

2024 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 12 May 2025 at 03:13 PM by Vincenzina Calabro (Principal)

- As executive officer of the school council, I attest that this 2024 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 12 May 2025 at 03:14 PM by Vincenzina Calabro (Principal)

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.

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 813 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 2024, 133 students were formally assessed and placed on the Victorian Curriculum F - 10 EAL curriculum. 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 consisted of 113 teachers, 13 leading teachers and learning specialists, 44 education support staff and 4 principal class members.

Our staff, students 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.

Many of our students are refugees, displaced by war, economic hardship and political persecution. All our students are English as an additional language learners and there are no Aboriginal or Torres Strait Islanders. Students are culturally and linguistically diverse with over 70 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-economic disadvantage and unemployment, and a low level of education.

At the heart of our educational philosophy lies a comprehensive curriculum designed to develop well-rounded young people. Aligned with the Victorian Curriculum Framework, our curriculum encompasses core disciplines such as English as an additional language, Mathematics and Science. We integrate social-emotional learning through Respectful Relationships education and help our students to build healthy connections and treat each other with empathy and understanding. Students explore their creative potential through Visual and Performing Arts programs that encourage self-expression and cultural appreciation. Students develop lifelong healthy habits through participating in Physical Education and Water Safety programs. Our engaging and targeted 'UCan2' and 'Advance' programs help students to extend beyond their comfort zones, fostering resilience and adaptability in Australia.

Central to our educational philosophy is explicit teaching, goals setting, constructive feedback and thoughtful reflection. This approach empowers students to take ownership of their learning, developing the metacognitive skills necessary for continuous growth.

Progress towards strategic goals, student outcomes and student engagement

Learning

Noble Park English Language school has achieved the outcomes targeted in the area of the student learning priority. In particular, the goal is that all students will show growth of at least two sub-stages in all modes of English language when they finish the intensive program. In 2024, NPELS totally exited 869 students: 409 females and 460 males. Amongst them there were 401 primary students and 468 secondary students. The school placed students in categories based on their previous educational experiences and tracked their achievement. Four categories were established: no schooling, interrupted schooling, international students and age equivalent. Students' curriculum pathways were identified according to their age: Pathway A for primary students, Pathway B for primary or secondary students and Pathway C for secondary students.

The 2024 academic year demonstrated significant educational progress across four campuses, with particularly notable achievements among students with limited prior educational experiences. The data indicated that school's interventions have been most effective for students requiring targeted learning support, suggesting successful implementation of differentiated instructional strategies and implementing the Tutor Training Initiative. Analysis of academic growth in English language revealed a consistent correlation between prior educational experiences and the degree of academic gains. Students who entered with no prior formal education (n=35) exhibited the most substantial academic growth across all modes of English: Speaking/Listening (3.8), Reading (3.5), and Writing (3.3).

Similarly, students with interrupted educational backgrounds (n=174) demonstrated significant progress with gains of 2.8 in Speaking/Listening, 2.6 in Reading, and 2.5 in Writing. These results suggest that the educational interventions implemented have been particularly effective in addressing learning gaps for students with disruptions to their education.

Students with age-equivalent educational backgrounds, who constituted the majority of the student population (n=647), maintained steady academic progression with increases of 2.6 in Speaking/Listening, 2.5 in Reading, and 2.4 in Writing skills. International students, though representing a statistically small sample (n=13), showed consistent improvement across all modes of English with uniform gains of 2 sub-stages.

To summarise, the achievement data across all 869 students indicated robust academic results throughout the intensive English program, with average gains of 2.7 in Speaking/Listening, 2.5 in Reading, and 2.4 in Writing. A consistent pattern emerged in oral language development precedes reading acquisition, which in turn precedes writing proficiency—a sequence that aligns with established second language acquisition theory.

NPELS demonstrated an excellent ability in accelerating learning for disadvantaged students, which strengthened educational equity while student outcomes confirmed the effectiveness of our teaching methods and approaches.

Excellent student achievement data was supported by positive results from both parents and students' opinion surveys. The 2024 Student Attitudes to School Survey illustrated that our

students provided high level of positive endorsement in 'Differentiated (94%) and stimulated learning' (89%) and 'Sense of confidence (90%), motivation and interest' and 'Self-regulation and goal setting' (96%). NPELS achieved the targets in these domains and the results were much higher when compared to the network and state results. Similarly, according to the 2024 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (92%), student development (91%), motivating and supporting students (92%) and creating a stimulated learning environment (90%). We are proud that our students demonstrated excellent learning outcomes in English and enjoyed their journey in our school.

