

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2024 at 05:49 PM by Vincenzina Calabro (Principal)

- This 2023 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 21 March 2024 at 06:52 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

### 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

Key terms used in the Performance Summary are defined below:

#### NDP and NDA

'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.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

#### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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 situated in the South-East Victoria region with a total enrolment of 730 students. NPELS is a P-10 co-educational school, which operates across four campuses: Noble Park and Springvale (City of Greater Dandenong), Casey (City of Casey) and Stonnington/Glen Eira (City of Glen Eira). In addition, NPELS offers an outreach program to newly arrived students who enrol in mainstream schools. In 2023, over 180 students were formally assessed and placed on the Victorian Curriculum F - 10 EAL. Outreach officers provided support to mainstream teachers to develop Individual Education Plans for EAL students and shared resources to tailor the program to address learners' needs.

The school's staff consists of 117 teachers 9 leading teachers and 4 learning specialists, and 28 education support staff. We also have 10 administrative staff, 2 maintenance staff and four principal class members.

Our staff and the school community are committed to the school's 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 culture and inspiring leadership nurture a sense of belonging, wellbeing, caring for everyone and student success."

Supporting this vision are four core values of Respect, Responsibility, Learning and Teamwork.

The majority of our students are refugees, displaced by war, economic hardship and political persecution. 100 percent of our students have English as an additional language and there are no Aboriginal or Torres Strait Islanders. Students are culturally and linguistically diverse with over 67 different language groups represented.

The school's socio-economic profile based on families' occupation, is in the high band, which represents a high level of socio-educational disadvantage and unemployment, and a low level of education.

NPELS curriculum reflects the Victorian Curriculum Framework including a range of programs such as Respectful Relationships, Robotics, STEM, Mathematics, Science, Play-Based Learning, Visual and Performing Arts, Physical Education, UCan2 and Advance programs, Speech Therapy and Water Safety. The curriculum encourages students to become life-long learners through explicit teaching, goal setting, feedback and reflection.

---

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

### Learning

In 2023, Noble Park English Language School focused on improving student learning, with an increased focus on literacy in line with a state-wide goal set by the department. The school continued to implement the Tutor Learning Initiative, with the aim of reducing learning gaps for students at risk of disengagement. Our four tutors ran small group sessions with students across all year levels and worked closely with teachers to align classroom and tutoring sessions, shared High Impact Teaching Strategies, and discussed student progress. Throughout the year, literacy and learning specialists and middle leaders worked collaboratively with our learning partner to establish a systematic approach towards using our school's learning architecture, and a planning tool to design teaching and learning experiences for all students. This work focused on strengthening learning sequences, differentiating instruction and assessments. Staff built knowledge and skills through professional learning sessions, participating in discussions, sharing best practice and reflecting on their work and student outcomes. The school plays a critical role in teaching digital literacy and providing ICT devices for all students. We continued to integrate digital tools and platforms in our programs. Teachers used different digital tools that enhanced students' learning experiences. The digital tools included: 'SeeSaw', PM ecollection, Microsoft Teams, OneNote, Desmos and others. Digital tools ultimately made the learning journey richer than it would be without them. Student learning data reflected the effectiveness of the strategies and initiatives that the school implemented.

In 2023, Noble Park English Language School exited 874 students, which was an increase by 10 % when compared to 2022. 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 (204 primary students), B (306 primary students) and pathway C (364 secondary students). The biggest student category was 'age equivalent' in all three pathways A, B and C comprising of 731. The second biggest student category

was 'interrupted schooling' comprising of 65 students and 52 students had no prior schooling. Twenty-six international students participated in the EAL program, which was a 50% increase compared to 2022.

