

2022 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 of the previous calendar year 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 28 April 2023 at 05:09 PM by Jodie Pyman (Principal)

- This 2022 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 22 May 2023 at 09:01 AM by Ryan Chapman (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

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. We believe it “*takes a village to raise a child*” and that building strong, positive working relationships is central to everything we do each and every day.

At Noble Park Primary School our five core values are:

- **Playfulness** – Taking a playful approach to everything we do
- **Respect** – Having regard for self and others
- **Integrity** – Being honest and fair
- **Optimism** – Being hopeful and believing that good things will come
- **Responsibility** – Being accountable for your actions and words

In 2022, the school had fifteen classes and offered specialist programs in Visual Arts, Music, Physical Education / Sport, and LOTE (Auslan) 3-6. The school’s Kitchen Garden Program also continued for the students in the Middle Learning House.

On Census Day, the school had an official total enrolment of 312 students. The level of disadvantage remained high with the SFOE index at 0.6322 and the percentage of students from a Non English Speak Background being 69% with approximately thirty-five (35) languages other than English being spoken by families. Twelve (12) International Students were enrolled over the course of the year. No students identified as Aboriginal or Torres Strait Islander.

In 2022, the school employed approximately 45.5 equivalent full-time staff comprised of two (2) principal class officers, one (1) leading teacher, two (2) learning specialists, twenty-seven (27) teachers and twelve (12) education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the Annual Implementation Plan (AIP) focused on the Department of Education’s state wide ‘2022 Priorities Goals’, in response to the COVID-19 pandemic. The two Key Improvement Strategies (KIS) identified by DET were as follows:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Numeracy.
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

These KIS linked directly to the FISO 2.0 dimensions: Teaching and Learning, Leadership, Engagement, Assessment; and Support and Resources.

During the second half of 2022, the School Improvement Team met regularly to analyse the impact that the personalised teaching and learning model (based on the Walker Learning Approach) had on student outcomes. As a result of this analysis, the school’s pedagogical approach was modified, and explicit teaching was implemented in core curriculum areas. In addition, the school employed an Acting Literacy Learning Specialist to work collaboratively with the Numeracy Learning Specialist in order to strengthen teacher practice and improve Literacy and Numeracy data.

In 2022, the school began the Professional Learning Community (PLC) training facilitated by the Department of Education. This professional learning assisted teams of teachers to work more effectively together which led to the development of units of work from Foundation – Year 6. In addition, staff gained a deeper understanding of how to collect and use evidence of learning to inform teaching in the classroom.

The work of the School Improvement Team (SIT) aligned with the whole school professional learning focus and time was prioritised to unpack evidence-based practices and the curriculum. This work supported the Learning Specialists to plan and implement explicit teaching programs. Whole staff professional learning provided opportunities for teachers to develop their ability to analyse and interpret Literacy and Numeracy data using PAT assessments. This led to staff being able to implement and target student learning at point of need. In addition, a deeper knowledge of planning and implementing Department Individual Education Plans was developed by key staff.

The Tutor Learning Initiative (a DET funded initiative in response to COVID-19) was implemented in 2022 with teachers (1.8 EFT) targeting the needs of identified students whose learning had been most impacted upon by remote and flexible learning in 2020 and 2021.

In 2022, our teacher judgement data demonstrated that of the total number of F-6 students who were being assessed in English against the Victorian Curriculum (and therefore not on the English as an Additional Language EAL Continuum) 75.8% were at or above the expected level for English. Pleasingly, this was in line with similar schools (75.8%) although below the state average of 87.0%. However, in relation to Mathematics only 61.3% of all students in F-6 (which is all students including those working on the EAL continuum) were at or above the expected level (with similar school 71.4% and the state average 85.9%).

NAPLAN results in 2022 show that our students are performing below students in other schools with a clientele similar to ours in Reading in Year 3 with Noble Park Primary School having 56.8% in the Top 3 Bands compared to 61.4% in the Top 3 Bands and Year 5 with 43.6% in the Top 3 Bands compared to 55.4%. However, in Numeracy this comparison is even more significant with Year 3 NAPLAN results only showing 26.5% of students at Noble Park Primary School in the Top 3 Bands in comparison to 43.3% of students in similar schools; and Year 5 NAPLAN results only showing 21.1% of students at Noble Park Primary School in the Top 3 Bands in comparison to 38.2% of students in similar schools.

It must be noted that these results are significantly lower than the four-year average data and as such may be attributed to students engaging in remote and flexible learning rather than an onsite face-to-face teaching and learning program throughout the COVID-19 pandemic.

