



# 2018 Annual Report

# Principal's Message

It is with pleasure that I present the 2018 School Report. It provides parents, carers and members of the wider community with information about Noranda Primary School's activities and performance during 2018. The report highlights the school's strengths and identifies targeted improvement aspects.

Noranda Primary School is a dynamic and successful public school which maintains high academic standards and extends students through a range of learning opportunities including music, physical education, information technology and Mandarin.

I would like to acknowledge staff and parents who have dedicated themselves to providing an outstanding education for the students at Noranda Primary School. We continue to value the effective partnership between the school and the Noranda Community. Our strong values based ethos has enabled a multitude of wonderful programs to be delivered, details of which are in this report.

Thank you to the members of the Parents & Citizens Association for their continued support. The P&C continues to be a valued partnership with the school in decision making, volunteer support and fantastic fundraising through events held last year such as: the school disco, Mother's Day, Father's Day and Christmas gift stalls and our first Colour Run. The Mathletics program continues to be supported by our P&C. The book-club, school banking and uniform shop is also run thanks to the P&C volunteers. Our P&C also coordinates the offsite canteen facility providing lunches to our children who wish to order through the Hampton Park Primary School Canteen.

During 2015 Noranda Primary School participated in its first independent school review since becoming an Independent Public School in 2012. The full report on the school review is available on the school website. The review assisted us in developing our 2016-2018 school business plan which is due for review through 2019.

Parent volunteers remain vital to our school community. The parents who volunteer in the classrooms each week assist student learning to be focussed on the needs of students.

I trust that parents find our School Report informative and gives them confidence in our school program.

Jeff Murphy  
Principal

# School Profile

Noranda Primary School is located approximately 15 kilometres north east of the Perth CBD in the City of Bayswater. Noranda Primary School services a catchment area where parents seek a quality education for their children. In 2018 Noranda had an enrolment of 360 students with many enquiries from outside our boundaries. A sense of community is prevalent in the school and the School Board contributes to the school decision making and planning processes. The Parents and Citizens Association is very active and enriches the learning environment for Noranda students.

Noranda Primary school has a significant enrolment of students who have English as an additional language and/or dialect background as well as a three per cent indigenous student enrolment. Interactive technology has been installed in each classroom as a means of engaging students in learning. Upgrades were made to two classes through 2018 with new interactive technology. I-pads are available for student use to conduct research, access apps which complement specific learning and manipulate devices via coding.

Music is a well established component of the curriculum offered at Noranda PS. Our school choir has been highly successful in a range of choral festivals and public performances. Specialist instrumental lessons are available to students in Year Six. Guitar, flute and brass were offered in 2018.

The school is involved in several initiatives with an environmental focus with a worm farm, vegetable garden, paper, batteries and aluminium recycling highlighting the importance of environmental sustainability. Noranda Primary School is a Water Wise, Sun Smart and Waste Wise school. Children also have the opportunity to join in with our Bush Wardens Club.

Health and Physical Education is promoted so students learn how to enhance their health, safety and well-being.

During the year specialist sport programs were offered in golf, rugby and tennis through Sports Australia. Students also successfully participated in our first Tennis Academy Plate Competition. Students are provided opportunities to develop their physical skills and access the services of a school nurse, a school psychologist and our school chaplain. Mandarin is the language other than English (LOTE) that is taught to all students from Years Three to Six.

## School Board

During 2018 the Noranda Primary School Board had eleven members led by our School Board Chair Michelle Shafizadeh. There were six parent representatives, one community member, three staff representatives plus the principal. The board held two meetings each term throughout 2018. In essence the role of the school board is one of setting the long term future goals for the school and maintaining an oversight of the school's operation.

Throughout 2018 the school board has fulfilled all of its responsibilities which has included; reviewing and endorsing the school budget, continued to review the implementation of the school business plan 2016-2018, reviewed the performance of the school against the agreed targets, endorsed changes and made recommendations to revised school policies and approved the fees, charges, contributions and the school booklists for the new school year. The school's new vision statement developed in consultation was also adopted in 2018.

## Our Vision

Our school community supports, challenges and inspires each other to personal excellence.



# School Priorities For 2018

## Australian Curriculum Implementation

Staff have focussed on the development of key understandings of the Western Australian Curriculum. During 2018 staff have adjusted their planning to ensure the implementation of teaching, assessing and reporting practices of the Australian Curriculum. Staff attended professional development programs within the Morley Schools Network working with teachers across schools to develop their understandings of the various learning areas in a collaborative manner.



## Literacy

Literacy was a key priority identified in the Noranda School Plan 2016-2018. Focus areas were the teaching of phonics, grammar and punctuation skills, comprehension skills across various texts and the continuing development of persuasive and narrative writing skills.

During 2018 we maintained our shared vision for literacy and staff participated in whole school professional development in readiness for adopting the “Seven Steps for Successful Writers” programme, into the school. A reading comprehension package, “Cars and Stars”, was also implemented across years three to six to assist teachers to further develop the reading comprehension skills of our students. The school utilised online interactive technologies where appropriate to complement learning activities. A support teacher was also utilised across Years Three to Six during literacy lessons.

## Numeracy

Focus areas of numeracy identified through our NAPLAN and classroom assessments indicate areas requiring consolidation are centred in the number and algebra strand. Results in answering questions across both Year Three and Year Five levels involving multi-step problem solving and word problems indicated a need to develop further understanding in the process of solving problems.

Teachers use the Origo program, Stepping Stones as the basis of our mathematical content which follows the WA Curriculum. Mathletics is also used to engage children in improving mathematical knowledge and skills. Support teachers are also utilised in classes to address students’ needs. A small group of teachers undertook training in Problem Solving strategies and returned to school where the strategies were workshopped with all staff to assist in implementation.

