

2020 Annual Report to The School Community



School Name: Noble Park Primary School (3675)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2020 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 25 March 2021 at 09:54 AM by David Rothstadt (Principal)

The 2020 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 March 2021 at 08:33 AM by Sarah Lalley (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

PURPOSE STATEMENT

Noble Park Primary School caters for a diverse community with educational, social and emotional goals achieved in an environment, which utilises all available community resources and innovation to prepare students for a rewarding future.

VISION and VALUES

Noble Park Primary School is a part of the Victorian State Education system, which has at its core the notion of opportunities for everyone, so students receive ‘...benefits of a quality school education’. This should occur in an environment which is safe for every child. Within that context we believe that ‘... it takes a village to raise a child...’ and that building relationships is at the centre of any action which benefits students and the broader community, so in effect we are part of a community organisation. Noble Park Primary School students, staff, School Council and families will be engaged in a personalised curriculum, while adhering to our five core values of RESPECT, RESPONSIBILITY INTEGRITY, PLAYFULNESS and OPTIMISM.

It is our belief that learning should be occurring all day, everywhere in the school. To that end we will work tirelessly to provide stimulating educational and physical environments that foster opportunities for learning, social growth, aesthetic awareness and playfulness.

The staff and community aim to achieve the development of motivated and resilient students through vibrant programs supported by soundly researched methodology. English, especially for our students without English as their home language, Mathematics and technology will be at the core of learning programs underpinned by comprehensive pastoral programs, with students encouraged to take responsibility for their own learning. Staff will have high expectations of the students and impart that ethos to the wider school community.

The personalised curriculum will be delivered with a developmental approach, under the banner of Relational Learning. This will ensure the learning is at ‘point of need’ for each student, to support academic success and to develop social competencies and aesthetic awareness and skills. Learning will be responsive to the changing needs of learners and the community. Physical and creative programs will provide opportunities for students to succeed at school and beyond. Staff at the school will become leaders in teaching practice and curriculum development demonstrating a willingness to share their expertise.

The school will become recognised as a centre for exemplary practice for learning, in promoting our goals of personalised learning, community links and parent connectedness.

The school will partner with various organisations, agencies and corporate entities to utilise their capacity to support student learning and growth and receive mutual benefits. The school actively partners with organisations, to provide a range of diverse programs to benefit all students outside the traditional offerings of mainstream schools. To move forward we will continue to actively seek out further partnerships.

The general practices of the school will foster in students the development of attitudes that support a sense of mutual interdependence and community, working toward a sustainable environment, building leadership skills and recognising global perspectives.

The school adheres to the requirements of Ministerial Order 870 to ensure child safety, in all school environments and outside of school hours.

Workforce

The school's workforce comprises: two principal class members, one leading teacher (Literacy and Assessment and Reporting) and one learning specialist Numeracy, 18 Home Room Teachers, with 8 Learning support teachers in the

areas of EAL, general learning support and extension. There are specialist teachers in the areas of PE, Music, Art, Digital Technologies, LOTE (AUSLAN), a stage ready teacher (dancing and drama), two kitchen garden specialists and a grounds/handy-person. Our well-being team includes a behaviour and engagement teacher, a speech therapist and a nurse. We also employ a community liaison person. Our Education Support Team comprises three office staff, four integration staff and three Multicultural Education Aides for Vietnamese, Khmer and Burmese languages.

Location

The school is located in the City of Greater Dandenong in Buckley Street, Noble Park.

School Profile

We are a culturally rich school community represented by up to 46 language groups with many families recently arrived in Australia. The school is the first community contact for many families, a responsibility and privilege we have great pride in undertaking. The school has been recognised for its success working with multicultural communities and as a school which provides expertise to other schools in working with those communities. Approximately 90% of our students do not speak English as their first language. The school is also visited by colleagues from other schools to develop an understanding of our approach to personalising learning, particularly in respect to the Relational Learning approach.

The school ascribes to the ethos that 'it takes a village to raise a child'- to that end we are very proud of myriad partnerships with corporate and not for profit organisations that support the school.

