondary students whilst the Springvale and Stonnington/Glen Eira campuses cater solely for primary students. While the duration of the program is six months, refugees are entitled to stay for twelve months.

The school also provides outpost programs in primary schools, specifically those that have a high concentration of newly arrived students who cannot access NPELS. In addition to the outpost program, NPELS offers an outreach program to newly arrived students who enroll in mainstream schools. These students are formally assessed and placed on the EAL Developmental Continuum. Outreach officers provide support to mainstream teachers to develop Individual Learning Plans for students if required. They also deliver professional learning to mainstream staff and share a range of resources that can assist new arrivals.

The Noble Park English Language School's vision was developed with all stakeholders and states the following: "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, well-being, caring for everyone and student success."

The school is committed to embedding the core values of Respect, Responsibility, Learning and Teamwork across the school community.

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, to achieve positive outcomes, and succeed in Australia. We do this by actively promoting student voice, agency and leadership and by providing differentiated curriculum to meet student needs.

In 2019, a total of 722 students were enrolled at NPELS: 324 female and 398 male students, and 100% of the student population were EAL (English as an Additional Language) students. NPELS student population is culturally and linguistically diverse with over 55 language groups at any given time. The largest six language groups were: Dari, Mandarin, Hazaragi, Khmer, Vietnamese and Farzi. The student enrollment data indicated an increase in student enrollment of 3 % when compared to 2018. The Casey campus is the fastest growing campus, whilst the number of students at the Springvale campus has slightly decreased.

Over 60% of our students were refugees, who were displaced by war, economic hardship and political persecution. The school worked in partnership with community organisations to deliver tailored programs to address their social, emotional and well-being needs; to help them regain trust in people and systems and to develop self-esteem and the confidence needed to face challenges in a new country.

Our school provided international students with high-quality instruction, pathways to primary and secondary education and an opportunity to succeed and achieve their dreams. Although the number of international students was small, the school had an International Student Coordinator who supported students throughout the program, connecting them with mainstream schools and supporting organisations. Also, international students had support of Multicultural Education Aides when required. The school had qualified and experienced counselors who offered international students confidential advice on personal, social and academic matters.

In 2019, the school consisted of 60 classes, based on student age. Class sizes varied from 13 to 15 students. The staffing profile consisted of a Principal, 3 assistant principals, 9 leading teachers, 4 learning specialists, 58 primary teachers, 42 secondary teachers, 17 Multicultural Education Aides, 14 literacy aides, 8 administration staff, 2 maintenance persons, 3 well-being officers, 2 speech therapists and 2 psychologists. Most of our teaching staff had Teaching English as a Second Language qualifications to ensure the quality of EAL teaching and learning.

The school provided extended opportunities for staff to build their capacity in teaching and learning, leadership, student well-being and engagement. Professional learning included:

- PLC Initiative training program for school leaders
- Data Literacy
- Learning Partnership Program with a coach
- Induction for new staff
- Communicative Language Teaching through the Cross Campus Connections initiative
- Leadership Program for Professional Learning Communities' leaders
- Cultural Understanding and Safety Training
- First Aid and Anaphylaxis Training
- The Victorian Foundation for Survivors of Torcher reflective practice session
- 'School's in for refugees' program

NPELS offered a wide range of specialist programs to students. Subjects included robotics, maths, science, information communication technology, play-based learning, art, Song Room, physical education, homework club, speech therapy and water safety. The curriculum encouraged culturally and linguistically diverse students to become independent, life-long learners, through explicit teaching, goals setting, reflection and ongoing feedback. It also promoted independence, creativity, problem solving, collaboration, development of ICT skills and innovation.

Our school had strong connections within the City of Greater Dandenong network where we played a key role in developing EAL education across the region and were well known for an outstanding relationship with the mainstream educational settings and local community. School leaders delivered professional learning in mainstream schools throughout the City of Greater Dandenong and City of Casey. The sessions focused on developing effective EAL programs and improving student outcomes.

## Framework for Improving Student Outcomes (FISO)

### 1. FISO: Building Practice Excellence

In 2019, NPELS focused on improving the Building Practice Excellence FISO initiative. The following key improvement strategy was identified:

"To continue improving the skills and knowledge of teachers to work collaboratively in Professional Learning Communities and strengthen their practice through:

peer observations, team teaching, providing and receiving feedback, mentoring and coaching programs, professional learning and sharing best EAL practice."

