



Noranda Primary School



2015 School Report

Principal's Message

It is with pleasure that I present the 2015 School Report. It provides parents, carers and members of the wider community with information about Noranda Primary School's activities and performance during 2015. 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 the multitude of wonderful programs, 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, Easter raffle and Lapathon. The Athletics program continues to be supported by our P&C. The book-club and uniform shop is also run thanks to the P&C volunteers.

Noranda Primary School participated in its first review since becoming an Independent Public School in 2013. The full report on the school review is available on the school website.

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 2015 Noranda had an enrolment of 370 students with constant 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 Parent's and Citizen's 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 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 and supporting teachers. I-pads are available for student use to access apps or programs relevant to their learning.

Music has been an area of specialty over several years. 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 and flute

were offered in 2015.

The school has many environmental programs with a worm farm, vegetable garden, paper, batteries and aluminium recycling and solar energy highlighting the importance of environmental sustainability. Noranda Primary School is a Water Wise and Waste Wise school. Children also have the opportunity to join in with our Bush Wardens Club.

Health and Physical Education is promoted within the school. Students are provided opportunities to develop their physical skills and learn how to enhance their health, safety and well-being.

Mandarin is the language other than English that is taught to all students from year's three to six.

Families can also access the services of a school nurse, a School Psychologist and our School Chaplain.

Our Vision

Our school community works together to achieve educational excellence. Our students are self-disciplined, resilient and respectful. Learning activities challenge and support students so they have a solid foundation to lead fulfilling lives and contribute to society.

School Priorities for 2015

Australian Curriculum Implementation

Staff have focussed on the development of key understandings of the Australian Curriculum. By 2015 staff have adjusted their planning, teaching, assessing and reporting practices for the first phase of the Australian Curriculum Implementation in the learning areas of English, Mathematics, Science and History. Staff were involved in professional development programs within both the Morley Schools Network and ACORN working with teachers across schools to develop their understandings.

Literacy

Literacy was a key priority identified in the Noranda School Plan 2013-2015. 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 text skills.

Through 2015 we maintained our supported shared vision for literacy and staff participated in whole school professional development. The school utilised online interactive technologies where possible to complement learning activities.

2015 Reading

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	415	413	31	21	46	62	23	17
5	494	489	26	17	63	66	12	17

NAPLAN- READING					
2013		2014		2015	
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 3 results in reading show that ninety five per-cent of students are at or above the national minimum standard.

Forty four per cent of these students are in the top five bands compared to the state average of forty two per cent. We identified eighteen per cent of our students in the bottom two bands compared to the state average of seventeen per cent. The year three mean score was 415 compared to the state mean of 413 and a national mean of 426.

Year five results in reading show 98% of students at or above the national minimum standard. 38% of these students are in the top four bands compared to the state average of 30%.

The Noranda mean score was 494 compared to the state mean of 489 and a national mean of 498.

Strategies for Improvement

- Literacy Block developed to enhance teaching delivery to students.
- Teacher collaboration on student performance.
- First Steps strategies for reading development.

2015 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	425	408	38	22	51	64	10	14
5	478	471	16	18	74	69	9	13

NAPLAN- WRITING					
2013		2014		2015	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The Writing focus was a persuasive text. Both year three and five writing results indicate an at expected level performance. The year three results show that one hundred percent of students are at or above the national minimum standard. Fifty seven percent of these students were identified in the top five bands compared to the state mean of forty five per cent. The year three Noranda mean score was 425 Naplans compared to the state mean of 408 and the national mean of 416.

Year five results show that ninety five percent of students are at or above the national minimum standard. Twelve percent of these students are in the top four bands compared to the state mean of sixteen percent. The year five Noranda mean score for writing is 478 compared to the state mean of 471 and equalling the national mean of 478.

Progress from year three (2013) to year five in writing is an area of concern as there was only a gain of 38 points compared to a state progression of 66 points. Forty seven per-cent of students are sitting in band five just above the minimum standard. These students are identified and will require further assistance to develop their writing skills.

Strategies for Improvement

- Daily writing activities.
- First steps strategies for writing.
- Revise editing skills.

2015 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	409	400	26	15	56	67	18	18
5	502	493	21	16	70	69	9	15

NAPLAN -SPELLING					
2013		2014		2015	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Spelling results show year three and five performance levels are within the expected levels.