Our grounds and other facilities have also undergone major changes. The school had worked assiduously on our play approach as we continue to transform the outdoor environment to extend our play and exploration philosophy across the entire school. We can confidently say that we are working in a purpose built facility, with design features which have been planned to support the academic, pastoral and aesthetic needs of our students and families. Our most recent addition to our grounds, the sensory garden, is something of which the community is very proud. Our school has received recognition of the outstanding outdoor spaces, in recent years receiving awards in the Victorian Schools Garden awards as Regional winners and have 'The Most Engaging Grounds for Learning and Play'.

A more recent venture, of which we are most proud is our contact with the Indigenous community of Yarrabah in Northern Queensland. This has resulted in staff from NPPS visiting the Yarrabah School and sharing knowledge and a number of visits from their staff to NPPS. Student visits from NPPS to Yarrabah occurred in 2016, 2017, 2018 and 2019, and in 2017, 2018 and 2019 we received reciprocal visits from Yarrabah students.

We have targeted engagement programs including, Hands on Learning, Future Foundations, Kitchen Garden and Stage Ready.

Framework for Improving Student Outcomes (FISO)

Our progress toward our KIS in 2020 was affected by the extended period of remote learning. However, we can feel confident that we made progress in many areas.

Goal 1- KIS 1

Curriculum Planning and Assessment

Develop staff capability to utilise high quality formative assessment practices to effectively inform teaching practice and to support point of need teaching and progressive reporting.

Using the Sentral platform and the Continuous Assessment module we have implemented progressive reporting to parents through our parent portal from term 1 2020. Teacher comments and student samples have been shared with parents where possible, including photos.

Formative assessment strategies (onsite and remote learning) were continued— each team has implementing various reading assessment tasks e.g. reading logs, reading responses, text selection, oral responses to reading. Tried Bastow literacy assessment strategies during Remote Learning through participants in the Literacy Data Assessment Project to continue to improve data collection and analysis processes. The participants are completing a team applied project on reading assessment strategies, many based on student engagement in reading, rather than

evidence based around scores.

Term 2 and 3 remote learning – Literacy matrices were created to support learning alongside online clinic groups (guided reading, reading strategies)

Coaching and remote learning walks were conducted across all levels of the school during remote learning ' throughout all sessions

Modelling of circle time was conducted across the school during remote learning.

Goal 2- KIS 1

Instructional and Shared Leadership

Improve the instructional leadership capacity of all teaching staff.

Team leaders attended online Professional Learning (PL) on Professional Learning Communities (PLCs) and learning intentions and success criteria (Master classes with Wabisabi Zen) with accompanying conversations around the PL. School conference was held in February with a focus on Learning Intentions and Success Criteria (Blooms) and the NPPS teaching and learning model.

School-based Parent and staff surveys from remote learning demonstrated that we we made progress in these areas.

Goal 3- KIS 1

Develop teacher capability to personalise the approach to student learning.

Staff continued clinic groups during remote learning in which they personalised and engaged students at a developmentally appropriate level.

Staff were upskilled staff in utilising online platforms, video conferencing, parent portal on Sentral. It was a collaborative approach and staff supported one another.

The leadership team led the implementation of the parent portal and maintained communication with families through remote learning.

Instructional videos were developed by teachers to support students to work at their own pace.

Needs-based clinics and additional online support was provided

A key to the whole personalisation approach was Home Group teachers – facilitating communication using Sentral parent portal, phone calls, emails, use of MEAs for translation and Teams in 365.

Achievement

The personalisation approach which is already embedded at the school was continued and to this end staff developed matrices from which students could choose activities to do their own self paced learning. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. These are practices which will continue into the future.

The experience of remote learning for students was not uniform. However, it is safe to say that some students thrived during this time. Amongst the students who worked on site, who were those of essential workers and 'vulnerable' students, many had a very positive experience and anecdotally staff noted that it was a turning point for a number of them receiving more individualised attention in a condensed 'community school' environment. Students learning remotely had success with managing their own learning and teachers noted particularly with reading, with the time afforded for reading more regularly, that some students exceeded what the teacher might have expected in learning growth.