Students were assessed in English proficiency and their learning growth was measured against standards of the 'Victorian Curriculum F-10 EAL'. Overall, student achievement results were extremely positive. Students in 'age equivalent', 'no schooling' and 'interrupted schooling' categories progressed well above 2 sub-stages in English. In particular, 'age equivalent' students showed positive results in speaking and listening - 2.5, in reading - 2.4 and writing - 2.3. Students in the 'interrupted schooling' category demonstrated growth of 2.7 sub-stages in all modes of English. Students in 'no schooling' category showed the progress in speaking/listening - 3.2, reading - 2.8 and writing - 2.6. However, international students showed less progress in English achieving in speaking/listening - 1.8, and reading/viewing/writing - 1.7. The reason for international students not meeting the expected results is that they exited earlier from the program and did not complete their required length of stay.

Overall, 35 students with special needs were supported in their learning and engagement through a range of adjustments and modifications to the program. These included:

- evidence-based teaching strategies and Individual Education Programs
- speech therapist
- student Support Service Officers
- specialist equipment/materials, including ipads and sensory objects and toys
  - targeted teacher professional development
- employing additional education support staff.

Excellent student achievement data was supported by positive results from both parents and students' surveys. The 2023 Student Attitudes to School Survey illustrated that our students provided a high level of positive endorsement in 'Differentiated (95%) and stimulated learning' (89%) and 'Learning confidence, motivation and interest' (97%). NPELS achieved targets in these domains and the results were much higher when compared to the network and state results. Similarly, according to the 2023 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (93%), student development (95%), motivating and supporting students (95%) and creating a stimulated learning environment (94%). Again, parents' positive responses were higher when compared to the school's 2022 survey results and higher than the state results.

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

## Wellbeing

The Wellbeing team led the collaboration with agencies and external organisations such as Monash Legal Service, Life-ED Australia, South-East Community Links, Centre for Multicultural Youth, Foundation House, 54 Reasons and Food Bank. We hosted a 'Food for Good Market', which consisted of fresh produce in a Farm to Families truck and a partnership with Chobani yogurt. Our mostly underprivileged families were invited to regular events with over 100 grateful parents and guardians attending. The school provided several programs to support students' health and wellbeing. For example, the 'Beach Awareness' program was popular amongst students. They attended the 'Life Saving Victoria Beach Awareness' program at Bonbeach Lifesaving Club. 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 Foundation House and Centre for Multicultural Youth 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 education, training and employment, mental health and wellbeing support and social connection and networks. The feedback from students was extremely positive and this program will be continued in 2024. 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. All students were tested for vision and hearing and then were referred for further specialist treatment. 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, Wednesday 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 2023, students participated in visual and performing arts classes. 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. At the Casey, Stonnington and Springvale campuses, students performed at graduation assemblies and International Day concert. Our students 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. Our speech therapist provided support to 100 students across four campuses. The 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, Behaviour Support Plans, and Support Group meetings with parents and students. As a result of the varied engagement strategies and Tier 2 intervention programs, student attendance rate remained very high at 89.7%. 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 7%. The number of unapproved absences was low 6.8 days. In Year 7 to Year 12 the number of absences over 20 days was at 14% compared to 38% in the network and 47% in the state. About 53% of students were absent for 5 – 9.5 days due to illness. The average absence breakdown of all absences was 21.4 days. The number of unapproved absences was low - 7.6 days. The attendance rate for this student cohort was high at 89.2%.

The 2023 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, high results in the Attitudes to School Survey in the 'Social Engagement' domain showed positive endorsement measures in Attitudes to Attendance at 94%, Sense of Confidence at 89%, Sense of Connectedness at 87%, and Sense of Inclusion at 94%. These results were consistently higher than the network and state results. In addition, the Parents Opinion Survey results were very positive in the domain of 'Parent Community Engagement'. Thus, parent participation and involvement were at 89%, School Communication at 86% and Teacher Communication at 87%, and Managing Bullying at 93%. Overall, parent positive endorsements were higher than the state results.

Therefore, it is obvious that our students felt engaged, motivated, connected, and happy at school.

