

2024 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 \(VIT\)](#)
- 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 13 March 2025 at 07:58 AM by Jodie Pyman (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 13 March 2025 at 07:59 AM by Jodie Pyman (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 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Noble Park Primary School aspires to create an inclusive school community that embraces opportunity, and inspires individual to collaborate, learn and achieve.

Noble Park Primary School's values are:

- Be Responsible: We own our own choices and behaviour.
- Be Respectful: We accept each other for who we are.
- Be Kind: We use our words and actions to show we care.
- Be Safe: We look after each other through the choices we make.

Noble Park Primary School is in the southeastern suburbs of Melbourne, with 308 students enrolled in 2024. The school is proud of its culturally diversity and educates a community represented by up to 46 language groups, with many families' recent arrivals to Australia. Based on families' occupations and education, the school's socio-economic profile is considered in the high band, representing a high level of socio-economic disadvantage and 64% of students have a language background other than English.

The school has fifteen (15) classes, with an average of nineteen (19) students per class from Foundation to Year 2 and an average of twenty-two (22) students per class from Year 3 to Year 6. Noble Park Primary School complies with its legislated requirement to teach the Victorian Curriculum with specialised Visual Arts, Physical Education, Music, and Digital Technologies programs.

The School Improvement Team consists of two (2) principal class officers, three (3) learning specialists, one (1) speech pathologist, and one (1) business manager. Noble Park Primary School's middle leaders are developing their capacity to lead school improvement to ensure the school's teachers and staff are providing students with the best possible learning and wellbeing outcomes.

In 2024, resources were mobilised to support students' wellbeing and mental health. The School-Wide Positive Behaviour Support (SWPBS) framework has brought the whole school community together to promote a positive, safe, respectful, and responsible learning culture. Students are encouraged to have high expectations of themselves and are supported to achieve success every day.

Noble Park Primary School celebrates its diversity and respects parents as active participants in their child's learning and development. The school is committed to establishing partnerships with families and the wider community, working with external organisations to support its students and families. Adult English classes and playgroups take place in the Community Room each week.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Noble Park Primary School focused on developing an agreed-upon Instructional Model for literacy and numeracy learning that incorporates the Department of Education's (Department's) High-Impact Teaching Strategies (HITS) and is aligned with the Department's Victorian Teaching and Learning Model (VTLM) 2.0. Noble Park Primary School's teachers worked to embed the school's Instructional Model into teacher practice. Middle leaders completed the Professional Learning Communities (PLC) training provided by the Department, and the focus on using data-informed planning and monitoring learning growth is an area for future focus. Professional Learning Communities (PLCs) focused on data-informed planning and monitoring learning growth, which drove urgency to improve teacher capability and lesson quality.

Noble Park Primary School continued to implement the Department's Tutor Learning Initiative (TLI), which supported students who are identified as performing significantly below their age-expected standard in literacy and/or numeracy. Three (3) learning specialists ran small group sessions with students across all year levels and worked with teachers to align classroom and tutoring sessions.

Teacher judgement data determined that 67.4% of students assessed against the Victorian Curriculum were at or above the expected level of achievement for English and 60.7% were at or above the expected level of achievement for Mathematics.

In Reading, 45.9% of Year 3 students were in the Strong or Exceeding proficiency levels in NAPLAN and 41.9% of Year 5 students were in the Strong or Exceeding proficiency levels in NAPLAN.

In Numeracy, 40.5% of Year 3 students were in the Strong or Exceeding proficiency levels in NAPLAN and 44.2% of Year 5 students were in the Strong or Exceeding proficiency levels in NAPLAN.

Wellbeing

Noble Park Primary School is committed to enhancing student wellbeing through a consistent and targeted approach to promoting positive behaviours, building resilience, and promoting student engagement.

In 2024, a multilayered approach was used to embed the Noble Park Primary School Vision and Values, which were developed in 2023. The School Improvement Team continued to work with a neuro-coach to drive the implementation process and strengthen the consistency of teacher practice across the school, including explicit teaching of social and emotional skills linked to the Victorian Curriculum and the Resilience, Rights and Respectful Relationships (RRRR) program.