# Targets Overview

Pre-Primary	2016				2017				2018			
<ul style="list-style-type: none"><li>80% of students will show an increase of 0.5 progression points between <a href="#">Pre-Primary and year one</a> using the On- entry assessment tool.(<a href="#">Modules 1 and 2</a>).</li></ul>												
Literacy and Numeracy Year 1-6	Year 3		Year 5		Year 3		Year 5		Year 3		Year 5	
<ul style="list-style-type: none"><li>Year 3 and 5 English results will be above the state mean.</li></ul>	R	W	R	W	R	W	R	W	R	W	R	W
	S	G P	S	GP	S	G P	S	G P	S	G P	S	G P
<ul style="list-style-type: none"><li>Year3 and 5 Numeracy results will be above the state mean.</li></ul>												
<ul style="list-style-type: none"><li>To increase the percentage of students identified in the top bands of Reading, Writing, Spelling and Grammar and Punctuation.</li></ul>	R	W	R	W	R	W	R	W	R	W	R	W
	S	G P	S	GP	S	G P	S	G P	S	G P	S	G P
<ul style="list-style-type: none"><li>To increase the percentage of students identified in the top bands of numeracy</li></ul>												
<ul style="list-style-type: none"><li>The progress (NAPLANS) demonstrated by the same cohort of students from year 3 to year 5 to be at or above the WA Schools progress level.</li></ul>	R		W		R		W		R		W	
	S		GP		S		GP		S		GP	
	N				N				N			
EAL/D	2016				2017				2018			
<ul style="list-style-type: none"><li>80% of students to move at least one progress level each year.</li></ul>	R	W			R	W			R	W		
	SP	L			SP	L			SP	L		

Science	Year 4		Year 6		Year 4		Year 6		Year 4		Year 6	
<ul style="list-style-type: none"> <li>Science results of students in year 4 and 6 will exceed 60% in all four aspects of the ACER Science assessment.</li> </ul>	E	E	E	E	E	E	E	E	E	E	E	E
	C	S	C	S	C	S	C	S	C	S	C	S
	L	M	LL	M	LL	M	LL	M	LL	M	LL	M
Humanities	2016				2017				2018			
<ul style="list-style-type: none"> <li>90% of Humanities understandings will be judged by teachers to be of a "C" grade or better.</li> </ul>	93.6				96				97.4			
Non Academic												
<ul style="list-style-type: none"> <li>The school will maintain an attendance performance better than the state average.</li> </ul>												
<ul style="list-style-type: none"> <li>Teacher Judgements of student attitude, behaviour and effort will be trending positively through the assessment period with 95% of students achieving a level of often or higher.</li> </ul>	90.2				95.0				96.55			
Survey Results	2016				2017				2018			
<ul style="list-style-type: none"> <li>National Opinion Survey for Parents results show improvement from previous survey feedback.</li> </ul>					Survey conducted 2016.							
<ul style="list-style-type: none"> <li>Feedback from the School Board Effectiveness Survey has improved over the time of the plan in areas previously identified.</li> </ul>	Survey Conducted 2015.								Survey conducted 2017			

## Summary

2016	2017	2018
Targets 13	Targets 13	Targets 13
Targets evaluated 12	Targets evaluated 12	Targets evaluated 11
Fully met 3	Fully met 7	Fully met 5
Partially met 7	Partially met 4	Partially met 4
Not met 2	Not met 1	Not met 2

# Targets Overview

- Pre-primary progress of 0.5 progression points between pre-primary and year one were not met. Concerns around the cap on the numeracy assessment not allowing us to see every child's progress and the change in the marking template for reading through the time of plan impacted on our ability to compare data sets.
- The year three and five English results looking to be better than the WA state mean was met 19 out of a possible 24 assessments. There was no consistent strand identified as a constant concern.
- The target looking at increasing the percentage of students identified in the top bands for English showed it was met 13 times out of 24 assessments. Writing was identified as the strand requiring focus for this target. The Seven Steps for Successful Writing program was introduced across the school in 2018.
- The target looking at increasing the percentage of students in the top bands for numeracy was achieved 3 times out of a possible 6 assessments. Problem solving skills were identified as an area requiring more focus in teaching. Teachers undertook professional learning in this area in 2018 to introduce new strategies into Mathematics lessons.
- The progress of the same cohort from Year Three to Five to be above the WA schools mean progress was achieved 8 out of 15 assessments. Reading and writing strands were identified twice each, through the time of the business plan, as not achieving the target. Whole school programs, Cars and Stars for reading comprehension and Seven Steps for Successful Writing were introduced across the school. Support teachers were also utilised to assist groups of students.
- EAL/D targets asked eighty percent of identified students to move at least one progress level a year. This was achieved in 7 out of 8 assessments across 2016/2017. This target was not measured in 2018.
- Science results for Years Four and Six students required a sixty percent mastery of the strands assessed. There were 24 assessments across the three years. This target was met 15 times. The Year Six topic of Life and Living was the only topic that was consistently below expectations. A Science support teacher was employed across the target years to assist teachers in developing Science understandings and skills.
- The Humanities target of achieving ninety percent of students achieving a C grade or better was met in all years assessed. The result improved each year.
- The school attendance record was consistently above the WA state mean for attendance. Results improved each year over the three years of the business plan.
- Teacher judgements of student attitude, behaviour and effort was trending positively across the three years and for two out of the three years reached the target of ninety five percent of students achieving a level of often or higher.
- Survey target results for both the parents' opinion about the school and the school board effectiveness survey were all met over the time of the business plan.

# NAPLAN 2018 Results

## 2018 Reading

Year	School	State Mean	Top 20%	Top 20% Like School	Middle 60%	Middle 60% Like	Bottom 20%	Bottom 20% Like
3	444	423	27	19	60	65	13	16
5	509	502	27	20	58	64	15	16

NAPLAN - READING					
2016		2017		2018	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Student performance in NAPLAN assessments show that students are working within the expected means for reading across Year Three and Five. Year Three results in reading show that one hundred percent of students are at or above the national minimum standard.