## Engagement

An essential element of student engagement was ensuring students' successful transition into mainstream settings following the completion of their New Arrivals' Program. In 2023, the Transition team provided a supportive transition for 852 exiting students to over 355 mainstream and some specialist settings. The transition process to mainstream schools was strengthened by increased number of mainstream teachers visiting students at NPELS. This 'Meet and Greet' session before students' commencement made for a smoother and more successful transition process for our high needs and at-risk students.

To further facilitate transition, the Transition team implemented strategies to support students and connect with families. These strategies included information sessions for parents about transition to mainstream settings and pathways, 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.

In 2023, a targeted 'Careers Education' program was further developed and implemented. The careers and pathways team worked closely with students across all years, providing relevant and consistent advice and information about pathways, tertiary education and careers tailored to the individual interests and needs of students. Year 9 students participated in the 'Studio' incursion. It was a hands-on program where students researched a career of their interest and created a podcast to present their findings. This project-based learning enabled students to develop their research and language skills in a supportive and structured environment. They explored careers, gathered information, and practised presenting in English, culminating in a podcast that they proudly shared with peers and the community. Year 10 students participated in the 'Job Camp' program, where they learned 'Food Safety Handling' procedures and 'Introduction to Barista'. They received certificates of completion from the Registered Training Organisation, Short Courses Australia and developed essential skills for their future pathways and careers.

Student Representative Council (SRC) continued to be a powerful vehicle for student voice and agency and engagement across the school. Our SRC met regularly to discuss and plan different events such as a Harmony Day, Book Week, World's Teachers' Day, RUOK Day. They organised poster competitions and card writing activities. Students were awarded SRC badges at assembly and wore them proudly around the school; understanding that as school leaders they were role models.

The school received excellent results in the 2023 Attitudes to School Survey from both students and parents alike. The data revealed that 90% 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 95% and 'Confidence and Resilience' at 96%. Similarly, the responses gathered from the students demonstrated a high percentage of support in the 'Social Engagement' domain. Year 7 students showed 87% positive responses in school stage transition, whilst

Years 10-12 demonstrated higher results of 98%. Overall, 87% of students felt connected to school. In the 'Learner Characteristic and Disposition' domain, the school maintained high results from 2022 in self-regulation and goal setting at 92%, perseverance at 89% and student voice and agency - 88%.

---

## Other highlights from the school year

---

## Financial performance

At the end of 2023, Noble Park English Language School was in a financially sound position with \$1,649,060 being carried forward. The amount was inclusive of the school's operating reserve, and camps and excursions money as per the Financial Commitments report. The remaining funds were allocated to projects to be conducted in 2024. The projects included: painting interior and exterior of buildings, removing asbestos, putting artificial turf and building an oval at the Casey campus. 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 environments for all students.

NPELS received a grant of \$25,000 to upgrade grounds at the Stonnington/Glen Eira campus. 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 \$18,150 was received to engage students in sporting activities and build their resilience.

In 2024, NPELS will utilise the school funding to improve student learning outcomes and further skill up our staff. It will be achieved through:

1. Subsidising excursions, incursions and camps fully to provide students with shared and rich hands-on experiences
2. Providing high quality programs for students, including social and emotional learning, mental health literacy, Song Room, Rainbow, Journey of Hope, South-East Community Links.
3. Purchasing Ipads and laptops for students.
4. Building staff capacity in teaching English as a second language, 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, Swimming, Mental Health and Active Schools - extra-curricular boost.
5. Providing 'Career Education' programs.
6. Employing additional staff to assist students with special needs.

**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 2.0 (FISO 2.0).

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 700 students were enrolled at this school in 2023, 315 female and 385 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).