The implementation of the SWPBS framework continued in 2024. Mini lessons linked to the SWPBS scope and sequence were developed and professional learning was provided to all staff

with a specific focus on consistently acknowledging expected behaviours and consistently implementing the Behaviour Response Continuum.

To improve student wellbeing outcomes, the Disability Inclusion Team implemented staff professional development using the Department's resources, ensuring adjustments were documented in Student Support Group meetings, Individual Education Plans and Behaviour Support Plans.

The Department's Disability Co-ordinator worked collaboratively with the school's Speech Pathologist and Assistant Principal to develop internal and external referral processes and the implementation of Multi-Tiered Systems of Support. To support students who require Tier 2 and Tier 3 interventions, specific staff completed the Inclusive Classrooms professional learning program. This course focused on practical strategies, adjustments and supports at the school, classroom and individual level.

Students and families were connected to a range of allied health and mental health services as required, including Orange Door, Foundation House, Greater Dandenong Community Services and the Department of Families, Fairness and Housing. The school engaged with State Schools Relief, to assist families in need with educational equipment, uniforms and shoes.

The Students Attitudes to School Survey results showed a 62.7% positive endorsement for the 'Sense of Connectedness', a 20% increase from 2022. 'Management of Bullying' received a positive endorsement of 57.6%.

Engagement

In 2024, Noble Park Primary School offered students several leadership roles and responsibilities. Members of the Student Representative Council (SRC) attended the Student Environment Leadership Summit to learn about the importance of biodiversity. They participated in learning opportunities and developed an action plan focusing on making the school more sustainable. Noble Park Primary School promotes the importance of regular attendance. Throughout the 2024 school year, a staged whole-school approach to monitoring student attendance was implemented. Home group teachers, middle leaders, and the Assistant Principal monitored student attendance, checked in with students, and contacted families when there were attendance concerns. In 2024, the average number of student absence days was 24.

Other highlights from the school year

The *Noble Park Primary School Graphic Design Workshops* were a considerable highlight for the whole school community in 2024. By collectively engaging students, staff, parents, and carers, images were developed for each school's value and meaning statement. Australian native birds represented each value while aligning with the seasons, nature, and diversity.

In 2024, the school's partnership with Ardoch supported several student incursions and excursions. During the *Learning Through Lunch* program, Year 5 and Year 6 students attended a two-course dining experience while spending time with professional volunteers who shared their

career stories and life experiences. In addition, Year 3 and Year 4 students engaged in the Writer in Residence program, producing a book of entertaining stories.

Another 2024 Noble Park Primary School highlight was the Harmony Day Parade, which authentically allowed students and staff to wear traditional clothing or cultural dress to school and brought together the whole school community to celebrate its diversity.

Financial performance

Noble Park Primary School maintained a sound financial position throughout 2024.

The 2024 Annual Implementation Plan continued to provide the framework for the school council-approved allocation of funds to support school programs and priorities. The school directed international student funding to appropriate staffing and school resources.

The equity funding received through the Student Resource Package was used to fund additional teaching and support staff.

The overall staffing FTE has increased slightly, to staff additional tutors to ensure students who were identified as performing significantly below their age-expected standard in literacy and/or numeracy were provided with additional support.

The school had sufficient cash reserves in the bank and finished 2024 with a net operating surplus of \$109,347.

**For more detailed information regarding our school please visit our website at
<https://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 307 students were enrolled at this school in 2024, 155 female and 152 male.

65 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).