Thirty three per cent of these students are in the top four bands compared to the state average of twenty five per cent. We identified that eight per cent of our students are in the bottom two bands compared to the state average of seventeen per cent.

The Year Three mean score was 444 compared to the state mean of 423 and a national mean of 434.

Year Five results in reading show ninety four percent of students at or above the national minimum standard with forty four percent of these students in the top four bands compared to the state average of thirty four percent. The Noranda mean score was 509 compared to the state mean of 502 and a national mean of 509.

## Strategies for Improvement

- Literacy Block continued to enhance the teaching and learning of literacy skills.
- Teacher collaboration when analysing student performance.
- Cars and Stars Comprehension used as resource to develop reading skills.
- Incorporating First Steps strategies for reading development.



# NAPLAN 2018 Results

## 2018 Writing

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	416	397	50	24	43	65	7	11
5	458	455	6	17	75	68	20	15

NAPLAN - WRITING					
2016		2017		2018	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The Writing genre assessed in NAPLAN was a persuasive text. Year Three writing results were assessed as at expected levels while our Year Five writing results also indicate an “at the expected level” performance. The Year Three results show that ninety eight percent of students are at or above the national minimum standard.

Seventeen percent of these students were identified in the top five bands compared to the state mean of nine per cent. The Year Three Noranda mean score was 416 Naplans compared to the state mean of 400 and the national mean of 407. Year Five results show that ninety four percent of students are at or above the national minimum standard.

Six percent of these students are in the top four bands compared to the state mean of thirteen percent. The Year Five Noranda mean score for writing is 458 compared to the state mean of 460, it is also slightly below the national mean of 465.

Progress from Year Three (2015) to Year Five in writing is still an area of concern as there was only a gain of 47 points comparable to a state progression of 46 points. Forty five percent of students are sitting in band five just above the minimum standard. These students have been identified and will require further assistance to develop their writing skills.

## Strategies for Improvement

- Daily writing activities.
- Seven Steps for Successful Writing was introduced across the school.
- First steps strategies for writing.
- Revise editing skills.





# NAPLAN 2018 Results

## 2018 Spelling

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	435	407	48	21	48	66	4	13
5	507	495	27	19	55	69	18	12

NAPLAN - SPELLING					
2016		2017		2018	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Spelling results show that Year Three results are at the expected levels. Year Three results in spelling show that one hundred per-cent of students are at or above the national minimum standard. Thirty three per cent of these students are in the top five bands compared to the state average of twenty one per cent. The Year Three mean score was 435 compared to the state mean of 411 and the national mean of 418.

The Year Five levels of achievement are also within the expected levels of performance. Year Five results in spelling show ninety four per cent of students at or above the national minimum standard. Fifty three per cent of these students are in the top four bands compared to the state average of thirty one per cent. The Noranda Year Five mean score was 507, compared to the state mean of 500 and a national mean of 504.

## Strategies for Improvement

- K-3 school approach utilising Dianna Rigg Spelling Program.
- Spelling Mastery Groups in Years Three to Six to continue.
- Reinforce sight words and word banks.
- Explicit teaching of spelling strategies and spelling rules.



# NAPLAN 2018 Results

## 2018 Grammar and Punctuation

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	440	419	29	16	60	70	10	14
5	506	496	27	19	53	67	20	14

NAPLAN - GRAMMAR AND PUNCTUATION					
2016		2017		2018	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Grammar and Punctuation analysis shows the Year Three results are at the expected levels and the Year Five results are also at the expected levels of performance. Year Three results in grammar and punctuation show that ninety eight percent of students are at or above the national minimum standard. Forty six percent of these students are in the top five bands equal to the state average of forty six percent. We identified eight percent of our students in the bottom two bands compared to the state average of eighteen percent. The Year Three mean score was 440 compared to the state mean of 424 and the national mean of 432.

Year Five results in grammar and punctuation show ninety eight percent of students at or above the national minimum standard. Thirty eight percent of these students are in the top four bands compared to the state average of thirty one percent. The Noranda Year Five mean score was 506 compared to the state mean of 500 and a national mean of 504.

## Strategies for Improvement

- Editing skills to be reinforced.
- Explicit teaching of grammar and punctuation skills in English.
- Grammar to be a part of Literacy block time.

# NAPLAN 2018 Results

## 2018 Numeracy

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	429	401	35	16	52	65	13	19
5	499	486	29	20	51	66	20	13

NAPLAN - NUMERACY					
2016		2017		2018	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Analysis of the numeracy results indicate that the test items that proved most challenging were those in the higher bands and mainly in number and place value and patterns and algebra. These items required higher order thinking and reasoning skills to calculate.

In 2018 the majority of Year Three and Five students showed moderate, high or very high progress in numeracy. A minority of students showed low or very low progress. In 2018 in numeracy about a third of the students in Year Three and Five were in the top twenty percent compared with a fifth of students in like schools. Overall the performance of the Year Three and Five students in 2018 in numeracy was above that of like schools in numeracy.



## Strategies for Improvement

- Continue to consolidate basic number facts.
- Reinforce mental computational skills.
- Teach mathematics vocabulary explicitly.
- Continue to utilise the Origo Stepping Stones and Mathletics mathematics resources across the school.
- A problem solving approach will be embedded into the mathematics lessons in all year levels and opportunities will be provided for teachers to share their experiences.

# Science and Humanities

## Science

The Science learning area was assessed in 2018 by teacher judgements through the twice a year reporting to parents regime and by testing Year Four and Six students using the ACER Science test. Teacher judgements at the end of Semester Two indicated that ninety seven percent of our students from Year One to Six received a C grade or better for Science. Twenty seven percent of students received a grade of B or better.