Year 3 results in spelling show that ninety five per-cent of students are at or above the national minimum standard.

Forty four per cent of these students are in the top five bands compared to the state average of thirty nine per cent. We identified eighteen per cent of our students in the bottom two bands compared to the state average of twenty percent. The year three mean score was 409 compared to the state mean of 400 and equalling the national mean of 409.

Year five results in spelling show ninety eight per cent of students at or above the national minimum standard. Thirty five per cent of these students are in the top four bands compared to the state average of thirty three per cent.

The Noranda year five mean score was 502 compared to the state mean of 493 and a national mean of 498.

Strategies for Improvement

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

2015 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	406	424	15	18	67	68	18	14
5	490	496	19	21	67	64	14	15

NAPLAN – GRAMMAR AND PUNCTUATION					
2013		2014		2015	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Grammar and Punctuation analysis shows the year three and five results are at the expected levels.

Year 3 results in grammar and punctuation show that eighty seven per-cent of students are at or above the national minimum standard.

Forty seven percent of these students are in the top five bands compared to the state average of forty six percent. We identified eighteen percent of our students in the bottom two bands equal to the state average of eighteen percent. The year three mean score was 406 compared to the state mean of 424 and the national mean of 433.

Year five results in grammar and punctuation show ninety three percent of students at or above the national minimum standard. Thirty three 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 490 compared to the state mean of 496 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.

Numeracy

Numeracy was again a priority for the school. The numeracy results show that year three results for 2015 are above the expected levels while the year five result is at the expected level of achievement.

Year three results show ninety five per cent of students at or above the national minimum standard. Fifty two per-cent of these students are in the top five bands compared to the state average of thirty one per-cent. The year three Noranda mean score was 416 whilst the state mean was 388 and the national mean was 398.

Year five results show that ninety six per cent of students are at or above the national minimum standard. Twenty five per-cent of these students are in the four top bands compared to the state average of twenty four per-cent. The year five Noranda mean was 484 whilst the state mean was 485 and the national mean was 492.

Progress from year three (2013 results) to year five (2015) indicate a gain of 92 NAPLAN points compared to the state gain over the same period of 104 and the national gain of 95. The progress from year 3 to 5 requires monitoring to identify areas that require consolidation and to improve the growth in mathematical understandings from year 3 to year 5.

2015 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	416	388	33	17	46	70	21	13
5	484	485	19	16	67	70	14	14

NAPLAN - NUMERACY					
2013		2014		2015	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Year 3 results indicate multiple algorithm question types requiring attention. Year 5 results show questions involving multiplication and division application towards problem solving and fraction identification as areas requiring further consolidation. Measurement activities around perimeter calculations were also identified. Mathematical language needs further consolidation to assist in mathematical understandings.

Strategies for Improvement

- Continue to consolidate Basic Number facts.
- Mathematical vocabulary taught explicitly.
- Mental computation skills reinforced, Online resources i.e. Mathletics, used to engage students.
- Support the use of Origo-Stepping Stones as the classroom mathematics text.
- Investigate the use of a Mathematics block into the timetable.

Science and Humanities

Science

The science learning area was assessed in 2015 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 three percent of our students from year one to six are receiving a “C” grade or better for Science. Twenty three percent of students are receiving a grade of “B” or better.

The ACER PAT Science test was administered to all year 4 and 6 students in August of 2015. The test will be re-administered in August of 2016 to enable the school to make longitudinal conclusions about the results.

The ACER **Progressive Achievement Tests 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 2015 series of tests show that the students in year 6 performed strongest in the Energy and Change (71%) category, whilst the year 4 students performed strongest in the Life and Living category (71%). The weakest performance for the year 6 students was in Life and Living (56%), whilst for the year 4 students the weakest performance was in the Materials (56%) category.

Strategies for Improvement

A number of initiatives have been put into place in 2016 to assist with the improvement of the results in Science. They include the 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; a focus on science in the curriculum; and setting targets for improvement in the school plan.