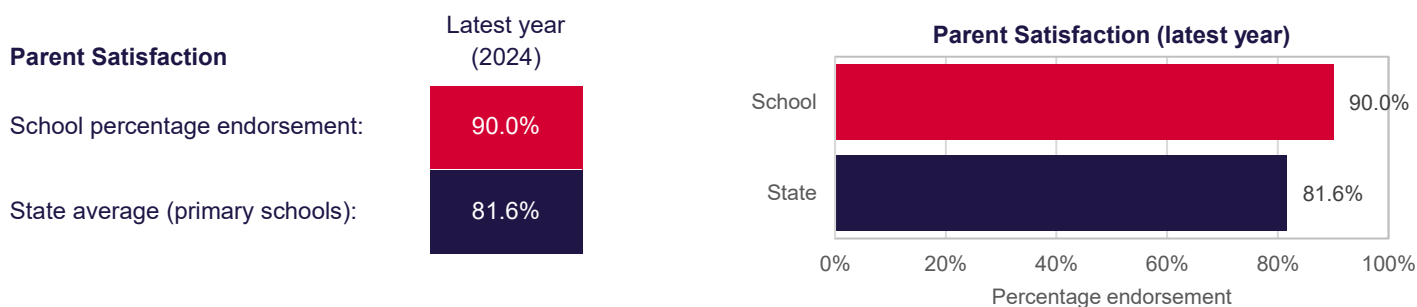
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

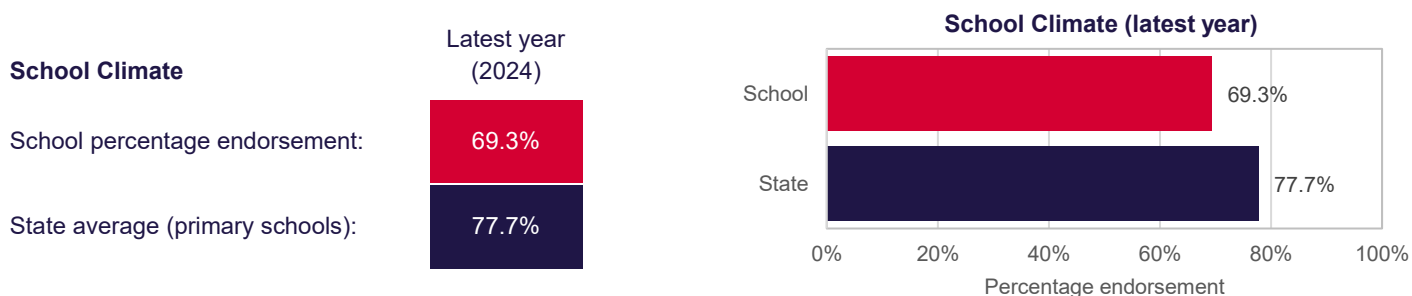


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

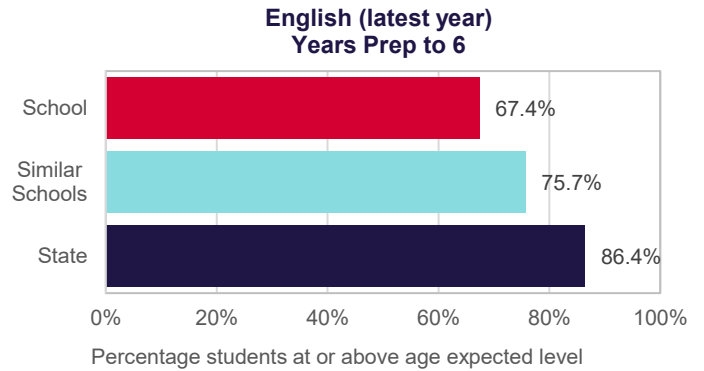
Latest year
(2024)
67.4%

Similar Schools average:

75.7%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

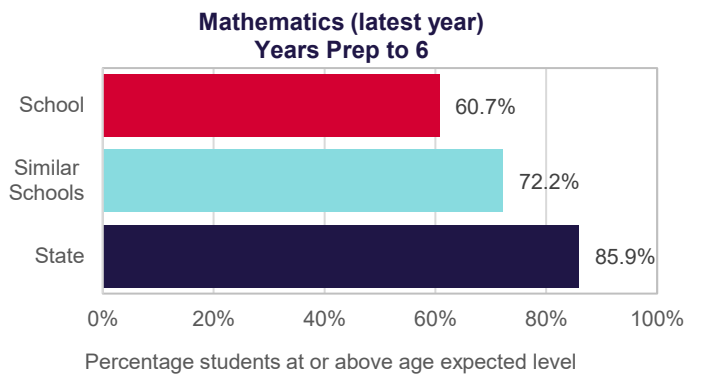
Latest year
(2024)
60.7%

Similar Schools average:

72.2%

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.