Learning Intentions and Success Criteria from the High Impact Teaching Strategies (HITS) were selected to measure improvement in teacher practice and knowledge. The HITS Continuum of Practice indicated that all teachers demonstrated professional growth. At the beginning of the year there was a significant number of teachers across the school who believed they were at the 'evolving' stage. At the end of the year, most teachers moved from the 'evolving' to 'embedding' stage. Furthermore, some teachers stated that they progressed to the 'excelling' stage in some areas.

In addition, Cross Campus Connections (CCC) continued building excellence in teaching and learning across three campuses: Casey, Springvale and Stonington/Glen Eira. It aimed at building staff capacity in communicative language teaching (CLT) across all modes of language use, with a focus on Speaking and Listening. The work of CCC was centered around building a knowledge base and a shared understanding of excellent EAL strategies and CLT pedagogy. Teachers undertook professional learning about the communicative language approach and investigated

their current practices through the use of peer observation and the lens of High Impact Teaching Strategies to identify, strengthen and share CLT in their classroom practice.

Peer observations brought the teams closer together and acknowledged teachers' specialist skills in the EAL field. Sharing feedback and ideas challenged teachers to consider their own practice, incorporate more CLT activities in their program and to see the benefits for their students.

Cross Campus Connections will continue in 2020 with a focus on Communicative Language Teaching and strengthening EAL practice. It is envisaged that it will identify and strengthen communicative language teaching practices and extend the use of CLT across language modes. The following actions will take place in 2020:

- a. Strengthen teachers' knowledge of the new EAL Curriculum.
- b. Develop teacher capacity to use formative assessment, analyse and respond to data and develop learning tasks to support students' writing skills through an inquiry cycle.
- c. Extend teacher knowledge and capacity to work in effective teams to improve student-learning outcomes through collaborative planning for teaching and assessment.

## 2. FISO: Building Leadership Teams

One of the significant highlights of the year was participation in the extensive professional learning: PLC Initiative Intake Three. Principal class, campus coordinators, curriculum leaders and learning specialists attended the eight-day professional learning series. The purpose was to improve teaching skills and knowledge through a collaborative inquiry project, expertise exchange, and professional dialogue. The leaders followed the Improvement Cycle framework to enhance academic performance of students in writing. Three PLCs were formed to undertake the inquiry project across Noble Park and Casey campuses. One primary and two secondary classes were selected to be part of the research project. School leaders participated in an action-based research, collected and analysed student data and then presented the improved learning outcomes to staff on Compass and mainstream schools participating in the program. The PLC model enabled a distributive leadership model, whilst providing ongoing professional development for the PLC leaders. The baseline data of PLC leaders' capabilities was established using the Professional Learning Community Matrix. Also, the Building Leadership Teams Continuum was used to measure progress. The PLC leaders' survey showed development in their confidence to lead teams and provide feedback. Leaders stated that they were confident in leading moderation sessions and fairly confident in having difficult conversations with colleagues.

The Curriculum Co-ordinators delivered ongoing professional learning to PLC leaders at the Noble Park and Casey campuses to build their leadership capacity. A comprehensive program of professional learning for PLC leaders and a log for PLC meetings were drawn. The program included the development of assessment rubrics in all modes of English, moderation of learning outcomes, using the Gradual Release of Responsibility framework and writing master planners and learning sequences. PLC leaders showed growth through the data based on the PLC Community Maturity Matrix. In the areas of vision, values and culture and building practice excellence and the use of data, PLCs moved from the 'evolving' to the 'embedding' stage. The areas PLCs can improve further were empowering students and school pride.

Our learning partner, Esther Weichert, provided professional development for PLC leaders on effective models of team teaching. This professional learning increased knowledge and understanding of different ways of team teaching and how it can facilitate student learning and differentiate instruction. Staff across all campuses discussed and interrogated school data through rich conversations and data chats. Leadership and teaching staff had ongoing opportunities to analyse and reflect upon multiple data sources, reflected in meeting minutes. Data analyses impacted on student achievement and outcomes.

A whole school professional learning day on Student Voice was presented by the internationally acclaimed expert - Dr. Russell Quaglia.

School leaders initiated sharing best practice during PLC/divisional/general meetings. These included: reading strategies from Bastow Literacy for Learning course, writing learning sequences, developing assessment rubrics and implementing EAL programs incorporating systemic functional grammar. Through the Performance and Development Process, leaders provided constructive feedback to staff on improving teaching and learning for all students. Teachers moderated summative tasks to ensure an accurate and consistent approach to assessment and reporting.