Humanities and Social Science

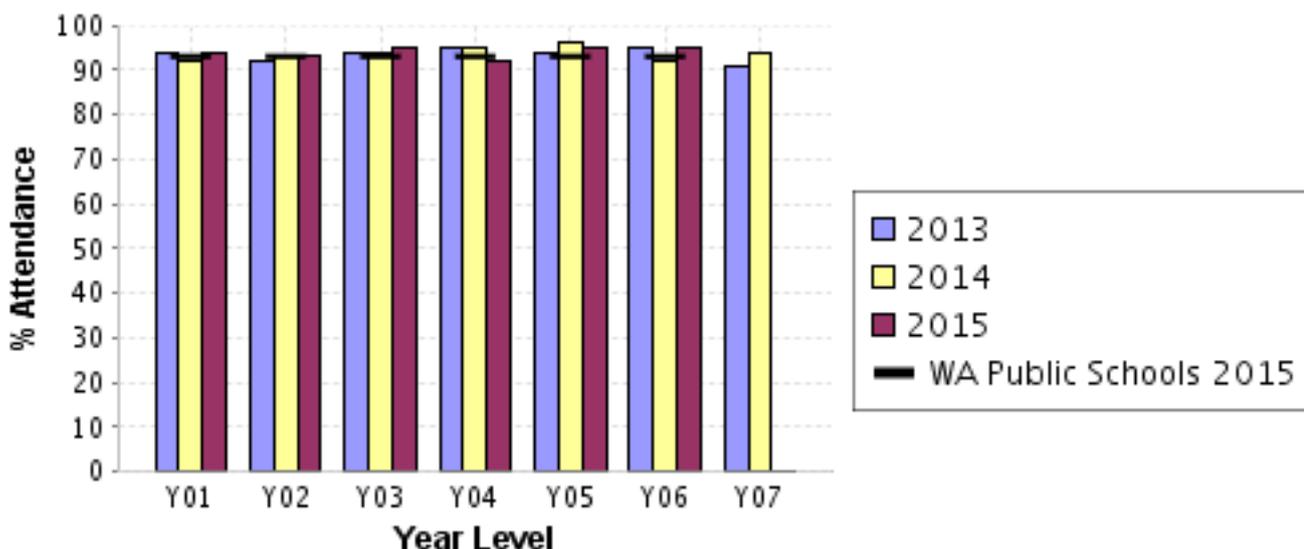
History was the sub area of Humanities that was reported through 2015. Teacher judgements taken from the end of year reporting to parents showed that ninety three per-cent of students in years one to six received a grade of “C” or better. Twenty seven percent of students received a grade of “B” or better.

Attendance

The schools attendance rate for 2015 was 93.6% slightly above that of the WA Public Schools attendance rate for 2015. Regular attendance for the year which is students attending for over 90% of the time through the year was 78.6% an improvement from the previous year. 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 2015 the school worked with other government agencies to try and improve the attendance rates of a small group of identified students.

	Attendance Rate	
	School	WA Public Schools
2013	93.1	92.3%
2014	93.3	92.6%
2015	93.6	92.1%

Attendance % - Primary Year Levels



Year 6 Destinations for 2016

Destination Schools	Male	Female	Total
Morley Senior High School	9	10	19
John Forrest Senior High School	1	2	3
Governor Stirling Senior High School	1		1
Hampton Senior High School	1		1
Mount Lawley Senior High School		2	2
Duncraig Senior High School	1		1
Ballajura Community College	1	1	2
La Salle		2	2
John Septimus Roe	3	2	5
Chisholm College	2		2
Armore College	1		1
Kingsway College		1	1
Servite College		1	1
Australian Islamic College		1	1

2015 Programs

Throughout 2015, 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:

PEAC

Two students from year five attended Primary Extension and Academic Challenge courses through 2015. 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.

Opti- MINDS

Students from year three to six competed in the Opti- MINDS Creative Sustainability Challenge held at Curtin University.

Opti-MINDS is an inclusive team challenge which empowers participants to think, create and communicate. It is a creative problem solving programme for teams of up to 7 participants.

Noranda PS entered three teams made up of students from years 3 to 6. The teams presented their solution to a challenge in front of a panel of judges. With only 6 weeks to prepare their solutions each team had put in many hours outside of school time and also worked together at lunchtimes. The teams performed extremely well and although there were lots of nerves before their presentations the day ended with many smiles and proud families.