The ACER PAT Science test was administered to all Year Four and Six students in October of 2018. The test will be re-administered in August of 2019 to enable the school to make longitudinal conclusions about the results. The ACER Progressive Achievement Test in Science is a thoroughly researched and nationally normed test to assess student achievement in scientific understanding. The test questions are designed to assess science knowledge, scientific literacy and understanding of scientific principles, as well as their application.

The 2016-2018 target for Science of exceeding sixty percent in all four aspects of the ACER test was not met in 2018. Targets were met in Year Four in all the strands of Life and Living, Energy and Change, Earth and Space and Materials. Year Six targets were met in Energy and Change, Earth and Space and Materials. The 2018 series of tests show that the students in Year Six performed strongest in the Energy and Change (78%) strand, whilst the Year Four students performed strongest in the Life and Living strand (69%). The weakest performance for the Year Six students was in the strand of Life and Living (54%), whilst for the Year Four students the weakest performance was in the Earth and Space strand (60%).

## Humanities and Social Science

All the sub-strands of the Humanities learning area were reported through 2018. Teacher judgements taken from the end of year reporting to parents showed that ninety seven per-cent of students in years one to six received a grade of "C" or better. Thirty seven percent of students received a grade of "B" or better.





# Science and Humanities

## Strategies for Improvement

A number of initiatives had been continuing through 2018 to assist with the improvement of the results in Science. They included:

- The continuing appointment of a teacher (two days) to work with classroom teachers to plan, prepare and deliver Science lessons in line with the Primary Connections model.
- Updating of curriculum resources in science.
- A focus on Science and STEM in the curriculum.
- The setting of targets for improvement in the school plan from data gathered each year.



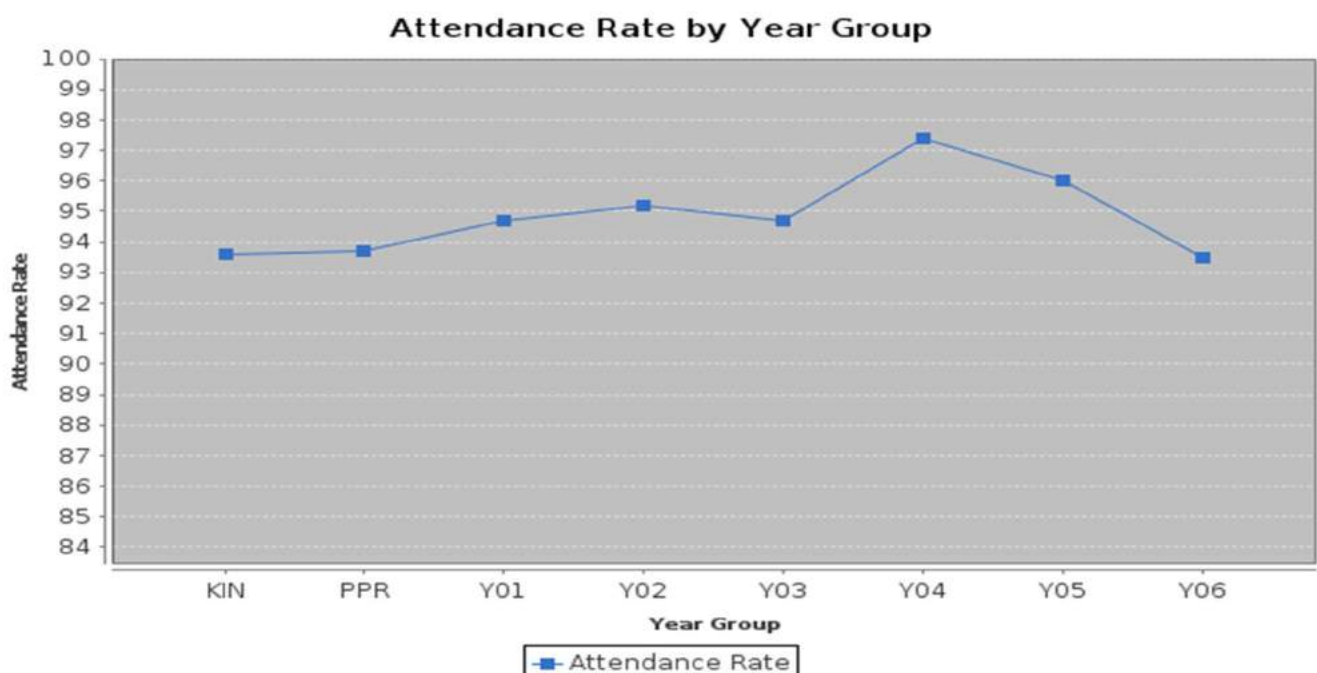
# Attendance

The school's attendance rate for 2018 was 95.2%, above that of the WA Public Schools attendance rate for 2018. Regular attendance for the year, which is students attending for over 90% of the time through the year, was 84%.

This is an improvement on the previous years. We have a number of families that have taken extended holidays through the school year. As a school we communicate to the families the importance of regular attendance at school. Through 2018 the school worked with other government agencies to try and improve the attendance rates of a small group of identified students.