In 2019, special consideration was given to the most vulnerable students, who were at risk of disengagement and were placed on Individual Learning Plans to ensure their learning, social and emotional needs were met. In order to achieve the best outcomes for these students, the school employed extra teachers and allocated ES staff to provide intervention programs for these students and monitor their learning. In PLCs, teachers developed Individual Learning Plans for students at risk, moderated learning outcomes and monitored students' progress. Teachers used student achievement data to develop targeted EAL programs to address individual students' learning needs to grow by 2 sub-stages in English.

Future directions:

In 2020, the school will work towards achieving the following:

- a. The new Victorian Curriculum - EAL F-10 will be unpacked and implemented. We will build teacher capacity to use the document and how to report using Assessment and Reporting guidelines.
- b. An action plan will be developed in order to implement the the FISO inquiry cycle across the school. This will also necessitate the improved interpretation and use of data to improve teaching and learning.
- c. NPELS will also be part of the Greater Dandenong Community of Practice on student voice. We will incorporate strategies and practices following our involvement.

## Achievement

Student achievement and well-being were at the core of the school's teaching and learning process. NPELS had a central focus on students, both as learners and individuals. In terms of learning, each student was assessed formatively and summatively as teachers monitored each student's progress in their learning. Teachers identified what students can/and cannot do and what is needed to move their learning forward. A broad range of educational opportunities were available to students. The guaranteed and viable curriculum invited students to become independent and life-long learners. The curriculum was grounded in international evidence-based research, high impact teaching strategies and approaches that were found to have the most effect on student achievement. The programs were tailored for individual student needs to ensure differentiated and scaffolded learning for all students. Teaching and learning programs cultivated independence, creativity, curiosity, imagination, critical thinking, problem-solving, cultural understanding, collaboration and innovation. Teachers created a secure, stimulating and caring learning environment and intentionally promoted norms of belonging where every voice mattered. Teachers adopted a holistic and coherent approach to curriculum, pedagogical practices and assessment and had high expectations of all students through setting goals, challenging tasks and fostering intrinsic motivation.

The student achievement data was collected and reported according to four student categories: Age Equivalent, Interrupted Schooling, No Schooling and International Students. Student achievement was measured using teacher judgement based on the EAL Developmental Continuum, which is divided into the following: A stage – (Years F-2); B stage – (Years 3-6) and S stage – (Years 7-10).

To ensure consistency in assessment, teachers participated in regular moderation sessions of student learning outcomes in speaking, listening, reading, viewing and writing. Moderation sessions were conducted in Professional Learning Communities and through the Cross-Campus Connections initiative that included collaboration of teachers throughout the smaller campuses: Casey, Springvale and Stonnington/Glen Eira.

Every term, student achievement data for exiting students was presented to staff and school council. For example, in Term 3, 187 students who exited NPELS progressed well above 2 sub-stages in all modes of English at A, B and S stages, with the exception of secondary students in the No Schooling category (2 students). It is encouraging to note that the International Students at the B and S stages have achieved targets of 2 sub-stages in English. These results demonstrated considerable improvement when compared to Term 2 results of the International Students' category. In particular, at the S stage they showed growth of 2.50 sub-stages in speaking, listening, reading, and 2.25 in writing. This could be partially attributed to the fact that International students stayed in the program on average 2.3 terms rather than 1.8 terms, and, therefore, they showed improved learning outcomes.

In the Age Equivalent category, all students developed speaking and listening skills to a greater extent, compared to reading and writing. The results at the A and B stages in Term 3 were slightly higher in all modes than in Term 2. On

average, this category of students remained in the program for 2.8 terms, which allowed such growth in student outcomes.

Students who progressed the most were in the categories of Interrupted and No Schooling at the B stage. Students at the B stage in No Schooling category achieved well above 3 sub-stages in all modes of English. Students at the S stage in the Interrupted Schooling category exceeded the growth above 2 sub-stages in speaking and listening (2.74) and reading (2.63) and writing (2.74). On average, students with Interrupted Schooling completed 3.6 terms in the S stage and 4 terms in the B stage. Students with No Schooling stayed in the program for 2.0 terms at the S stage and for 2.9 terms at the B stage.

Overall, girls and boys well exceeded the targets of 2 sub-stages in speaking and listening, reading/viewing and writing for Term 3. Similar to the results of Term 2, girls performed better in all modes of English across all campuses at A, B and S stages. The results were as follows for the females: speaking and listening (2.92), reading (2.81) and writing (2.68). Male students showed growth in speaking and listening (2.49), in reading (2.32) and in writing (2.13).