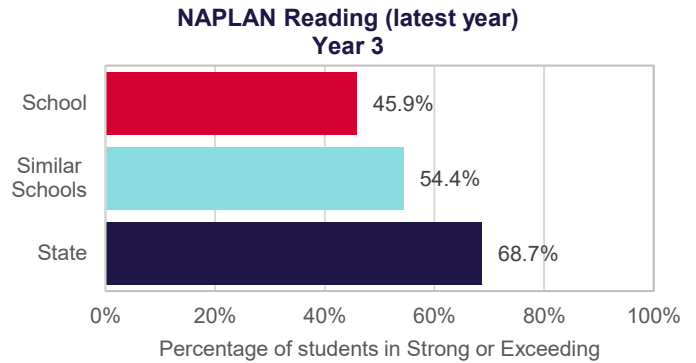
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

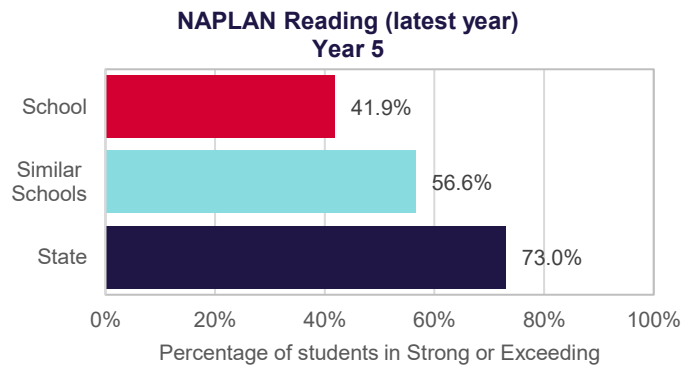
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.9%	46.3%
Similar Schools average:	54.4%	53.7%
State average:	68.7%	69.2%



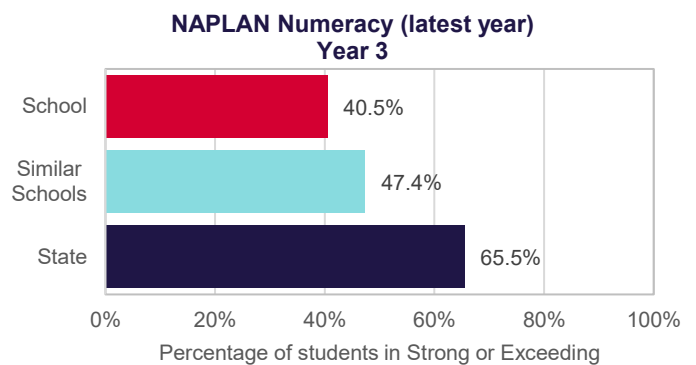
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.9%	45.6%
Similar Schools average:	56.6%	59.9%
State average:	73.0%	75.0%



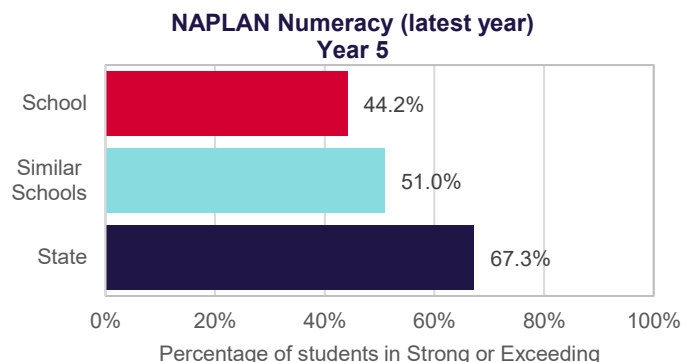
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.5%	37.5%
Similar Schools average:	47.4%	47.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.2%	42.2%
Similar Schools average:	51.0%	51.4%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