Attendance Rate		
Year	School	WA Public Schools
2016	93.7%	92.6%
2017	94.7%	92.7%
2018	95.2%	92.6%





# Year 6 Destinations for 2018

Destination Schools	Male	Female	Total
Morley Senior High School	7	5	12
John Forrest Senior High School	4	2	6
Hampton Senior High School		5	5
Mount Lawley Senior High School	1	2	3
Churchlands Senior High School	1	1	2
Shenton College	1		1
Ellenbrook Secondary College		1	1
Fremantle College	1		1
John Septimus Roe Anglican College	1	2	3
La Salle College	1		1
Aranmore Catholic College	1		1



# 2018 Programs

Throughout 2018, Noranda Primary School offered a number of successful in-school and extra-curricular programs and activities. These included, but were not limited to the following:

## Australian Maths Competition

A total of sixty three students in Years Three to Six participated in the annual Australian Mathematics Competition in Term Three. In this competition students solve thirty problems in 60 minutes. The problems become more challenging as the students' progress through the online challenge in either the middle primary or the upper primary category. One of our students received a Certificate of High Distinction, which is for a score in the top 3% of the state. Eight students received a Certificate of Distinction, twenty seven students received a Certificate of Credit and nineteen students received a Proficiency Award. This is a significant improvement on the results from last year.

## Morley SHS Science Partnership

Students from Year Six travelled to Morley SHS to utilise the science laboratories for their Science lessons. Investigative Science lessons were carried out in a fully equipped science lab. The program increased the level of knowledge, understanding and confidence of students in Science. It also served as a tool to transition our students into the secondary school environment where the majority of our students would move on to for their secondary schooling. Feedback has been positive from students and parents about the opportunity.

## Student Leadership

Our senior students are able to nominate for and take up student leadership positions within the student council and also as faction captains and vice captains. In 2018 the student councillors, faction captains and Bushwarden leaders attended a student leadership workshop with hundreds of other student leaders from throughout Perth.





# 2018 Programs

## ANZAC Assembly

The Noranda Community came together for a wonderful ANZAC Commemorative Service in our school grounds. Students were able to reflect upon and respect the contribution of past Australians to their present lives. The school choir performed a melody of songs and a parent from our school community played the bagpipes.





# 2018 Programs

## Music and Choir

In 2018, Noranda's choir performed in the WA Massed Choir Festival held in Term Three of the school year. The festival culminates with eight public performances at the Perth Concert Hall and the main aim of the festival is to promote excellence in choral music.

Community singing and the making of music, the physical response and appreciation and enjoyment of music are areas that the school community regards as an essential part of the student's experience. Children from Pre-primary to Year Six were given opportunities to sing as a whole school community group at fortnightly assemblies.

Repertoire is selected to reflect events such as Harmony Day, Book Week and Naidoc Day and often integrates actions, movements and instruments.

All students from Years Four to Six participated in our exciting new ukulele program. Ukuleles have been introduced to enrich the music program, and have resulted in great enthusiasm from the students and school community. Learning the ukulele is an excellent avenue for the development and consolidation of music skills and music literacy. Most importantly, playing the ukulele is fun!



## Instrumental Music

Year Six students selected for the School of Instrumental Music Program have weekly lessons in guitar, flute, trumpet and trombone and have opportunities throughout the year to perform for the school community. Integration of these instruments into creative tasks in the music room where possible provides further enrichment of learning.

# 2018 Programs

## **STEM/ Makerspace**

In 2018, STEM was a major focus at Noranda Primary School. STEM is an approach to learning that integrates the areas of Science, Technology, Engineering and Mathematics. STEM allows the students to develop and consolidate important skills such as creativity, critical thinking, problem solving, communication, digital literacy and teamwork. These skills provide the students a strong foundation to succeed in school and beyond.

During the 2018 school year we had a dedicated STEM specialist teacher who worked with all staff to establish a strong foundation for STEM teaching. The students immersed themselves into digital learning with classes covering coding, robotics and digital implementation.

To compliment STEM integration within Noranda Primary School, a dedicated Makerspace was established, accessible to students in Years Four to Six on a Monday lunchtime every week. A Makerspace is a place where students have an opportunity to explore their own interests, learn to use tools and materials, both physical and virtual, and develop creative projects.

The Makerspace was very popular during 2018 and we were lucky enough to secure a government grant of \$5000 to expand our Makerspace project even further. In 2019, with the help of our government funding, we plan on purchasing more items such as a 3D printer, electronics, small power tools and more robotics to enhance the children's learning. We want to encourage the students to be as creative as possible, deepening their thinking and building upon their skills to be productive members of society in the future.

## **Mandarin**

Mandarin was taught from Years Three to Year Six. The focal points of the classes were the four micro-skills: Listening, Speaking, Reading and Writing, as well as intercultural awareness. The Chinese Programme delivered at Noranda Primary School allows children to develop a perspective for Chinese language as well as Chinese culture and helps them explore ways Chinese language is used in Chinese social and cultural contexts.

The learning is inquiry based, meaning it takes into account and capitalises on the children's own questions, ideas and interests so that students are actively involved in their learning. In addition, the Chinese Programme provides authentic learning opportunities so children can investigate real life topics, develop higher order thinking skills, and express their learning in multidisciplinary ways.

In addition to the school Chinese language learning, children who are particularly interested in Mandarin are provided with the opportunity to immerse themselves in more Chinese language materials in the after school Chinese Language Reading Club.

# 2018 Programs

## Physical Education

2018 was an excellent year for Physical Education at Noranda. Students continued their two sport sessions per week and in the senior school we continued with the senior sport program on a Friday afternoon. Here we carried out a number of activities including, interschool winter sports and athletic carnival preparation and Bluearth, a program that encourages movement and mindfulness.

The year started with a great effort by the Noranda Tennis team where they won Division Two in the Academy Plate Competition. This was a great achievement for their first appearance.

In Term Two, we again participated in the Guildford Cross Country event where we were competitive. We also competed in the Winter Interschool Sports Competition with two netball teams, one soccer team, one football team and one basketball team against several other schools in this area. The netball and soccer teams continued to perform strongly and the basketball and AFL teams persisted and competed well.

Term Three involved athletic carnival preparation and producing a team for the interschool athletics carnival which was held early in Term Four. We had good improvement from the previous year and had a Year Two student crowned Champion Girl.