To sum up, NPELS students who exited the school in Term 3 2019 demonstrated excellent learning outcomes in all modes of English. As a result, students in the Age Equivalent, International, Interrupted and No Schooling categories at the A, B and S stage have achieved the School Strategic Plan and Annual Implementation Plan targets, which was the growth of 2 sub-stages in all modes of English. However, two secondary students in the No Schooling category performed below the 2 sub-stages in all modes of English because they did not finish the New Arrival's program as recommended by the Department. Ultimately, the data suggests that the longer students stay in the program, the more progress they make in learning English.

The Department recognises unique circumstances of English language schools and, therefore, new arrivals are exempt from taking NAPLAN and this data does not provide a valid input into the school's planning for continuous improvement. However, NPELS provides an opportunity for students to participate in NAPLAN if they choose to do so.

Future directions:

- In 2020, teachers will become familiar with the new curriculum document before it is fully implemented in 2021. In Semester 1, there will be a focus on the new curriculum and staff will engage and develop knowledge, understanding and application of the new document. Familiarization with the new EAL curriculum and assessment guidelines will continue throughout the year.
- PLCs: The instructional leaders undertook the DET PLC initiative in 2019. In 2020, this initiative will be introduced to staff and, in their PLC teams, teachers will undertake an inquiry approach using the FISO Improvement Cycle to improve student outcomes.
- Cross Campus Connections (CCC): Teachers will continue to work collaboratively and build their capacity to achieve improved student learning outcomes through Communicative Language Teaching (CLT) at Casey, Springvale and Stonnington/Glen Eira campuses. An action plan will be developed, led and implemented by the curriculum leaders/campus coordinators (CCC).
- Student Voice: The school will be part of the Community of Practice in the Greater Dandenong network led by Russell Quaglia and his associates. Leaders from each campus have been identified and they will participate in the 4 day program and implement practices and procedures to increase student voice, agency and leadership in the school and wider community. An action plan will be developed and implemented. Best practice gained by teachers participating in the Student Voice Professional Learning program will be shared in staff forums to improve student experience.

## Engagement

The 2019 Panorama Supplementary School Level Report attendance data suggested student absences were a lead indicator for achievement and engagement outcomes. The Engagement domain of the report showed student attendance at a very high level of 94%. Student attendance improved at all levels and was above the State means. Student absences were closely monitored by the school, with involvement from the community and parents to ensure



students were maintaining a high attendance rate. In 2019, all students marked absent were followed up with a phone call. The well-being team met weekly to discuss attendance and support chronically absent students and families with the support of DET and external agencies.

Whole school weekly assemblies included the presentation of an individual student achievement award per class, 'Student of the Week', based on the school's values of: Respect, Learning, Teamwork and Responsibility. Parents were encouraged to attend to celebrate their child's achievements at graduation assemblies at the end of each term.

NPELS has a strong focus on supporting students' smooth transition to further their education to over 200 primary and secondary government schools, TAFE and Adult Migrant Education Services programs. The transition program also included: student induction, student trips to mainstream schools, parent information sessions and meetings with families. Student progress meetings were held each term. The Career Education Program was refined and supported students in setting goals. Transition leaders maintained strong links with mainstream schools by organizing open days and student reunions. They arranged student transfers and organised enrolment interviews at mainstream schools. Transition officers accompanied students and their families at enrolment where possible and ensured that relevant documentation and detailed transition reports were passed on to students' new schools.

The results of students' survey in the 'school stage transition' category showed that the level of satisfaction for Year 10-12 increased by 3% from 2018, with a total of 94% of students very satisfied with their experiences. As for Year 7, the school stage transition was at 94% of positive responses. Furthermore, opportunities for student voice was increased, with 83% of the students highlighting their positive student voice experiences, primarily due to increased participation in learning and extracurricular activities.

Student Representative Council operated in all campuses and students organized special events such as fundraising and sporting competitions. According to 2019 student survey results, student sense of connectedness was at a very high level in Years 4-6 at 97% and in Year 7- 100%, Year 8 and 9 at 85% and 90% respectively, Year 10 was at 79%. As for student inclusion, the results were very high – 95% average across all year levels. The individual results were the following: 100% in Years 9-10, 90% in Years 7-8 and 80% in Years 5-6.

