

2025 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 30 March 2026 at 02:02 PM by Vincenzina Calabro (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 March 2026 at 02:02 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Engagement
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student

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) stands as a vibrant school community for newly arrived migrants, refugees, and international students from non-English-speaking backgrounds, delivering intensive English language programs. Situated in Melbourne's South-East Victoria region, this P-10 co-educational school serves 882 students, 423 female and 459 male, all with English as an additional language needs across four thriving campuses. Covering diverse communities, NPELS operates in:

- Noble Park and Springvale (City of Greater Dandenong), fostering local integration.
- Casey (City of Casey), supporting regional growth.
- Stonnington/Glen Eira (City of Glen Eira), bridging urban opportunities.

NPELS offers an outreach program to newly arrived students who enrol in mainstream schools. In 2025, outreach services were delivered across primary and secondary schools, with a total of 87 school visits conducted throughout the year. Across these visits, 225 students were formally assessed and supported through the Victorian Curriculum F–10 EAL framework. Outreach officers worked closely with mainstream teachers to develop Individual Education Plans for EAL learners and provided targeted strategies and resources to ensure programs were responsive to students' individual learning needs.

Noble Park English Language School employed a dedicated staff of 191, comprising 126 teachers, 16 leading teachers and learning specialists, 44 education support staff, and 5 principal class members, to deliver high-quality EAL education across its campuses.

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."

Underpinning NPELS's vision are four cornerstone values of Respect, Responsibility, Learning and Teamwork that guide daily practice and student growth across all campuses.

The majority of our students came from refugee backgrounds, bringing with them remarkable resilience shaped by experiences of war, economic hardship and political persecution. All our students were English as an additional language learners and there were no Aboriginal or Torres Strait Islanders. Students came from diverse cultural and linguistic backgrounds, with more than 74 language groups bringing global perspectives to our classrooms.

The school's socio-economic profile based on families' occupation, was in the "High" band, which represented a high level of socio-economic disadvantage and unemployment, and a low level of education.

Noble Park English Language School embedded the Victorian Teaching and Learning Model 2.0 within its educational philosophy, delivering a comprehensive curriculum aligned with the Victorian Curriculum F-10 to support the holistic development of students from newly arrived backgrounds.

The curriculum encompassed core disciplines including English as an Additional Language, Mathematics, and Science, delivered through high-impact teaching strategies with explicit success criteria.

Social-emotional learning was integrated via Respectful Relationships education to promote empathy, positive relationships, and community belonging.

Specialist programs in Visual and Performing Arts, Physical Education, and Water Safety fostered creative expression, cultural appreciation, and lifelong health practices. Targeted interventions through the 'UCan2' and 'Advance' programs extended student learning beyond baseline expectations, building resilience and adaptability.

Central to teaching practice was the structured VTLM 2.0 cycle:

- Explicit teaching with clearly defined learning goals and modelling.
- Collaborative goal-setting aligned with success criteria.
- Targeted, constructive feedback to support improvement.
- Structured reflection processes to develop metacognitive skills and learner agency.

This evidence-based approach ensured all EAL students across four campuses progressed towards independent and self-regulated learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Noble Park English Language School has achieved the outcomes targeted in 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 finished the intensive program. In 2025, NPELS totally exited 1018 students: 489 females and 529 males. Amongst them there were 541 primary students and 477 secondary students. The school placed students in categories based on their previous educational experiences and tracked their achievement in acquisition of English. The categories include: no schooling, interrupted schooling, international students and age equivalent schooling. 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 2025 academic year showcased remarkable educational growth across all four campuses, with outstanding progress among students who had limited prior schooling. The results suggested that the educational interventions implemented have been particularly effective in addressing learning gaps for students with disruptions to their education.

Students with 'Interrupted Schooling' (n= 230) achieved the most gains in skills showing the typical pattern of gains in speaking and listening mode, followed by reading and writing.

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 interrupted schooling showed the most growth: speaking and listening (2.8), reading (2.7) and writing (2.7) and those with no prior formal education (n=86) followed with academic growth of 2.8 in speaking and listening, 2.6 in reading and 2.6 in writing. The data indicated that **the** 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.

Students with 'Age Equivalent' schooling maintained steady academic progression with gains of 2.6 in speaking and listening, 2.5 in reading, and 2.3 in writing. This group constituted the majority of the student population (n=686).

International students, though representing a statistically small sample (n=16), showed gains of more than 2 sub-stages in all three modes of the language: 2.5 in speaking and listening as well as reading and 2.3 in writing.