Wellbeing

The wellbeing team partnered with a range of external agencies and organisations to deliver impactful programs that supported students' health and wellbeing. These included Life Saving Victoria, Reclink Australia, Melbourne City Football Club, KOMAK (Afghan Support Service), South-East Community Links, the Centre for Multicultural Youth, Foundation House, the Afghan Women's Community Organisation of Victoria, Foodbank, Wellsprings for Women, and the South-East Monash Legal Service.

Together, these partnerships enabled the delivery of diverse programs tailored to students' needs. One standout initiative was the Life Saving Victoria 'Beach Awareness' program held at Bonbeach Lifesaving Club. This engaging experience quickly became a student favourite. Participants took part in both dryland and water-based activities designed to promote water safety and confidence at the beach. Guided by qualified instructors, students learned essential safety skills through a structured mix of theoretical and practical sessions, helping them feel more at ease in aquatic environments while having fun and learning valuable life skills.

In partnership with Foundation House and the Centre for Multicultural Youth, the school successfully delivered the *UCan2* program for secondary students. This 16-week education and settlement initiative is designed to support the social inclusion of newly arrived young people from refugee backgrounds. The program plays a vital role in assisting students with trauma recovery, navigating settlement in Australia, and building on their strengths by integrating their past experiences with their current lives while preparing them for the future.

UCan2 offered students access to education, training, and employment pathways, as well as mental health support and opportunities to build social connections and networks. The feedback from participants was overwhelmingly positive, and the program is set to continue in 2025.

In addition to *UCan2*, the school organised an Immunisation, Hearing, Vision, and Dental Screening program for all P–10 students. This initiative was made possible through a strengthened partnership with the Greater Dandenong Council and Visiting Nurses, ensuring students received essential health screenings. Those requiring additional support were referred to specialist services for further treatment.

The school continues to prioritise strong partnerships with agencies dedicated to student wellbeing. A variety of strategies were implemented to actively engage students and enhance their connection to learning and wellbeing. Notable strategies included regular phone calls to families, *Wellness Wednesday* activities, staff communication initiatives, school assemblies, and collaborative efforts with parents, carers, and community organisations. These efforts were instrumental in creating a supportive environment where students could achieve their full potential.

Additionally, our school's speech therapist made a significant impact, supporting over 100 students across the four campuses. Alongside direct student support, the therapist provided valuable resources and activity packs to teachers, helping them implement targeted strategies in the classroom. Tailored interventions were shared with staff to enhance student learning and communication development.

Students identified as at risk also received targeted wellbeing support through tools such as social stories, Behaviour Support Plans, and Support Group meetings involving parents and carers. These collaborative efforts reflect our commitment to meeting the diverse learning and emotional needs of our students, ensuring that every child is supported to thrive.

The 2024 Attitudes to School Survey results highlighted NPELS's strong commitment to Child Safe Standards and a positive school environment. Parents gave high marks in the 'Safety' domain, with 91% praising the promotion of positive behavior, 86% satisfied with how bullying is managed, and 90% appreciating respect for diversity. Students echoed these responses: 88% said they have someone to turn to when facing problems, 88% felt bullying was well managed, and 82% recognised respect for diversity at school.

Resilience was another positive area, with 73% of students reporting normal resilience and 11% indicating high resilience levels. Overall, 86% of students expressed satisfaction with life, and most reported feeling engaged, motivated, connected and happy at school. These results showed significant improvements in student wellbeing, safety, and school connectedness especially among secondary students. The survey data confirms that our school is fostering a safe, inclusive, and supportive environment where students succeed.

Engagement

Noble Park English Language school placed great emphasis on attendance throughout 2024. We employed a whole school approach to monitoring absences by developing a process. A wellbeing officer contacted families if a child was absent for two consecutive days. Parents are contacted daily via a phone call if a child was marked absent. Constant reminders about the importance of regular school attendance were promoted throughout the school community and closely monitored and followed up by the wellbeing team.

As a result of the engagement strategies and Tier 2 intervention programs, student attendance rate remained high at 89.7%. Our student attendance rates were above the network and state results. Thus, in Prep to Year 6, the average attendance rate was 87.3%. The number of absences over 20 days or more was at 19%, compared to 33% in the network and 39% in the state. The number of unapproved absences was low at 11.4 days. In Year 7 to Year 12 the average attendance rate was 86%. The number of absences over 20 days was at 26% compared to 41% in the network and 52% in the state. About 41% of students were absent for 5 – 9.5 days due to illness. The average absence breakdown of all absences was 27.9 days. The number of unapproved absences was at 11.5%.