In 2019, the NPELS Panorama report showed improvement in results when compared to 2018. For example, in the Participation domain, the school demonstrated improvement by being classed in the 'Influence' performance group in 2019 compared to 'Stretch' in 2018. (The definition of Influence is the performance is high or very high and is maintained consistently over the three years). The School Climate domain and the Student Attitude and Engagement domain were also assessed as being in the 'Influence' group.

The parent opinion survey results have been consistently high and maintained above the 75th percentile annually. In 2019, 'parent participation and involvement' and 'experience in the transition process' had both increased to 96%. Furthermore, 97% felt confident about their children's next phase of schooling. School data revealed that student connectedness ranged from 98% in Year 4 to 80% in Year 10 and cognitive engagement varied from 80% - 97% across the four campuses.

Future directions:

Building from the 2019 survey results collated by the transition team, the transition process will be improved throughout 2020 through an action plan. Also, the data from follow up surveys from students who exited to mainstream schools will be used to review processes. The results from these surveys will be used to better prepare students for the mainstream schools.

## Wellbeing

Whilst students were at NPELS, they learnt about the Victorian education system and were assisted with settling in Australia. The school acknowledged that the well-being and educational needs of our students could not be separated. NPELS was committed to assisting students to regain trust in people and systems and to develop the self-esteem and self-confidence that has a positive impact on student learning.

NPELS demonstrated very high results in all measures in 2019 Panorama Report. NPELS was recognized as a 'School of Influence' in three domains: School Climate, Student Attitude and Engagement. The Panorama Report showed that in the Student Attitude domain, the school increased results from 2018 in Stimulated Learning by 2.5% in Years 5-6 and by 3.1% in Years 7-12. The results in the Sense of Confidence measure also improved by 1.2% in Years 5-6 and by 2.7% in Years 7-12. Also, Managing Bullying increased by 3% in Years 7-12, whilst in Years 5-6 it maintained very high at 83.3%. Pleasing to note that student participation in the survey increased significantly by 12.7%.

For staff, the School Climate domain increased by 3.7% in Collective Efficacy and maintained very high at 70.1% in Academic Emphasis. Staff participation also increased by 2.7%.

In the Attitude To School Survey, there was a significant increase in five measures, made more impressive by the fact that these measures started at a high base. Student perception of safety in AToSS across four campuses showed positive outcomes. In particular, Respect for diversity was at 92%, Classroom behaviour at 92%, Advocate at school at 93% and Managing bullying at 91%. Improved perception of safety by the students was largely due to the introduction of a restorative approach in resolving playground issues, reducing playground incidents. The school increased its level of communication with parents and families that resulted in a more cohesive approach to student behaviour. The use of positive behaviour rewards also enabled the improvement in student safety.

NPELS continued to implement Child Safe Standards in all areas of the school life to ensure students feel safe, connected and supported. Students were further supported by two school psychologists, SSSO psychologists from SEVR network and the well-being team, which included three well-being officers and a coordinator. Speech therapy was provided across all campuses for improving students' speaking skills. A range of supporting programs were put in place to engage students, build their resilience and promote health and well-being. Students were connected to the community through strong partnerships with agencies and organisations such as Monash Health, Metro Train Safety, CMY, City of Greater Dandenong, City of Casey, Song Room, Footsteps, Red Cross and the Multicultural Police. Ongoing student support programs included: the Advance program, uCan2 program, water safety, breakfast club, Active After School Sport, immunisation, dental screening, lunch time programs and parent group sessions. Students continued to share a sense of belonging and connectedness. The school continued to revise and develop an approach to student well-being to ensure all students were engaged and connected with the school. Overall, the 2019 Attitudes to School Survey results were impressive and encouraging, as our students felt engaged, motivated, connected and happy at school.

NPELS has developed a strong partnership with Foundation House, the Victorian Foundation for Survivors and Torture. 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 the services they need and to enable them to recover from trauma. Foundation House staff provided ongoing reflective sessions for our Multicultural Education Aides, Well-being staff and Leadership Team. Also, staff participated in the annual professional development session 'School's in for Refugees' to better understand trauma and its impact on student well-being, engagement and learning. Facilitators offered a range of strategies to assist staff in dealing with challenging behaviours to ensure the needs of students were met, and were engaged and connected with school. Councillors and staff worked collaboratively to enhance the students' and their families' knowledge of resources, like agencies that could assist them in addressing the issues of health, education, employment and other community services.

#### Future directions:

In 2020, the school will continue to work with different agencies and organisations. By the end of the year, the programs will be evaluated for their impact on student well-being. An action plan will be developed and implemented by the well-being team to address students' well-being needs, attendance and punctuality. Well-being processes will be reviewed to improve the referral system. The school will strengthen partnerships with parents and carers to embed school-wide practices that promote positive relationships and resilience in students.