Instrumental Music

Eight students were involved in the instrumental music program. Two instruments were offered with a specialist guitar and flute teacher leading tuition one session a week. Students practiced throughout the year and performed at end of year assemblies as an ensemble.

Music and Choir

In 2015, music literacy was the main focus of the classroom music program and was achieved through voice, movement, the use of instruments such as recorders, tuned and un-tuned percussion and keyboards. Singing and the making of music, the physical response and appreciation and enjoyment of music are areas that the school regards as an essential part of the student's experience.

First term saw Noranda School Choir perform for the annual ANZAC ceremony, Massed Choir Festival in term three and the Multi-Cultural Day held in term four.

Mandarin (Languages Other than English)

Mandarin was taught from year 3 to year 6. 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. The learning is inquiry-based meaning it takes into account and capitalises on the children's own questions, ideas and interests. 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. A Panda Picnic excursion for our senior classes was held with other schools also studying Mandarin in term two.

Physical Education

2015 was again a busy year in the area of Physical education. Students were involved in two sessions of physical education lessons per week as well as organised senior sport sessions. We participated at the district cross country. The school had one football, two netball teams and a basketball team that participated in an interschool sport fixture during term two and an interschool winter sports carnival. All teams participated well against the other schools. During term three, students participated in the school faction athletics carnival and inter school athletics carnival during term three.

A Jump Rope for Heart tabloids was organised for our students to participate in rope jumping and to raise funds for a worthwhile cause.

Our year 6 students learnt social dance under a dance teachers guidance for their graduation celebration. Representatives from the WACA came to the school and held a cricket clinic with our students.

After School Netball

Students in years' three to six had the opportunity to join netball. There were two teams, a Net-Set-Go team for year three and four students and a junior team for year five and six students.

Training was held every Wednesday afternoon from week five term one to the end of term three. Competition took place every Saturday morning at the Noranda Netball Courts. Students competed in the Noranda Netball Association competition. In 2015 the junior team made the finals and were very proud runners up.

Noranda Nippers

Parents with children ranging from fourteen months to three years joined in with our Nippers group. 2015 saw ten families including four EAL/D families participate. The program aims to inform and support parents about the development of their children through guest speakers presenting sessions on; nutrition, toileting, discipline, sleep routines and speech development. Children attending were involved in a routine of in-door and outdoor play, listening and moving to music, rhymes and songs as well as weekly stories and related activities developing fine motor skills.

Bushwardens

Bushwardens is a group that is led by teachers and fosters environmental awareness of the local bushland that is neighbouring the school. Children meet three times a term. In 2015 it was conducted from July to December. An average of 30 students attended each session. Environmental activities focused on bushland regeneration, weeding, flora and fauna identification and Aboriginal use of bushland resources. The importance of conservation was emphasized with incursions and guest speakers from Men of the Trees, Birds Australia and Kanyana Wildlife Rehabilitation Hospital.

The programme was supported again by the City of Bayswater both in scientific advice in bushland rehabilitation practices and badges for the students.

Morley SHS Science Partnership

Students from year 6 travel 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.

ROC Program

Students in years five and six were involved in the Resilience, Optimism and Confidence (ROC) workshops facilitated by Ms Claire Eaton through the year. Students were coached in the benefits of a positive mindset, self-esteem, resilience, optimism and confidence all the elements which help young people to be better equipped to thrive in our modern and sometimes complex world.

Running Club

During term two and three and part of term four, students were invited to take part in the Running Club. The club was held two mornings a week with students completing laps around the school oval. Parents and staff were also seen taking part. Students were awarded at assemblies with badges for reaching 25km, 50km and 100 kms. This was a great way to warm up for the day with up to 30 students attending each session.

In-term Swimming

Lessons for students from year 3 to year 6 were held in term one while Pre-Primary to Year 2 lessons were conducted in term four. Lessons for students were held at the Bayswater Waves Centre.

Anzac Assembly

The Noranda Community came together for a wonderful ANZAC Commemorative Service in our school grounds. A representative from the RSL addressed the students on the Spirit of ANZAC. 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.

Australian Maths Competition

Students from year three to six participated in the Australian Mathematics Competition during term three. This is a competition that is held across Australia and internationally. The students received four Certificates of Distinction, nineteen Certificates of Credit and twenty Certificates of Proficiency.