The Student Representative Council (SRC) continued to be a vibrant and influential body for student voice, agency, and engagement across four campuses. Meeting regularly, the SRC played an important role in planning and leading events such as assemblies, Harmony Day, Book Week, World Teachers' Day, ES staff Day, Mothers' Day and R U OK? Day. They demonstrated creativity through poster competitions and card-writing activities that brought the school community together. SRC members were proudly presented with leadership badges at assembly,

which they wore with pride, recognising their role as positive role models and leaders within the school.

The International Day Concert at Casey and Noble Park campuses was a vibrant celebration of the rich diversity within our school community, where over 70 nations and nationalities were represented. The event began with a lively parade of nations, as students and staff proudly dressed in traditional costumes from their countries of origin. The atmosphere was stimulating as students showcased their cultures through songs and dances.

In the lead-up to the concert, students engaged in research projects exploring different countries, cultures, foods, traditions, and festivals, deepening their understanding and appreciation of the world around them. Student Representative Councillors played a key role, inviting special guests for school tours and enthusiastically sharing their learning experiences.

The International Day Concert was a highlight for the entire school community, drawing parents, school counsellors, and local organisations together to celebrate diversity and student achievement. After the performances, everyone gathered for a special morning tea, where families, students, and staff connected over stories, traditions, and delicious food, making new friends and strengthening the bonds that make our school truly unique.

Last year, our transition team offered new learning opportunities for secondary students by connecting them with Chisholm TAFE presenters, who shared valuable insights into diverse education and career pathways. Students also attended the Southeast Careers and Try a Trade Expo, Victoria's largest regional careers event, where they explored hands-on activities and learned about a wide range of occupations and industries. Beyond the expo, students gained practical skills through job camps, barista training, and a food safe handling course-experiences that not only built their confidence but also prepared them for real-world work environments. These engaging programs were met with enthusiasm, as students enjoyed stepping beyond the classroom to discover new interests and talents.

Behind the scenes, the transition team worked tirelessly to support the pathways of 1,249 students, ensuring smooth transitions to over 300 mainstream educational settings. Through dedicated meetings with families and students, they helped make each move as seamless and successful as possible.

The school achieved outstanding results in the 2024 Attitudes to School Survey, with both students and parents expressing high levels of satisfaction. An impressive 93% of parents felt confident about their children's smooth transition to the next stage of schooling. In the 'Student Development' area, parents strongly supported the school's focus on 'Student Agency and Voice' at 90% and 'Confidence and Resilience' at 91%.

Students also reported highly positive experiences, particularly in the 'Social Engagement' domain, where 89% felt connected to the school. These results are consistent with the school's strong performance in 2023, with 89% of students feeling connected, 83% reporting a strong voice and agency, and a remarkable 95% feeling included. Transition experiences were especially positive: 89% of Year 7 students and an even higher 93% of students in Years 10–12 reported positive transitions to their new school stages.

In the 'Learner Characteristics and Dispositions' domain, students demonstrated exceptional attitudes toward learning. Confidence levels were high at 90%, self-regulation and goal setting reached 96%, perseverance was at 91%, and motivation and interest peaked at 96%. These results reflect a supportive school community where both students and parents feel engaged, empowered, and positive about the future.

Other highlights from the school year

In 2024, The Song Room program was delivered to all primary students across our four campuses, offering enriching opportunities in visual and performing arts. Students took part in creative classes that allowed them to explore self-expression through painting, music, and performance. At the Noble Park campus, an art exhibition was held in the school hall during parent-teacher interviews, showcasing artwork from every primary class and celebrating students' creativity. Meanwhile, at Casey, Springvale and Stonnington campuses, students proudly performed at graduation assemblies and the International Day concert, sharing their talents with the school community. This program not only nurtured artistic skills but also provided a therapeutic outlet for students, especially those who had experienced trauma through the refugee journey. It offered a safe, joyful space for students to express themselves and experience success in a positive and supportive environment.

One of the year's most memorable moments was the secondary students' camp at Doxa Camp in Malmsbury. Students from both Noble Park and Casey campuses stepped out of the classroom and into a world of adventure, teamwork and discovery. From scaling climbing hills and braving the giant swing to exploring river and cooking together, every activity was designed to build confidence, leadership, and lasting friendships. The camp was not just about fun, it was a powerful learning experience, connecting classroom lessons in science, maths, and health to the real world. For many students, it was their first time experiencing the joys of nature and the excitement of overcoming new challenges. Thanks to the Doxa Youth Foundation and our dedicated staff, students returned with a stronger sense of self, new skills, and cherished memories that will last a lifetime.