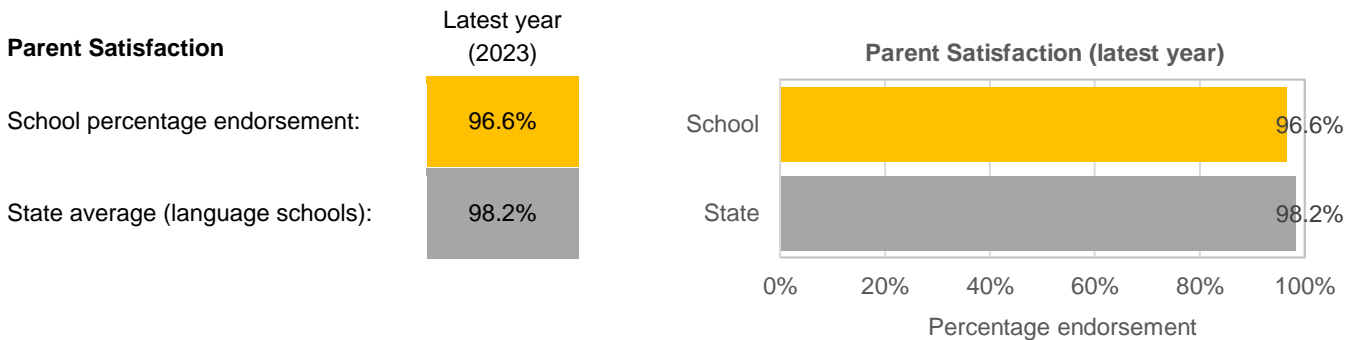
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

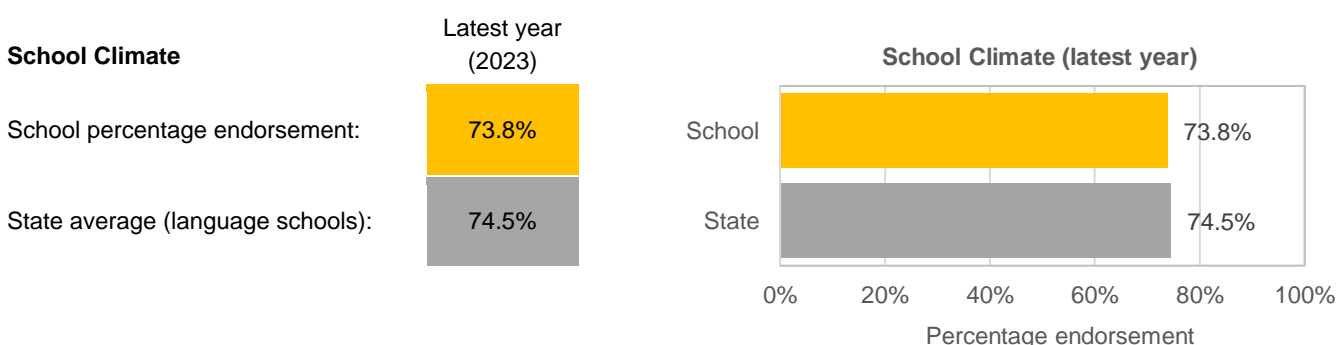


### School Staff Survey

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

Percentage 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, 2023

Revenue	Actual
Student Resource Package	\$21,782,163
Government Provided DET Grants	\$2,693,576
Government Grants Commonwealth	\$28,712
Government Grants State	\$0
Revenue Other	\$172,713
Locally Raised Funds	\$16,692
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$24,693,856</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,214,243
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,214,243</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,378,345
Adjustments	\$0
Books & Publications	\$12,257
Camps/Excursions/Activities	\$581,432
Communication Costs	\$13,126
Consumables	\$326,665
Miscellaneous Expense <sup>3</sup>	\$76,559
Professional Development	\$47,046
Equipment/Maintenance/Hire	\$444,387
Property Services	\$372,169
Salaries & Allowances <sup>4</sup>	\$47,860
Support Services	\$875,323
Trading & Fundraising	\$21,869
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$62,372
<b>Total Operating Expenditure</b>	<b>\$17,259,411</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$7,434,445</b>
<b>Asset Acquisitions</b>	<b>\$292,388</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 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 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,471,323
Official Account	\$177,737
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,649,060</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$427,243
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$35,006
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$178,384
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$608,426
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,649,060</b>

*All funds received from the Department of Education, 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.*