2015 Highlights:

- IPS School Review
- Incursions from Constable Care, Forensic Science, Musica Viva, Life Education Van.
- Year 6 Camp to Ern Halliday, Sorrento
- Massed School Choir Performance
- Visit by the Minister of Education
- Parent information sessions
- In-Term Swimming Lessons
- Interschool Cross Country competitions at Guildford and Coolbinia.
- Multi- Cultural Display
- Parent Open Night
- ANZAC Day service
- Lapathon
- Jump Rope for Heart
- Excursions to Landsdale Farm, AQWA, Perth Zoo, Whiteman Park
- Opti-MINDS

Staff Profile

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

In 2015 there were 24 teaching staff at the school (Full time equivalent 18.4) and 19 school support staff (FTE 11.6).

Specialisation in learning areas was provided in Mandarin, Music and Physical Education.

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.

Courses/ Professional learning attended through 2015 included:

- Australian Curriculum English ,Mathematics, Science and History
- Interactive White Board training
- ICT I-pad use in classrooms.
- Special Education Needs -Autism
- SEN Training
- Connect
- Data Analysis

Parent Survey Results

In 2014, the school conducted a survey of the whole school community to gather feedback on our performance.

The **Parent/Community Survey**, held in 2014, had 50 responses. The items that received very positive reflections on the organisation and operation of the school were.

Positive reflections include:

- I can talk to my child's teachers about my concerns.
- Teachers at this school expect my child to do his or her best.
- My child feels safe at this school.
- This school is well maintained.

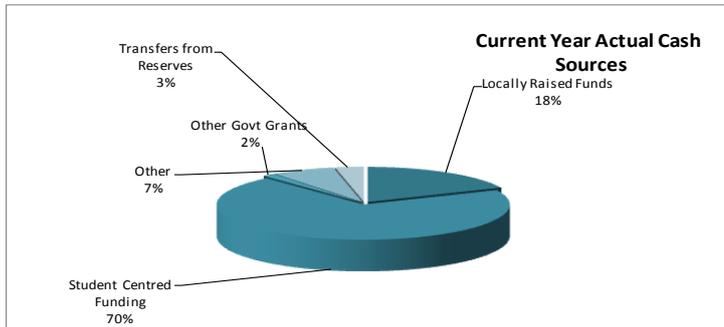
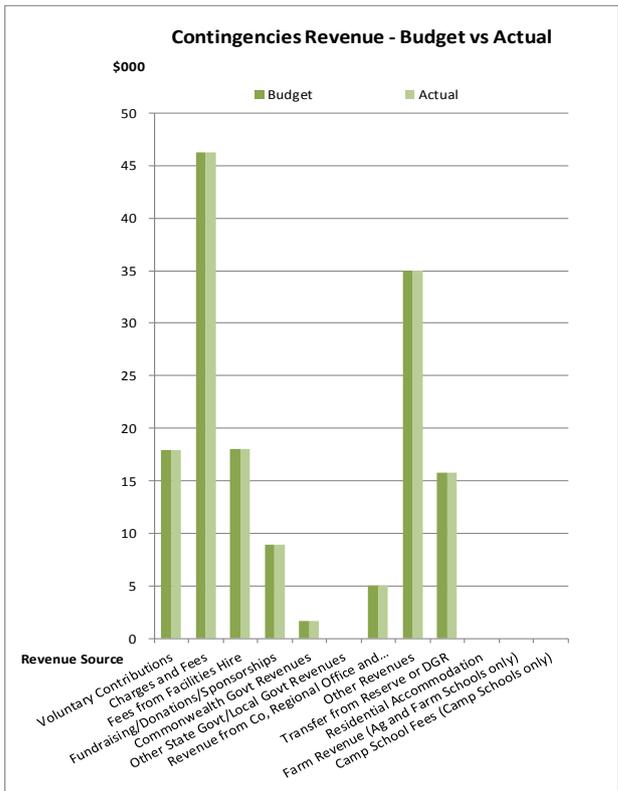
Areas that require consideration indicated by parents were:

- This school takes parents opinions seriously.
- This school has a strong relationship with the local community.