Wellbeing

The school's focus in 2022, was to re-establish a safe and supportive learning environment for all students. After two years of unpredictable learning and extensive absences due to lockdowns it was important for students and their families to reconnect with school. Re-engagement with school routines was essential for students and staff alike and provided a safe and supportive learning environment for the whole school community.

The School Improvement Team highlighted the need to ensure students mental and physical wellbeing was at the forefront of all learning experiences. Programs such as Stage Ready, Kitchen Garden, Hands on Learning, the CASEA program and Respectful Relationships were planned and implemented for this purpose.

Students and families were connected to a range of allied health and mental health services as needed such as the Primary Nurse Program, Orange Door and DFFH (Department of Families, fairness and housing). The school also engaged State Schools Relief, to assist families in need with educational equipment and uniforms. Noble Park Primary School also re-established the Speech Pathologist program focussing on student referrals, social and emotional learning and small group interventions.

The 2022 Students Attitudes to School Survey results showed an 60.8% positive endorsement for the 'Sense of Connectedness to School' variable which is significantly below the similar school percentage of 82.5 % and state percentage of 78.1% respectively. This feedback from our students demonstrates that as a Year 4-6 cohort they were feeling significant disconnection with school in 2022 with the four-year trend data not looking quite so concerning. In relation to the "Management of Bullying" variable, the percentage of positive endorsements in 2022 was 65% in comparison to the similar school percentage of 79.7% and state percentage of 75.8%.

Once again, the 2022 data was lower than the four-year average. Both of these variables, and potentially other key variables in the Students Attitudes to School Survey, will require further investigation in 2023 as part of our school's Triennial Review process.

Engagement

In 2022, the school re-established relationships with families to ensure that students were attending school each day, especially those families with reluctance due to the COVID -19 pandemic. Teachers monitored student attendance at the grade level and the Principal Team monitored attendance at the whole school level. The school used the existing attendance policy and processes to ensure students were accounted for. The School Improvement Team met regularly to discuss families at risk from disengagement from school and to develop strategies for improved attendance.

Throughout 2022, the school continued to use Sentral (online management system) to enhance communication between families and teachers. The parent portal allowed for timely information to be communicated between key stakeholders in the community. Parents and carers were active in using the absence portal and to ask for support if needed. The school also employed Multicultural Education Aides to provide support for families if required.

In 2022, absences across the school averaged 25.3 days per student which was on par to schools similar to ours. The average days in 2022 was notably higher than our four-year average, however it is important to note that students were strongly encouraged to stay home when they were unwell and were routinely sent home by staff if they were displaying cold-like symptoms as a measure to keep the community safe from COVID-19.

Like all schools there is some possibility that our attendance data in 2020 and 2021 is slightly incorrect since much of the year was spent learning from home and the definition of "attendance" during lockdown periods was different than when onsite.

Other highlights from the school year

In 2022, there were a number of notable events that supported the engagement and wellbeing of our students and school community; helping them to feel connected after two challenging years. The 'Positive Starts' Initiative supported schools such as ours to provide a wide range of free of charge experiences for students. Noble Park Primary School maximised this opportunity by providing students with the following: excursions to the zoo, a dance/rap incursion, a Senior Learning House camp and for the first time a Middle Learning House camp.

In 2022, the Department of Education's 'Swimming in Schools' Grants supported our students to experience an eight-day intensive swimming program at no cost as well as an additional Senior Learning House excursion to Gumbuya World. Both experiences provided crucial water safety learning; supporting our students to be and feel, more confident around water.

Noble Park Primary School has continued to implement a variety of community engagement strategies to promote inclusion and support culturally and linguistically diverse families. By employing a community liaison officer, who worked directly with a variety of service providers in the local area, the school provided a range of programs tailored to support the needs of migrant and refugee families. Several community groups and classes for adults were hosted in community room, providing a safe, supportive and inclusive environment for families to attend. These included English language classes, play groups, parent social groups, women's exercise groups and sewing classes. Feedback from the community has highlighted the benefits of the above strategies, and the evidence lays within the positive engagement which continues to exist between families and our school.

Financial performance

Noble Park Primary School maintained a sound financial position throughout 2022. The 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. It is noted that the school directed international student funding to appropriate staffing and school resources. Noble Park Primary School Equity Funding has been earmarked to employ staff and deliver EAL and literacy and numeracy programs to support our Strategic Plan goals as well as the government's Education State priorities.

Due to COVID-19, parent contribution to school fees has decreased. The pandemic continues to have an impact on the enrolment of students from overseas, including international students. The school council approved budget for 2023 projects that we will continue to aim to defray our DET deficit. This will mean that the school will have to exercise some fiscal restraint during 2023.