## Financial performance and position

Noble Park English Language School finished the year in a financially sound position with \$919,109 being carried forward 2020. This surplus is due to several major projects to be conducted in 2020. The projects include the demolition of the primary section of the main building at the Noble Park campus and a construction of a new building, painting selected secondary classrooms and a corridor, repairing fencing at the back of the school and renovating staff toilets. In addition, at Casey campus, funding will be allocated for ground preparation and installation of artificial grass sports for play areas and painting of the deck. Regular maintenance work will be conducted at the two other campuses: Springvale and Stonnington/Glen Eira. Therefore, extra funding will enable a safe, inviting and stimulating physical environment for students.

In 2019, the school completed the following works: a renovation of an ambulant toilet, removal of asbestos, installation of air conditioners in some classrooms, re-carpeting selected rooms, building a storage facility at the Casey campus and renovation of old portables at the Noble Park campus. Furthermore, at the Casey campus, grounds were upgraded and furniture and equipment were purchased for new classrooms due to increasing student population.

NPELS's commitments were carefully monitored by the School Council. School funding was utilised to build staff capacity and the implementation of the FISO and Education State initiatives. The School Improvement Team (SIT) strategically planned the effective use of the Equity Funding to ensure improved outcomes for all students. This was achieved by:

- Building staff capacity through coaching, mentoring and professional learning
- Subsidising students' participation in excursions/incursions/ camps
- Linking students with the wider community and providing programs like: Song Room, Foot Steps, SECL, Community for Multicultural Youth, Foundation House, Water Safety and others
- Employing additional Literacy aides, MEAs, speech therapists, psychologists to support students
- Purchasing ICT devices, books, reference materials and online resources to enhance and stimulate learning.

In 2019, the NPELS staff raised \$686.45 through Trivia Night, selling of entertainment books and icy-poles. \$124 were donated to the school partner 'Life Saving Victoria'. The remaining funds were allocated to the breakfast club program.

Future directions:

NPELS will utilize the Equity Funding to skill up our staff and to improve student learning outcomes. This will be done by:

- Organising and participating in a variety of professional learning
- Purchasing ICT devices and updating Interactive White Boards
- Providing high quality programs for all students
- Employing extra staff to assist students with learning, engagement and well-being.
- Subsidising school excursions and camps to provide students with shared and hands-on experiences.




**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 Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Language Schools:  Results for this school:  Median of all Victorian Government Language Schools: 

### School Profile

#### Enrolment Profile

A total of 722 students were enrolled at this school in 2019, 324 female and 398 male.

100 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$13,594,289	High Yield Investment Account	\$722,499
Government Provided DET Grants	\$2,259,471	Official Account	\$196,610
Government Grants Commonwealth	\$19,869	Other Accounts	\$0
Government Grants State	\$20,537	<b>Total Funds Available</b>	<b>\$919,109</b>
Revenue Other	\$143,167		
Locally Raised Funds	\$37,964		
<b>Total Operating Revenue</b>	<b>\$16,075,297</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,890,915		
<b>Equity Total</b>	<b>\$1,890,915</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,672,733	Operating Reserve	\$363,655
Books & Publications	\$7,982	Capital - Buildings/Grounds < 12 months	\$555,454
Communication Costs	\$20,579	<b>Total Financial Commitments</b>	<b>\$919,109</b>
Consumables	\$264,413		
Miscellaneous Expense <sup>3</sup>	\$1,454,855		
Professional Development	\$44,357		
Property and Equipment Services	\$448,109		
Salaries & Allowances <sup>4</sup>	\$51,532		
Trading & Fundraising	\$13,686		
Utilities	\$88,790		
<b>Total Operating Expenditure</b>	<b>\$15,067,037</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,008,260</b>		
<b>Asset Acquisitions</b>	<b>\$169,973</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

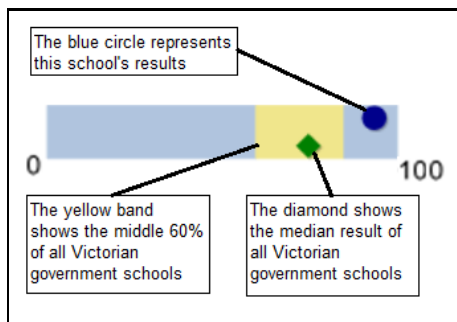
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').