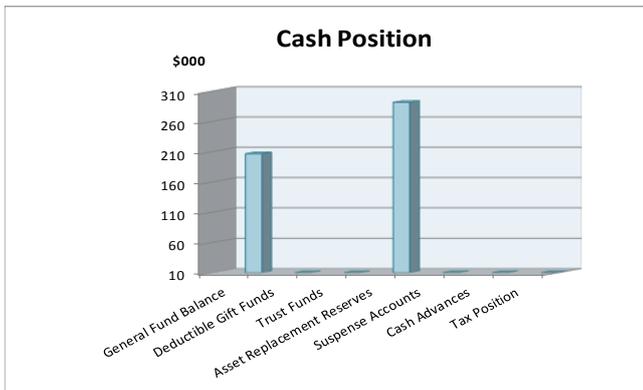
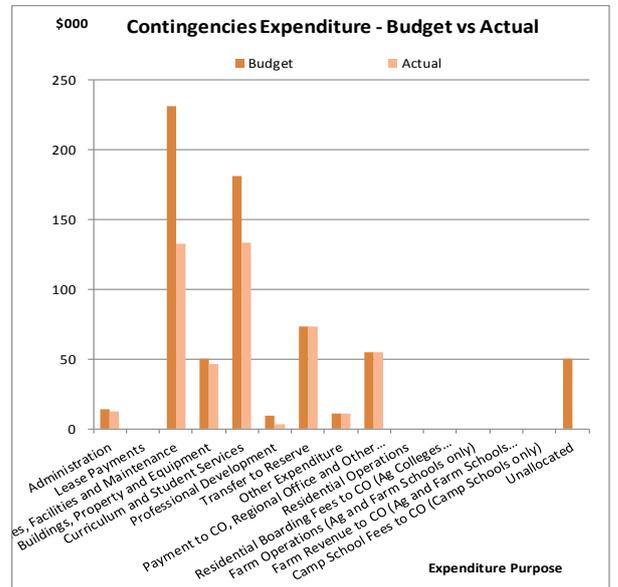


Noranda Primary School
Financial Summary as at
31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 17,913.00	\$ 17,913.15
2	Charges and Fees	\$ 46,268.00	\$ 46,268.25
3	Fees from Facilities Hire	\$ 18,060.00	\$ 18,060.00
4	Fundraising/Donations/Sponsorships	\$ 8,923.00	\$ 8,922.75
5	Commonwealth Govt Revenues	\$ 1,687.40	\$ 1,687.40
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 5,082.00	\$ 5,081.96
8	Other Revenues	\$ 35,021.27	\$ 35,021.66
9	Transfer from Reserve or DGR	\$ 15,785.00	\$ 15,785.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 148,739.67	\$ 148,740.17
	Opening Balance	\$ 173,924.00	\$ 173,924.44
	Student Centred Funding	\$ 350,160.00	\$ 350,160.00
	Total Cash Funds Available	\$ 672,823.67	\$ 672,824.61
	Total Salary Allocation	\$ 3,351,445.00	\$ 3,351,445.00
	Total Funds Available	\$ 4,024,268.67	\$ 4,024,269.61



	Expenditure	Budget	Actual
1	Administration	\$ 14,002.00	\$ 12,580.79
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 230,562.00	\$ 132,421.68
4	Buildings, Property and Equipment	\$ 50,138.00	\$ 46,459.86
5	Curriculum and Student Services	\$ 180,643.45	\$ 133,111.38
6	Professional Development	\$ 8,850.00	\$ 2,912.72
7	Transfer to Reserve	\$ 73,078.00	\$ 73,078.00
8	Other Expenditure	\$ 10,999.82	\$ 11,149.61
9	Payment to CO, Regional Office and Other Schools	\$ 54,645.00	\$ 54,645.00
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)	\$ -	\$ -
15	Unallocated	\$ 49,905.22	\$ -
	Total Goods and Services Expenditure	\$ 672,823.49	\$ 466,359.04
	Total Forecast Salary Expenditure	\$ 2,965,609.00	\$ 2,965,609.00
	Total Expenditure	\$ 3,638,432.49	\$ 3,431,968.04



Cash Position as at:	
Bank Balance	\$ 498,695.13
Made up of:	\$ -
1 General Fund Balance	\$ 206,465.57
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 291,307.07
5 Suspense Accounts	\$ 3,600.49
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 2,578.00
Total Bank Balance	\$ 498,695.13