As there is no NAPLAN data with which to compare progress, our teacher judgments provide an indication of academic achievement. In 2019 compared to 'Similar Schools' in English we were considered to be 'Below' the 'Similar Schools'. That gap would have appeared to have narrowed with more students achieving 'At or Above' the expected level. Our Literacy Team is working on honing our practices, based on learning through the 'Literacy, Data, Assessment and Practices' program. The focus of future planning will be creating an EAL version of English criteria, Reader's and Writer's Notebook and continuing work on Mentor texts.

In 2019 compared to 'Similar Schools' in Mathematics we were considered to be 'Similar' the 'Similar Schools'. That trend continues with our students 'At or Above' the expected level.

Engagement

The first thing to note about student engagement at NPPS is that our 'Student Absence' is below similar schools for both last year and our 4 year average, with the latter measure being almost on the state average. During remote learning our staff remained on-line for extended periods of time, acknowledging that to maintain the high levels of engagement that staff would need to be readily available to students. Our attendance during remote learning was very strong and the DET parent satisfaction survey shows us tracking well above the state. Due to staff maintaining contact during most of the school day using digital platforms, it is our belief that this supported students ability to make a relatively seamless return to school on-site.

Wellbeing

In the context of Covid-19, our goals were to keep all students, staff and families connected and support at-risk student, staff and families.

To that end we undertook the following actions:

We developed learning packs for all families with a range of resources, to support learning and physical activity. These were collected or delivered to families, early in the first period of remote learning.

Vulnerable students, as well as those students whose parents were essential workers were invited on-site. We were pro-active in inviting students whose learning seemed at risk when it was being delivered remotely.

Our speech therapist was onsite supporting students – with a particular focus on social interactions with social stories for vulnerable students.

There was a coordinated approach for vulnerable families e.g. two mobile phone numbers posted in the parent portal/ school phone diverted to the Principal and Assistant Principal. Our vulnerable families were contacted regularly to see how they were managing.

Food deliveries were made on a weekly basis to families which were experiencing financial difficulties. Over 90 digital devices were distributed to families, many with internet dongles.

Some staff were challenged by the isolation of remote learning. We set up opportunities for them to have collegiate sessions, invited those on-site who would benefit from time away from home to fill a roster of staff to support students learning on-site.

Financial performance and position

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.

While the school maintains a healthy bank balance and is well resourced, there will be some challenges for the coming year. In recent years the school has experienced a drop in enrolments which has affected the school's DET deficit. The school council approved budget for 2021 projects that we will aim to defray our DET deficit with up to \$400,000 will be converted to credit in the SRP. This will mean that the school will have to exercise some fiscal restraint during 2021.

For more detailed information regarding our school please visit our website at

<http://www.nobleparkps.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.

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 311 students were enrolled at this school in 2020, 153 female and 158 male.

70 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

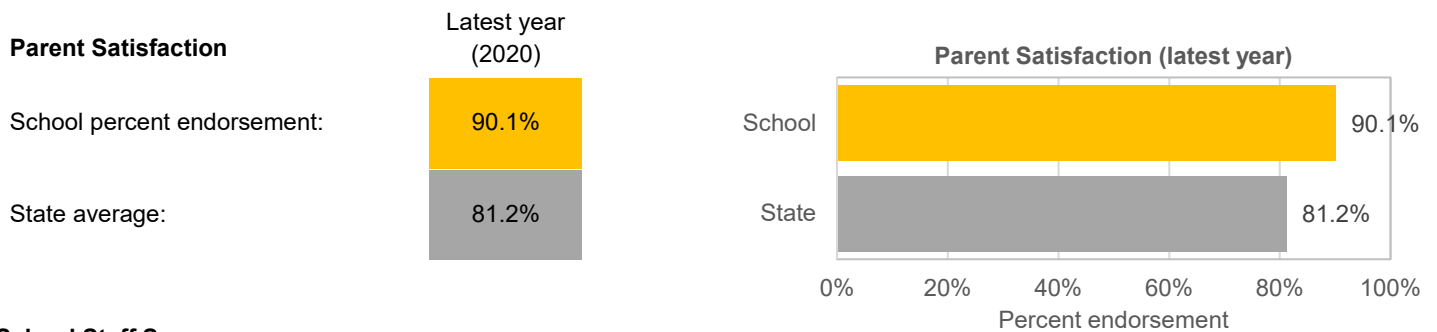
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