To summarise, the achievement data across all 1018 students indicated robust academic results throughout the intensive English program. 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 2025 Student Attitudes to School Survey illustrated that our students provided high level of positive endorsement in 'Differentiated (92%) and stimulated learning' (88%) and 'Effective teaching time' (93%). NPELS achieved the targets in these domains, and the results were higher when compared to the network and state results.

Similarly, according to the 2025 Parent Opinion Survey, our parents believed that the school provided the best cognitive engagement for their children by setting high expectations for success (95%), student connectedness (92%), motivating and supporting students (90%) and creating a stimulated learning environment (88%). We are proud that our students demonstrated excellent learning outcomes in English and enjoyed their journey in our school.

Staff Survey results highlighted high level of endorsement in 'collaboration to plan curriculum' (92%) and 'planning differentiated learning activities' (91%) as well as in 'using data for curriculum planning' (88%) and 'monitoring effectiveness using data' (90%) which can be attributed to the collective focus on the 2025 Key Improvement Strategy of strengthening PLCs to effectively use formative and summative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.

Wellbeing

The wellbeing team partnered with over 42 external agencies and organisations to deliver impactful programs that supported students' health and wellbeing. These included Life Saving Victoria, Reclink Australia Gym and Swim Program, Melbourne City Football Club Leadership Program, KOMAK (Afghan Support Service), PLAY Program, the Centre for Multicultural Youth, Foundation House (uCan2 Program), the Afghan Women's Community Organisation of Victoria, Foodbank, Wellsprings for Women Gardening Program, and BlueLight Organisation. Together, these partnerships enabled the delivery of diverse programs tailored to students' needs to support their health, wellbeing and engagement. Our Attitudes to School Parent survey results showed positive results, with Parent Participation and Involvement at 93% and school communication at 96% positive rating.

One standout initiative was the Life Saving Victoria 'Beach Awareness' program held at Bonbeach Lifesaving Club. Noble Park English Language School and Life Saving Victoria hold a decades long relationship, exposing newly arrived students to key Water Safety messages within their first year in Australia. Students took part in both dryland and water-based activities designed to promote water safety and confidence at the beach. In 2025, 782 students attended a Beach Awareness Session in Term 1 across all campuses.

Primary and secondary students also partook in 5 days of swimming lessons at Monash swimming pool and Casey ARC. Run by qualified swim instructors, students were introduced to key skills such as entering and exiting the pool safely, floating, survival strokes and freestyle strokes. 913 students attended a swimming program in semester 1 across all campuses, with 87% of students participating in formal swimming lessons for the first time in their lives.

In 2025, Noble Park English Language School initiated a new partnership with the BlueLight Organisation, with the implementation of the BlueEdge and CORE programs across the Casey and Noble Park campuses. The BlueEdge program focused on developing students' communication and collaboration skills, healthy decision making, how to look after oneself and others, and learning about the role of the Police in the school community. A highlight of this program was Police Day, where participants were able to wear a police uniform, practice using police radios and learn about becoming a police officer. The BlueEdge program finished with a day trip to Camp Munyung where students put their skills of teamwork and communication to the test during adventure activities. Students commented they enjoyed *'respecting each other, being honest and learning together'*.

The Breakfast Club program was organised every morning, offering students a range of toast, fruit and milk to make sure they are ready to learn at the start of each day. Each morning, around 55 students came to Breakfast Club and started their morning with a healthy breakfast with their friends. EatUp organisation had also supplied Noble Park English Language School with cheese sandwiches to support students without lunch or in need of additional food.

In 2025, the school continued to offer an Immunisation, Hearing, Vision, and Dental Screening program for all P-10 students. This initiative was made possible through our continued partnership with the Greater Dandenong Council and the Visiting Nurses, ensured students received essential health screenings.

Noble Park English Language School prioritised partnerships with agencies which strengthened student engagement and 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, weekly homegroup sessions, school assemblies, and supporting parents, carers, and community organisations.

During 2025, the school actively adopted the Positive Behaviour Framework to enhance student wellbeing and promote consistent, values-based behaviour. Students have been learning important routines and expectations to help them with their learning and feeling safe and connected at our school. Daily Zones of Regulation check-ins, conducted each morning, empowered students to identify their emotions and develop effective self-regulation strategies.

Engagement

In 2025, Noble Park English Language School had an attendance rate of 89.0%. The Positive Behaviour Framework alongside our wellbeing programs were instrumental in creating a supportive environment where students could achieve their full potential. Our Attitudes to School survey results show 93% of students feel a sense of Inclusion and 88% of students have a sense of confidence.

NPELS provided comprehensive transition support to students exiting the program and enrolling in mainstream schools and other education pathways. In 2025, a total of 1,066 students transitioned from the program across the Springvale, Stonnington, Casey and Noble Park campuses. Students enrolled in 343 schools, including primary and secondary settings, with destinations also including TAFE, AMES and interstate placements. Transition staff worked closely with receiving schools to share wellbeing information as well as assessment information, support appropriate placement and ensure continuity of learning for each student.