Throughout 2018, students continued to enjoy their sport and really worked on improving their own performance and being great role models for Noranda Primary School.





# 2018 Programs

## Peer Tutoring

The Peer Tutoring Program has been running in the school for 10 years. Year Six students are invited to nominate themselves for the Program. It is an opportunity for students to take on a leadership role within the school. The program also maximises the 'one on one' teaching opportunities for students experiencing literacy and numeracy difficulties in Years Pre-primary to Four.

After the students nominate themselves for the program, they attend a training session where they learn to:

- Drill flashcards;
- Use peer tutoring Mastery Files;
- Listen to oral reading, correct miscues appropriately;
- Ask comprehension questions at a literal level;
- Implement individual programs as directed by teachers; and
- Report back to teachers

When trained, the peer tutors are paired up with children experiencing difficulty. They are supported by the coordinator and lunch time meetings are held each term. Badges are provided for identification and are presented at the school assembly.

Evidence of the success of the program can be seen in the progress of the students, skills evident in tutors and anecdotal feedback from tutors, class teachers, tutees and parents.

In 2018, twenty five peer tutors were trained and worked with teachers from Kindergarten to Year Four. Some of the peer tutors were tutored themselves when they were in the junior grades. Tutoring sessions are usually after lunch for 15 minutes.

On any given day, peer tutors can be found in wet areas testing phonics using flash cards, practising basic number facts, listening to reading homework and conversing with students with English as a second language. It is common to find tutors testing and drilling spelling words. In Kindergarten, some tutors helped students practice their balancing, climbing and playing skills on the outside play equipment.



# 2018 Programs

## Running Club

Running Club started late February and continued for two mornings a week until October. Sessions were on Tuesday and Thursday mornings from 7.45am to 8.15am. This year a total of 204 participants completed 11,556 kilometres. This included 48 parents and family members and 4 staff. Students ranged from Kindergarten age to Year Six. A group of parents and family members assisted by supervising on the course or recording the laps run by the students.

95 students and 21 family members achieved 25km; 72 students and 11 family members and staff achieved 50km; 37 students and 3 family members achieved 100km; 13 students and our first parent achieved 200km. We had our first ever 300km achievement by two students. The Kilometre Queen ran a total of 167kms and the Kilometre King ran 324.5kms over the year.

We also had a group of students extend their running to the Kids Marathon, a special event for children as part of the Perth Marathon.

The year finished with a shared breakfast.



# 2018 Programs

## **Noranda Nippers**

Noranda Nippers is a program that supports parents in reading to their pre-school children so that they can build their early literacy skills.

Nippers aims to foster a love of books, stories and language through introducing appropriate books, songs, rhymes, activities and interactive sessions. Noranda Nippers takes place each Wednesday except for the first and last week of term.

The program in 2018 saw up to twelve children ranging from two to three years of age, from ten families attending sessions, including three from EALD families.

Our Nipper families through the year expressed specific areas of concern regarding their children's development and guest speakers were sourced to provide support and information for them.

In 2018 guest speakers were invited to present sessions on sleep routines, toileting, managing behaviour, discipline, and speech milestones and development. The sessions also provided parents a forum to discuss and share experiences with guest speakers.

Our guest speech therapists from Stirling Speech also conducted screening for our children entering Noranda Kindergarten in 2019. Parents were given recommendations to help support their child's receptive and expressive language skills.

## **PEAC**

Three students from Year Six attended Primary Extension and Academic Challenge courses through 2018. Students are tested in Year Four for eligibility to PEAC courses for Years Five through to Seven. PEAC courses are offered off site face to face or online to students who select the course that appeals to their interest.

## **In-term Swimming**

Lessons for students from Year Three to Year Six were held in Term One while Pre-Primary to Year Two lessons were conducted in Term Four. Lessons for students were held at the Bayswater Waves Centre.

# 2018 Programs

## Bush Wardens

Bush Wardens commenced in 1999 and is an after school Environmental Education Programme. The P&C body at the time and the school staff, ensured that the bushland adjacent to the school was saved, for use as an outdoor classroom. Bush Wardens is organised on a volunteer basis by interested Noranda staff and parents. The programme of activities are centred around *The Bushland Management Plan 1999*. The school nursery was built to support the bushland regeneration programme.

Senior student members are elected as Office Bearers and are taught leadership skills and meeting procedures. This year they attended the 'Senior Leadership Excursion' offered to the Student Councillors and Faction Captains.

Bush Warden activities were offered three times a term to students from Years One to Six. (Pre-primary may attend if supervised by a parent or older sibling.) In 2018 it was conducted from February to December. An average of 40 students attended each session with our most popular activity *Critters Up Close*, attended by 43 students.

Environmental activities focused on bushland regeneration, weeding, flora and fauna identification, carpentry skills and Aboriginal use of bushland resources. The importance of conservation was emphasised with incursions, guest speakers and advice from the Environmental Officer at the Bayswater City Council, *Going Batty* and *Critters Up Close*. Aboriginal expertise was provided with advice from Bindi Bindi Dreaming. Carpentry skills and tool use, was provided by Bunnings in a Planter Making workshop.

The programme was supported again this year by the City of Bayswater both in scientific advice in bushland rehabilitation practices, provision of free plants and badges for the students.





# 2018 Programs

## Loose Parts Play

In Semester Two, 2018, Loose Parts Play was implemented at Noranda Primary School. Loose Parts Play involves loose parts, items that you may be considering throwing out, that have some 'play value'. Students can use their imaginations and creativity to play with them as they desire.

Prior to implementing Loose Parts Play at Noranda Primary School, students, staff and parents all had the opportunity to use their creativity and have fun playing with some loose parts. Students from Kindergarten to Year Six participated in a hands on Loose Parts Play incursion conducted by Play Consultant, Becky Weston, from Nature Play Solutions. Students had a brilliant time at the incursion, with the smiles on their faces stretching from ear to ear.