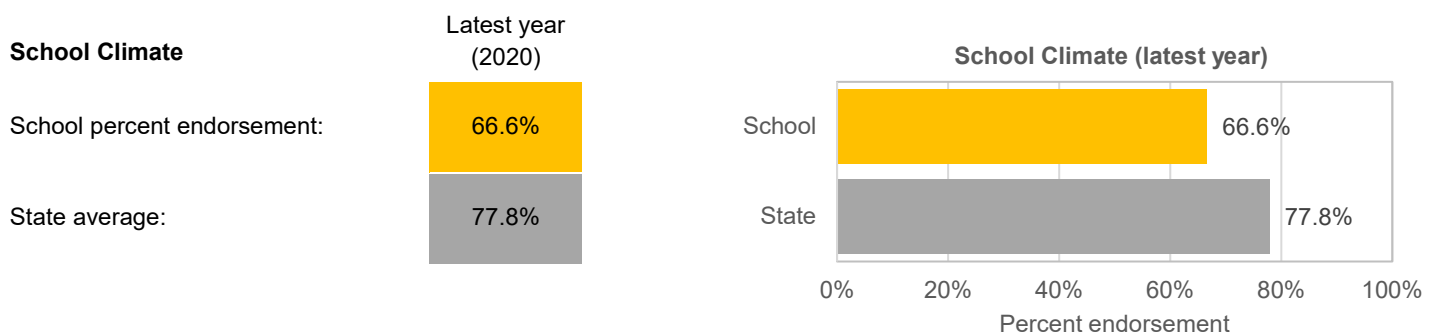


School Staff Survey

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

Percent 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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

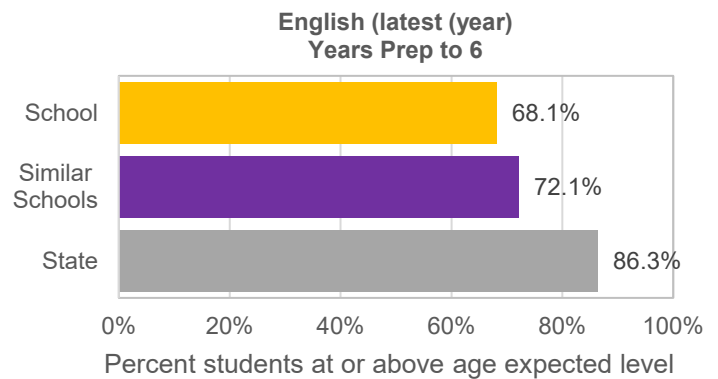
68.1%

Similar Schools average:

72.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

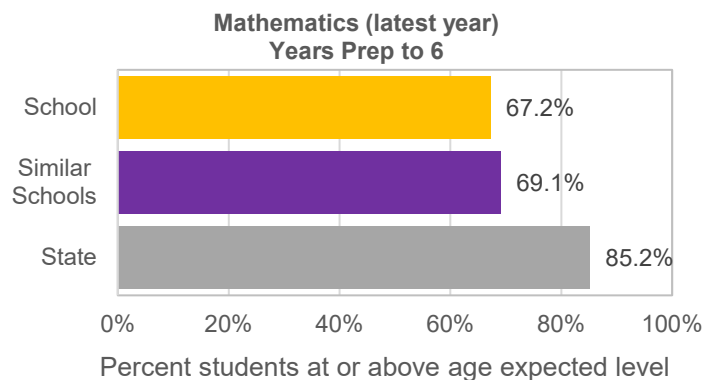
67.2%

Similar Schools average:

69.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

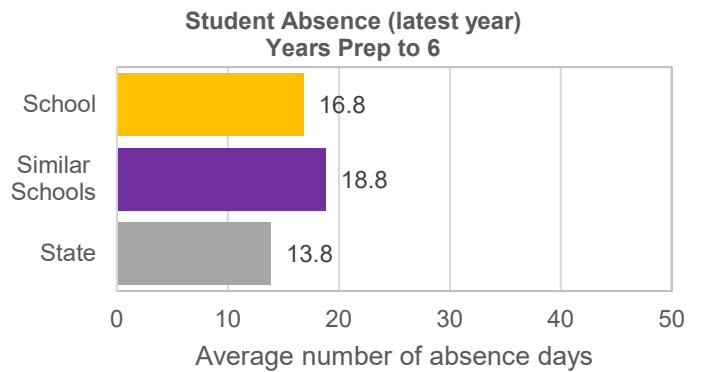
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.8	15.7
Similar Schools average:	18.8	18.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	90%	88%	92%	93%	91%	94%

WELLBEING

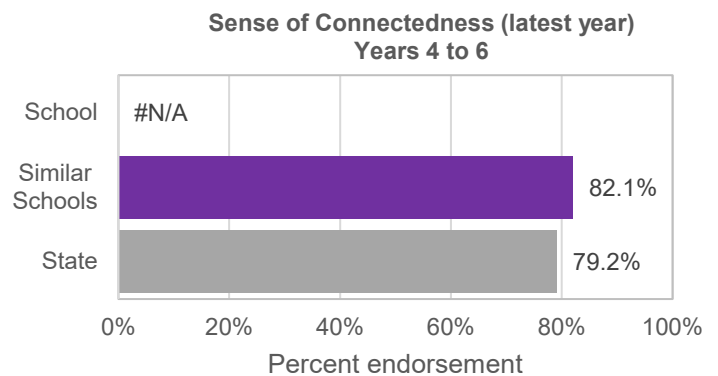
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	89.1%
Similar Schools average:	82.1%	83.2%
State average:	79.2%	81.0%



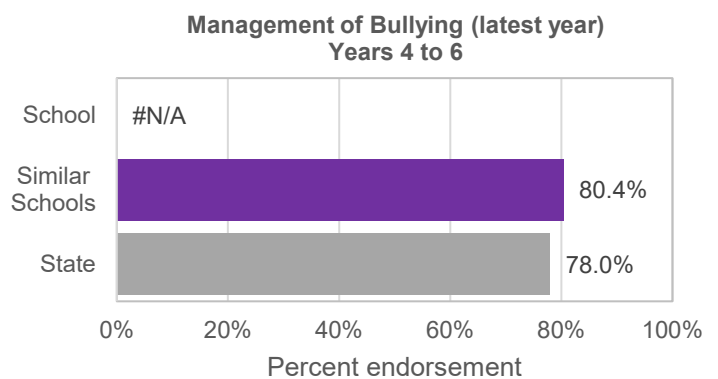
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.9%
Similar Schools average:	80.4%	81.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,425,483
Government Provided DET Grants	\$684,631
Government Grants Commonwealth	\$1,418
Government Grants State	NDA
Revenue Other	\$14,360
Locally Raised Funds	\$52,793
Capital Grants	NDA
Total Operating Revenue	\$4,178,685

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,016,399
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,016,399

Expenditure	Actual
Student Resource Package ²	\$3,923,889
Adjustments	NDA
Books & Publications	\$1,995
Camps/Excursions/Activities	\$15,088
Communication Costs	\$8,275
Consumables	\$42,711
Miscellaneous Expense ³	\$17,822
Professional Development	\$12,793
Equipment/Maintenance/Hire	\$96,754
Property Services	\$49,884
Salaries & Allowances ⁴	\$33,606
Support Services	\$100,884
Trading & Fundraising	\$44,165
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$6,024
Utilities	\$26,129
Total Operating Expenditure	\$4,380,019
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$20,700

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$471,237
Official Account	\$13,188
Other Accounts	NDA
Total Funds Available	\$484,425

Financial Commitments	Actual
Operating Reserve	\$69,704
Other Recurrent Expenditure	\$2,171
Provision Accounts	NDA
Funds Received in Advance	\$7,821
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$29,784
Asset/Equipment Replacement < 12 months	\$23,401
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$139,409

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.