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 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 312 students were enrolled at this school in 2022, 158 female and 154 male.

69 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).

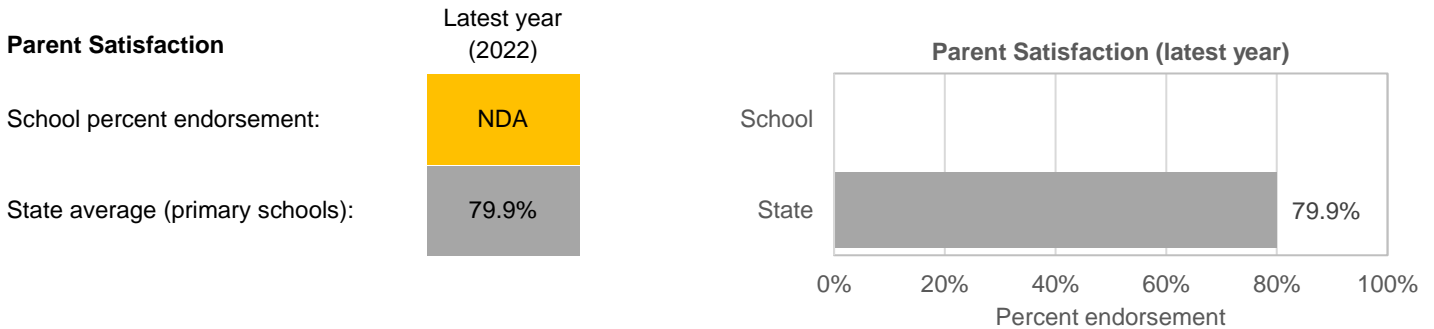
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

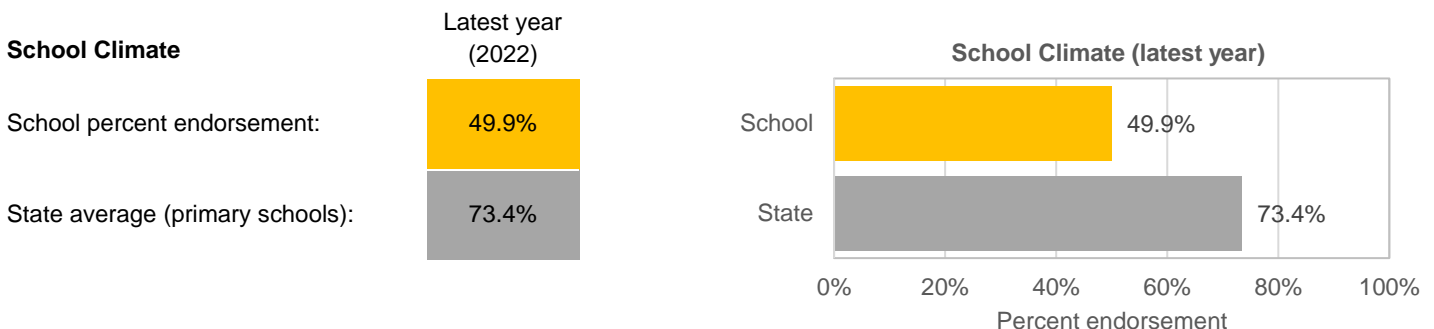


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

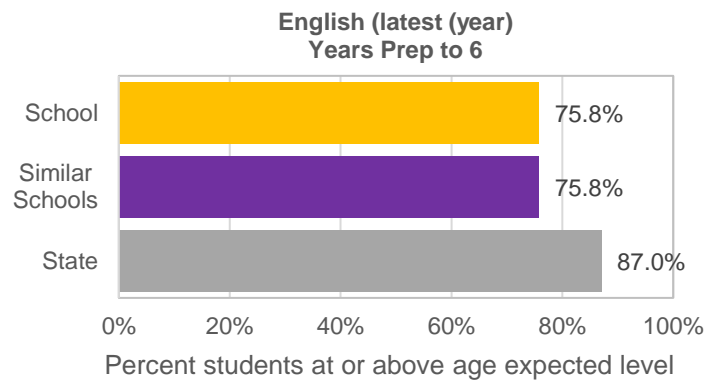
75.8%

Similar Schools average:

75.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

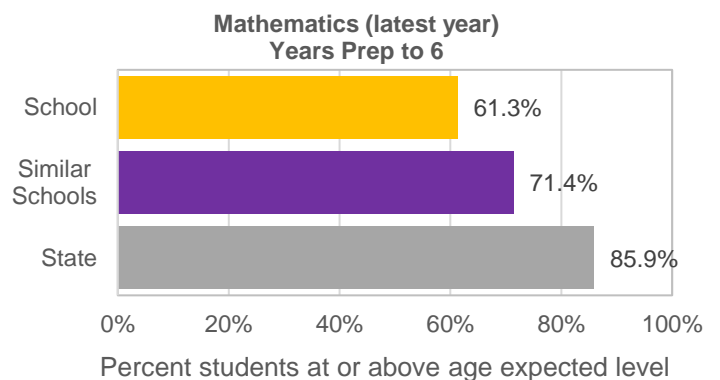
61.3%

Similar Schools average:

71.4%

State average:

85.9%



LEARNING (continued)

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.