Staff and parents also enjoyed workshops hosted by Occupational Therapist, Emma Lawrence, from Nature Play Solutions. The workshops explored the concept and benefits of play, play and learning, risk and challenge within play and more specifically how to set up Loose Parts Play in our school.

At Noranda Primary School we have four Loose Parts Play Spaces and all students follow the three Loose Parts Play Rules:

- Everybody has fun.
- Scrap on scrap.
- Everybody packs away.

The introduction of Loose Parts Play in 2018 was a highlight for students and staff. Through Loose Parts Play students have learnt and developed skills, such as resilience, social skills and problem solving. We look forward to students continuing to build these skills through Loose Parts Play in 2019.



# 2018 Highlights

- Incursions from, Kaboom Percussion, Year 6 Dance Class, RAC-Road Safety, First Aid, Fire Brigade, Bushwarden incursions, Asthma Awareness
- Year Six Camp to Ern Halliday, Sorrento
- Year Six Problemania Fundraiser for their camp
- Massed School Choir Performance
- Student Leadership Conference
- Parent information sessions
- NAIDOC Day
- In-Term Swimming Lessons
- Interschool Athletics Carnival
- Interschool Cross Country competitions at Guildford and Coolbinia
- Faction Athletics Carnival
- Flash Mob
- Bookweek
- Multi - Cultural Lunch for Harmony Day
- Parent Open Night
- ANZAC Day Service
- Colour Run
- Excursions to Kalamunda Historical Village, Brownes Dairy, Spare Parts Puppet Theatre, Kings Park, Panda Picnic
- End of Year Kindergarten Concert





# Staffing

The Noranda Primary School staff is very experienced. All teaching staff met the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of Western Australia.

In 2018 there were 26 teaching staff at the school (Full time equivalent 19.2) and 23 school support staff (FTE 17.8). Specialisation in learning areas was provided in Mandarin, Music, Physical Education, Science, STEM and Literacy and Mathematics Support.

Teachers attended professional learning opportunities through the seven designated professional development days or attended courses during school hours or after hours. The Morley Schools Network, which Noranda Primary School is a member, provided opportunities for professional learning through learning area network meetings offered each term.



# Staff Professional Learning and Parent Survey Results

## Professional Learning

Professional learning / courses that were attended throughout 2018 included:

- Western Australian Curriculum English, Mathematics, Science and History
- Interactive White Board training
- Protective Behaviours Training
- You Can Do It- Values Education
- First Aid Training for support staff
- Asthma Awareness Training
- Seven Steps for Successful Writing
- SEN Training
- Individual Education Plan development
- STEM Project
- Digital Technologies
- Morley Schools Network PD – Professional Learning Communities
- Loose Parts Play
- Trauma and Wellbeing

## Parent Survey Results

In 2018, the school conducted a survey of the school community to gather feedback on our performance. The Parent/Community Survey held in 2018, had sixty six responses.

**The items that received very positive responses on the organisation and operation of the school were:**

- I can talk to my child's teachers about my concerns.
- This school is well maintained.
- My child likes being at this school.
- This school is well led.
- I would recommend this school to others.
- My child's teachers are good teachers.

The lowest rated responses in the 2018 parent survey though not negative in response indicate items for the school to re-look at and see if changes in practice are needed to improve these areas.

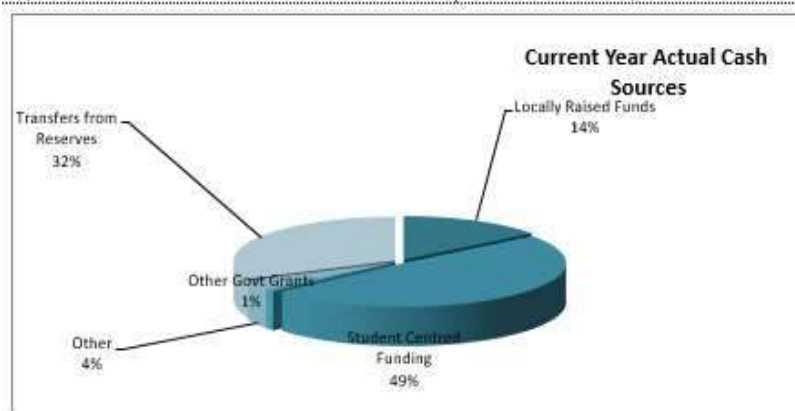
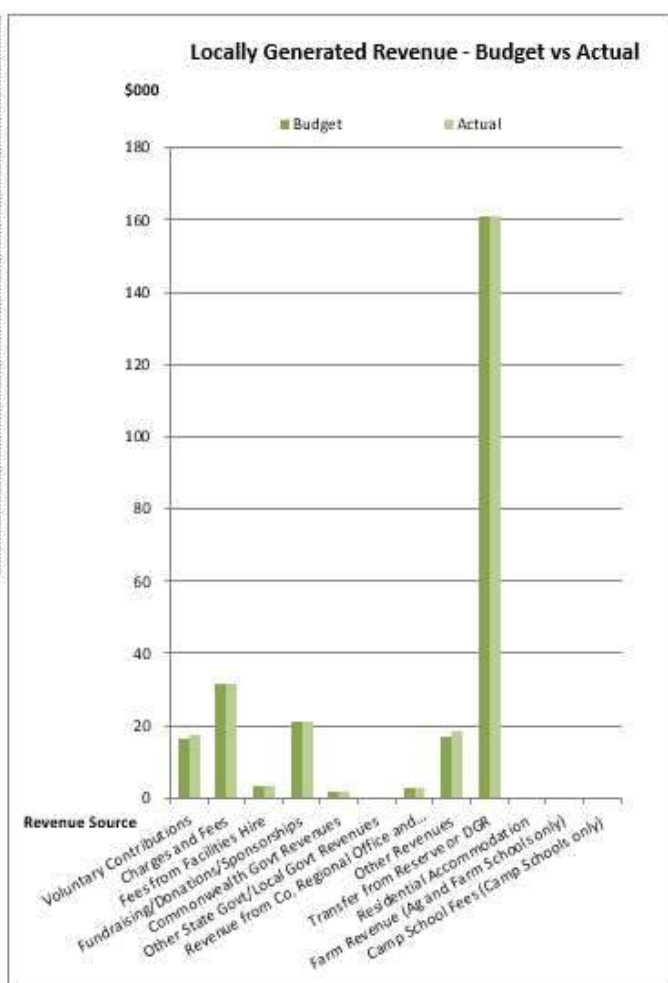
**Areas that require consideration indicated by parents were:**