Financial performance

At the end of 2024, Noble Park English Language School was in a financially sound position with \$2,052,405 being carried forward. The amount was inclusive of the school's operating reserve, saving bonus and camps, sport and excursion funds. The remaining funds were allocated to projects to be conducted in 2025.

These projects focus on improving our buildings and grounds across all campuses. In the coming year, we will be painting the inside and outside of buildings at three campuses, removing asbestos to ensure everyone's safety, and adding artificial turf along with building an oval at the Casey campus. Regular maintenance will continue at all locations because we want every student to learn in safe and exciting spaces.

We are pleased to share that we received special equity funding of \$2,238,928 this year. This extra money allows us to employ more staff to support students who need additional help and offer engaging programs in art, performance, inclusion and leadership. We are also using these funds to provide every student with their own technology device and update our classroom Interactive White Boards.

For 2025, we are committed to using our school funding to help students learn better and further develop their skills. We will be completely covering the costs of excursions, incursions, special

events, and camps so all students can enjoy these valuable hands-on learning experiences without financial barriers.

We are investing in top-quality programs that support students' emotional development, social skills, and mental health. Our teachers will receive training to enhance their abilities and skills in teaching English as a second language, using data effectively to improve instruction, building respectful relationships, and delivering consistent, high-quality lessons across all subjects.

Finally, we will employ additional staff members specifically to support students with special needs, ensuring that every child receives the attention and assistance they deserve to thrive in our school community.

**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 743 students were enrolled at this school in 2024, 349 female and 394 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.

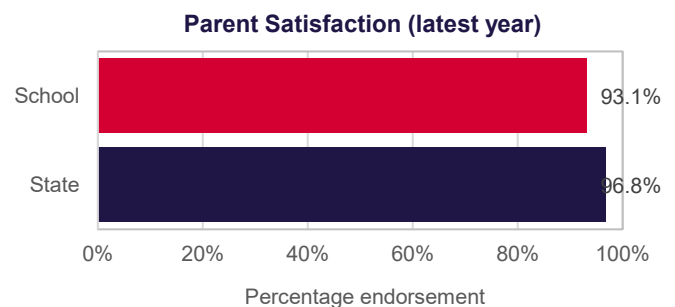
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	93.1%
State average (language schools):	96.8%



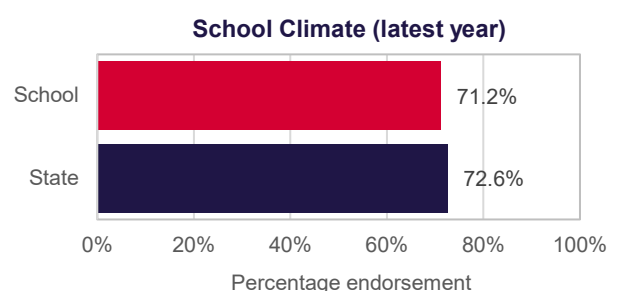
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	71.2%
State average (language schools):	72.6%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$16,351,842
Government Provided DET Grants	\$5,266,760
Government Grants Commonwealth	\$10,350
Government Grants State	\$0
Revenue Other	\$127,844
Locally Raised Funds	\$16,303
Capital Grants	\$16,000
Total Operating Revenue	\$21,789,099

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,238,928
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,238,928

Expenditure	Actual
Student Resource Package ²	\$15,889,731
Adjustments	\$0
Books & Publications	\$13,247
Camps/Excursions/Activities	\$856,410
Communication Costs	\$11,104
Consumables	\$280,533
Miscellaneous Expense ³	\$71,659
Professional Development	\$146,773
Equipment/Maintenance/Hire	\$400,631
Property Services	\$712,005
Salaries & Allowances ⁴	\$69,793
Support Services	\$1,207,170
Trading & Fundraising	\$19,121
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,517
Total Operating Expenditure	\$19,736,694
Net Operating Surplus/-Deficit	\$2,052,405
Asset Acquisitions	\$488,088

- (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 03 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$3,063,658
Official Account	\$56,758
Other Accounts	\$0
Total Funds Available	\$3,120,417

Financial Commitments	Actual
Operating Reserve	\$641,248
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$385,819
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	\$170,217
Maintenance - Buildings/Grounds < 12 months	\$3,132
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,920,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,120,417

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.