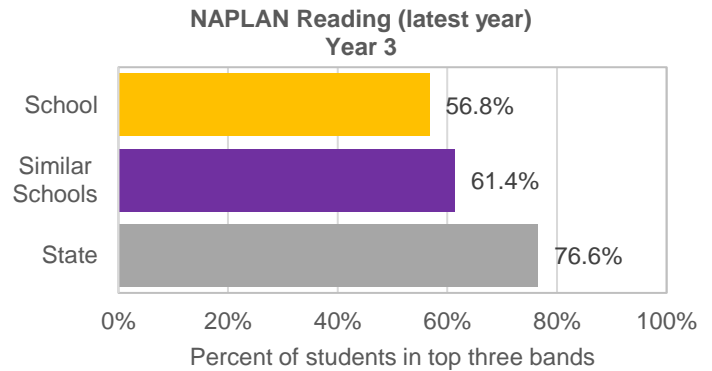
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

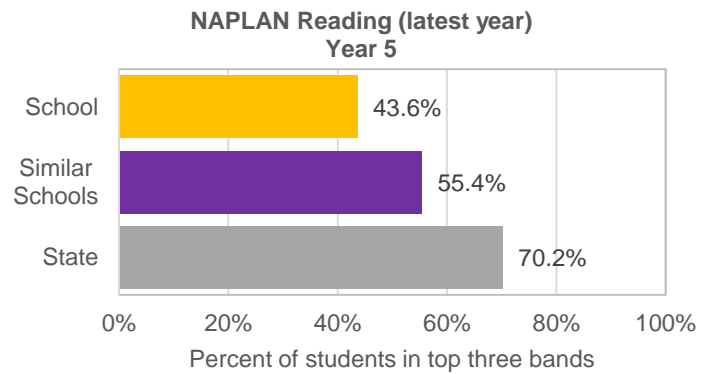
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.8%	60.9%
Similar Schools average:	61.4%	62.4%
State average:	76.6%	76.6%



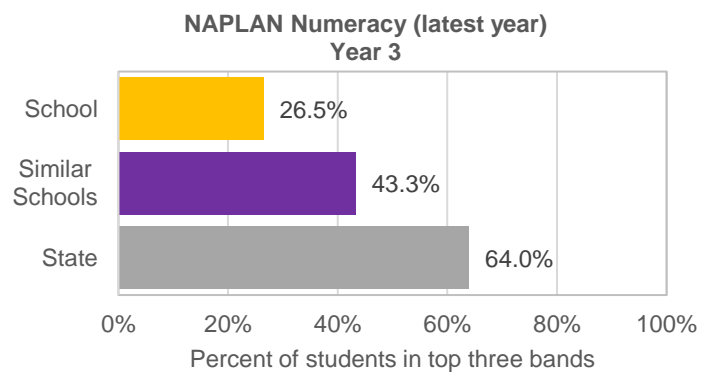
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.6%	53.4%
Similar Schools average:	55.4%	53.7%
State average:	70.2%	69.5%



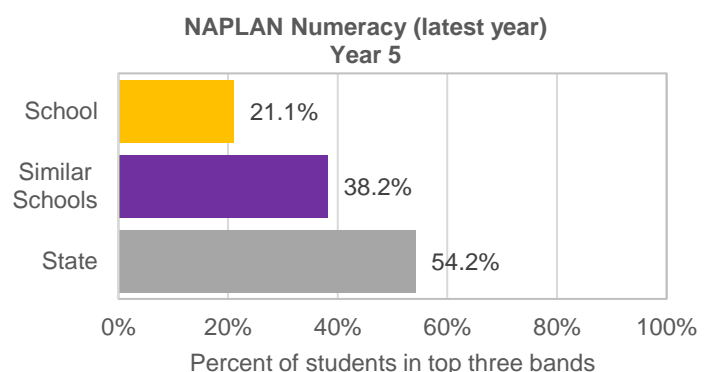
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.5%	48.5%
Similar Schools average:	43.3%	46.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.1%	38.3%
Similar Schools average:	38.2%	41.5%
State average:	54.2%	58.8%