- Teachers at this school provide my child with useful feedback about their school work. (3.9/5)



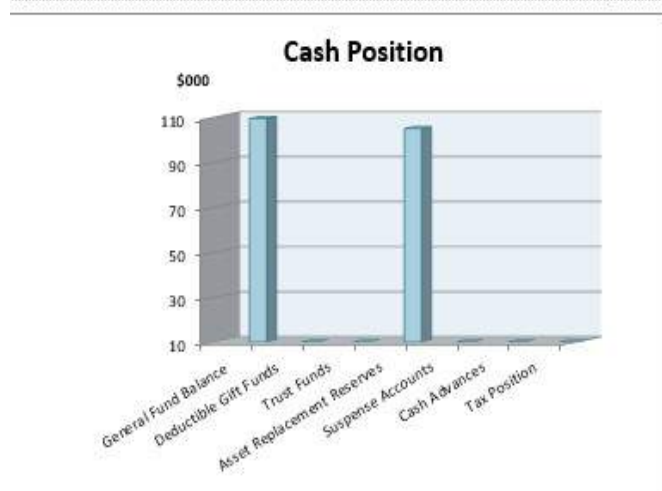
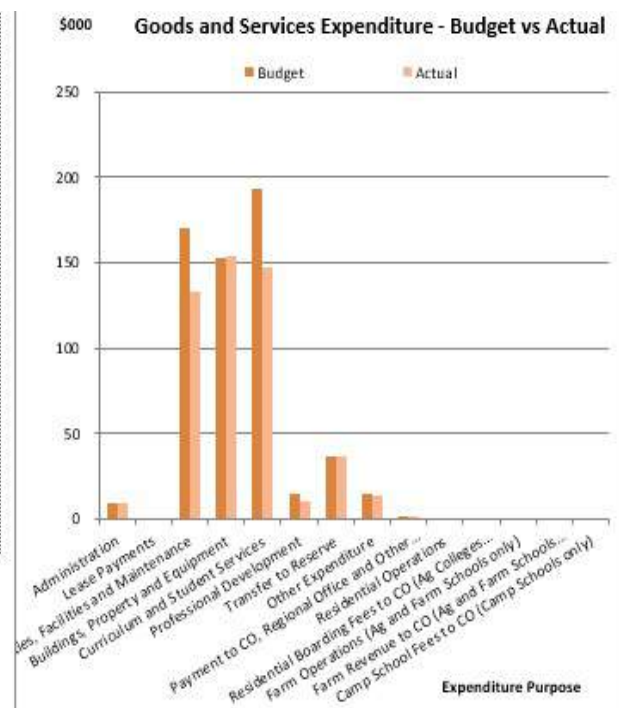
# Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,548.00	\$ 17,647.85
2	Charges and Fees	\$ 31,661.00	\$ 31,623.92
3	Fees from Facilities Hire	\$ 3,500.00	\$ 3,409.15
4	Fundraising/Donations/Sponsorships	\$ 21,125.93	\$ 21,125.96
5	Commonwealth Govt Revenues	\$ 1,520.00	\$ 1,520.19
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,659.36	\$ 2,659.88
8	Other Revenues	\$ 17,166.72	\$ 18,426.88
9	Transfer from Reserve or DGR	\$ 160,716.94	\$ 160,716.94
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 254,897.95</b>	<b>\$ 257,130.77</b>
	<b>Opening Balance</b>	<b>\$ 110,488.00</b>	<b>\$ 110,488.77</b>
	<b>Student Centred Funding</b>	<b>\$ 247,751.50</b>	<b>\$ 247,751.50</b>
	<b>Total Cash Funds Available</b>	<b>\$ 613,137.45</b>	<b>\$ 615,371.04</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 613,137.45</b>	<b>\$ 615,371.04</b>



# Financial Summary as at 31 December 2018

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 9,639.00	\$ 9,407.81
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 170,309.00	\$ 133,211.72
4	Buildings, Property and Equipment	\$ 152,485.32	\$ 154,293.86
5	Curriculum and Student Services	\$ 193,768.97	\$ 147,347.93
6	Professional Development	\$ 14,708.00	\$ 10,359.67
7	Transfer to Reserve	\$ 36,500.00	\$ 36,500.00
8	Other Expenditure	\$ 15,109.00	\$ 13,427.90
9	Payment to CO, Regional Office and Other School	\$ 1,522.00	\$ 1,523.67
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 594,041.29</b>	<b>\$ 506,072.56</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 594,041.29</b>	<b>\$ 506,072.56</b>
	<b>Cash Budget Variance</b>	<b>\$ 19,096.16</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 212,843.87</b>
Made up of:	
1 General Fund Balance	\$ 109,298.48
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 104,841.94
5 Suspense Accounts	\$ 1,507.60
6 Cash Advances	-\$ 100.00
7 Tax Position	-\$ 2,704.15
<b>Total Bank Balance</b>	<b>\$ 212,843.87</b>