A Careers Education teacher was employed to develop a Careers curriculum and worked with one class of older students aged 17 and 18 to pilot a Victorian Pathways Certificate–style course tailored for EAL students.

A highlight of 2025 was supporting our older students, aged 17 and 18, in accessing further education. A total of 66 students were enrolled in TAFE, with 40 participating in the new Certificate in General Education for Adults course. This course provided a timely alternative to the Adult Migrant Education Program, which had a lengthy waitlist, allowing students to enjoy a smooth and seamless transition into their studies.

In 2025, the Student Representative Council played a central role in fostering leadership, inclusivity, and community engagement across both primary and secondary levels. Throughout the year, SRC students led a wide range of initiatives, including celebrations for Valentine's Day, Mother's Day, Teacher's Day, World Kindness Day, International Women's Day, Harmony Week, R U OK? Day, Book Week, and Christmas, creating opportunities for kindness, wellbeing, and cultural awareness. They organised competitions, prepared assemblies, hosted events, and developed student-friendly resources such as the Expected Behaviour Matrix. SRC members also took on responsibilities supporting school safety, monitoring playgrounds, promoting sustainability, and assisting new arrivals. Notable leadership activities included hosting assemblies, MCing events, delivering speeches, and guiding school tours for visitors. Across all terms, SRC students consistently demonstrated initiative, responsibility, and teamwork, positively influencing school culture, celebrating diversity, and modelling active citizenship for the wider school community.

Financial performance

By the end of 2025, Noble Park English Language School maintained a strong financial position, carrying forward \$2,197,337 into the new year. This amount included the school's operating reserve, savings bonus, and funds for camps, sports, and excursions. The remaining funds have been allocated to projects.

In 2026, we will focus on improving our buildings and outdoor spaces across all campuses. This includes painting both the inside and outside of buildings at four campuses, safely removing asbestos, adding artificial turf, and building a new oval at the Casey campus. We will also continue regular maintenance so every student can learn in safe, welcoming, and inspiring environments.

We are delighted to share that we received special equity funding of \$3,073,286 this year. This extra support helps us employ more staff to assist students who need additional help and run exciting programs in art, performance, inclusion, and leadership. It also allows us to provide every student with their own technology device and upgrade all interactive whiteboards in classrooms.

In 2026, we are committed to using our funding to enhance student learning and skill development. We will be fully covering the costs of excursions, incursions, special events, and camps, ensuring all students can take part in these valuable hands-on learning experiences without financial stress.

We are also investing in programs that nurture students' emotional wellbeing, social growth, and mental health. Our teachers will receive ongoing training in English as an additional language, data-informed teaching, refugee support, positive behaviour and wellbeing frameworks and respectful relationships.

Finally, we will be employing additional staff to support students with special needs and increasing the number of multicultural education aides, so every child receives the care, guidance, and opportunities they need to succeed 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 882 students were enrolled at this school in 2025, 423 female and 459 male. 104% had English as an additional language and NDA 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	96.4%	
	State	98.1%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.8%	
	State	73.3%	

ENGAGEMENT

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025	4-year average
Real retention rate	School	0.0%	0.0%
	State	68.8%	68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	State	21.5	21.7
Year 7 - 12	State	30.2	29.4

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$19,697,645
Government Provided DET Grants	\$3,660,708
Government Grants Commonwealth	\$7,009
Government Grants State	\$15,127
Revenue Other	\$173,374
Locally Raised Funds	\$31,040
Capital Grants	\$0
Total Operating Revenue	\$23,584,903

Equity	Actual
Equity (Social Disadvantage)	\$3,073,286
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$3,073,286

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$18,663,027
Adjustments	\$0
Books & Publications	\$11,511
Camps/Excursions/Activities	\$715,940
Communication Costs	\$15,695
Consumables	\$321,779
Miscellaneous Expenses ²	\$131,720
Agency Staff	\$972,788
Professional Development	\$96,781
Equipment/Maintenance/Hire	\$700,331
Property Services	\$569,919
Salaries & Allowances ³	\$113,480
Support Services	\$98,982

Expenditure	Actual
Trading & Fundraising	\$17,333
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$86,455
Total Operating Expenditure	\$22,515,740
Net Operating Surplus/-Deficit	\$1,069,163
Asset Acquisitions	\$753,726

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$2,106,355
Official Account	\$90,983
Other Accounts	\$0
Total Funds Available	\$2,197,337

Financial Commitments	Actual
Operating Reserve	\$642,119
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$194,894
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$360,325
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,197,337

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.