WELLBEING

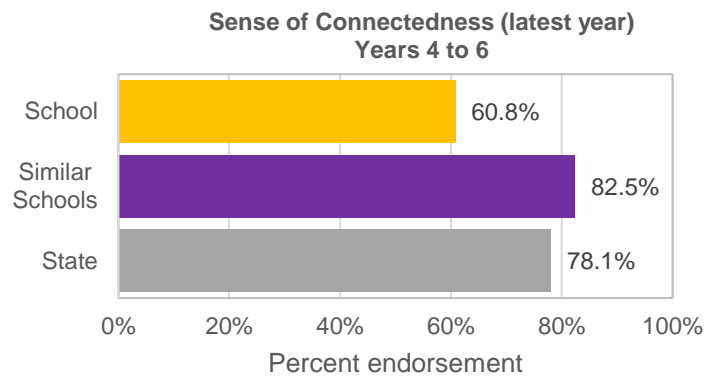
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	60.8%	75.2%
Similar Schools average:	82.5%	83.2%
State average:	78.1%	79.5%

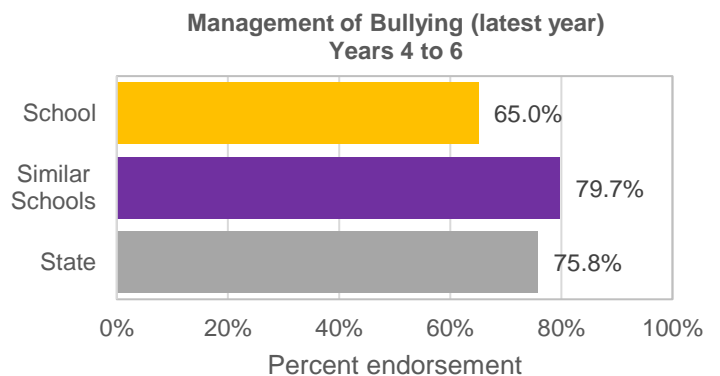


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	65.0%	74.9%
Similar Schools average:	79.7%	81.3%
State average:	75.8%	78.3%



ENGAGEMENT

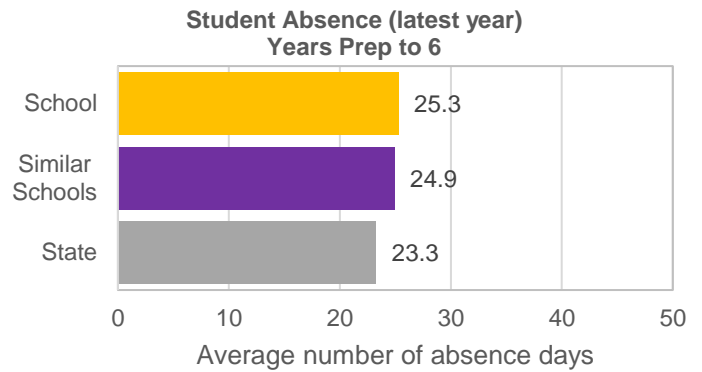
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.3	18.7
Similar Schools average:	24.9	19.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	89%	86%	87%	87%	87%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,559,081
Government Provided DET Grants	\$629,574
Government Grants Commonwealth	\$6,300
Government Grants State	\$0
Revenue Other	\$8,465
Locally Raised Funds	\$93,299
Capital Grants	\$0
Total Operating Revenue	\$4,296,720

Equity ¹	Actual
Equity (Social Disadvantage)	\$859,364
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$859,364

Expenditure	Actual
Student Resource Package ²	\$3,477,274
Adjustments	\$0
Books & Publications	\$596
Camps/Excursions/Activities	\$76,331
Communication Costs	\$3,102
Consumables	\$95,306
Miscellaneous Expense ³	\$6,189
Professional Development	\$11,037
Equipment/Maintenance/Hire	\$29,301
Property Services	\$83,832
Salaries & Allowances ⁴	\$96,617
Support Services	\$346,141
Trading & Fundraising	\$21,042
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,062
Total Operating Expenditure	\$4,268,832
Net Operating Surplus/-Deficit	\$27,888
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$134,735
Official Account	\$15,396
Other Accounts	\$0
Total Funds Available	\$150,131

Financial Commitments	Actual
Operating Reserve	\$119,958
Other Recurrent Expenditure	\$0
Provision Accounts	(\$3,473)
Funds Received in Advance	\$0
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	\$59,724
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$63,707
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$239,916

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.