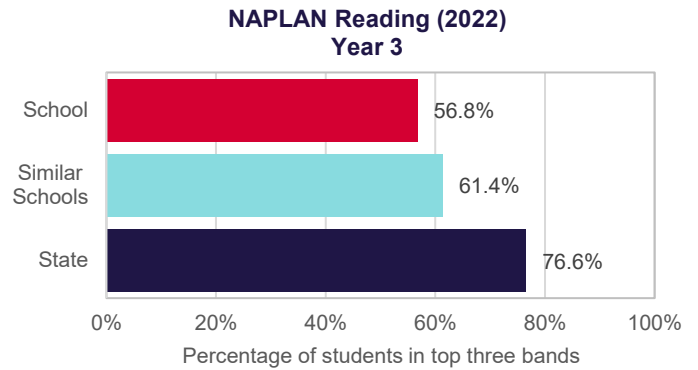
56.8%

Similar Schools average:

61.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

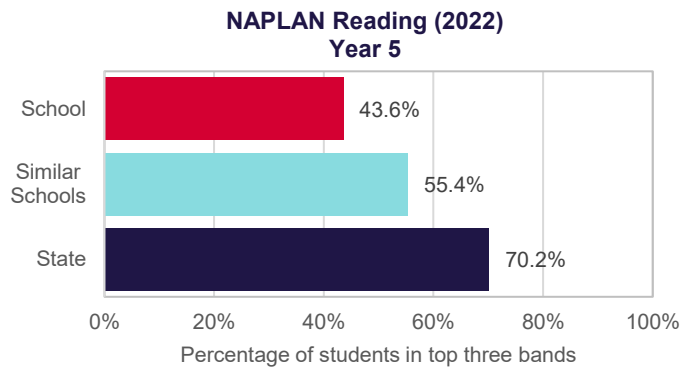
43.6%

Similar Schools average:

55.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

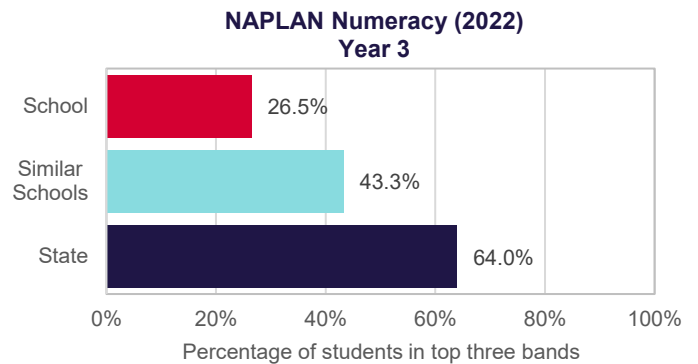
26.5%

Similar Schools average:

43.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

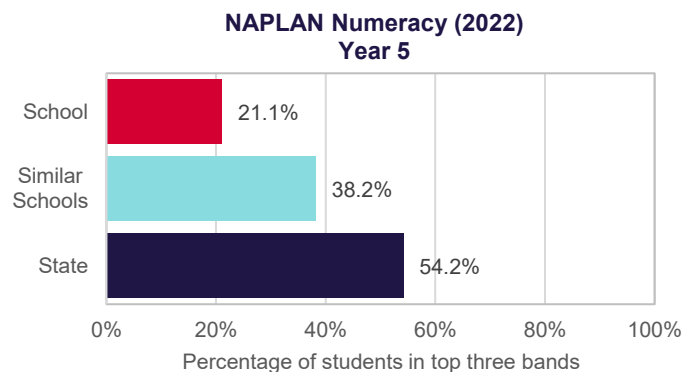
21.1%

Similar Schools average:

38.2%

State average:

54.2%



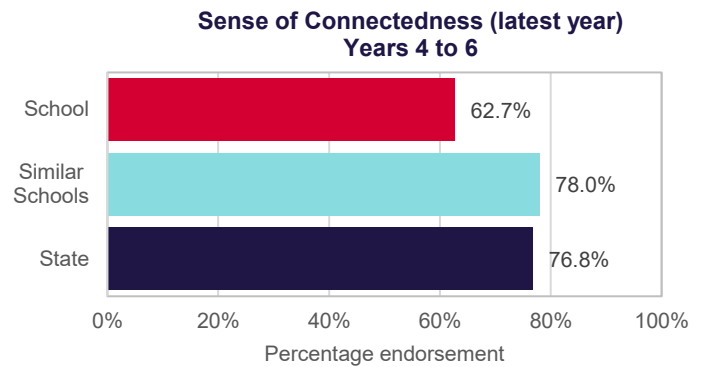
WELLBEING

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 percentage 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).

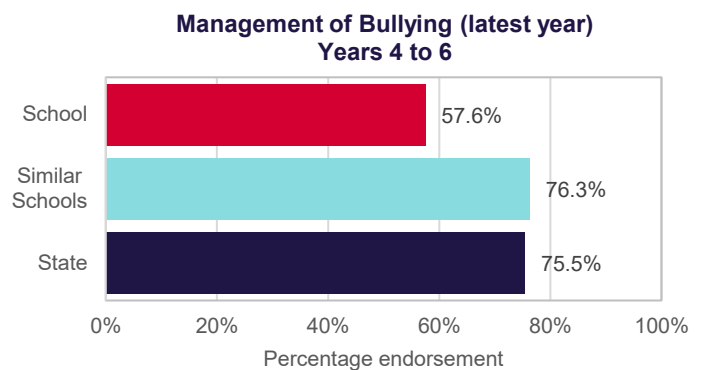
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	62.7%	63.6%
Similar Schools average:	78.0%	79.4%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	57.6%	62.9%
Similar Schools average:	76.3%	77.1%
State average:	75.5%	76.3%



ENGAGEMENT

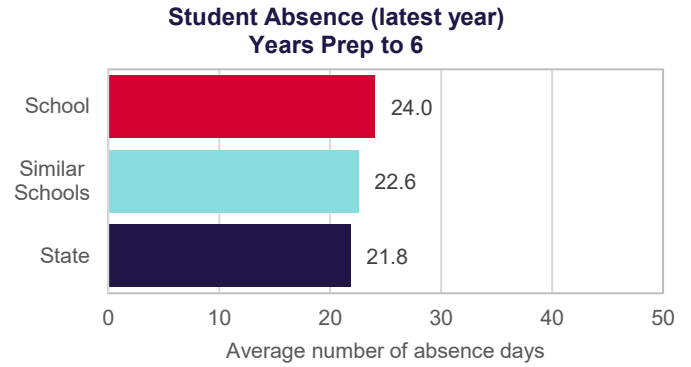
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	24.0	22.6
Similar Schools average:	22.6	22.5
State average:	21.8	20.1



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 (2024):	86%	84%	90%	91%	85%	89%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,720,224
Government Provided DET Grants	\$813,464
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$42,986
Locally Raised Funds	\$83,512
Capital Grants	\$0
Total Operating Revenue	\$4,660,186

Equity ¹	Actual
Equity (Social Disadvantage)	\$721,659
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$721,659

Expenditure	Actual
Student Resource Package ²	\$3,863,860
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$69,615
Communication Costs	\$3,164
Consumables	\$110,053
Miscellaneous Expense ³	\$13,842
Professional Development	\$30,144
Equipment/Maintenance/Hire	\$57,213
Property Services	\$60,954
Salaries & Allowances ⁴	\$20,212
Support Services	\$275,632
Trading & Fundraising	\$15,294
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,856
Total Operating Expenditure	\$4,550,839
Net Operating Surplus/-Deficit	\$109,347
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 16 Feb 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	\$775,386
Official Account	\$64,252
Other Accounts	\$0
Total Funds Available	\$839,638

Financial Commitments	Actual
Operating Reserve	\$114,497
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,306
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	\$7,757
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$128,560

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.

