



Noranda Primary School

2016 Annual Report

Principal's Message

It is with pleasure that I present the 2016 School Report. It provides parents, carers and members of the wider community with information about Noranda Primary School's activities and performance during 2016. 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 Lapathon. The Athletics 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 2013. The full report on the school review is available on the school website. The review assisted us in developing our new 2016-2018 school business plan.

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 2016 Noranda had an enrolment of 365 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 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 two per cent indigenous student enrolment. Interactive technology has been installed in each classroom as a means of engaging students and supporting teachers and upgrades were made to two classes through 2016 with new interactive technology. 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, flute and brass were offered in 2016. 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. During term four after school sport programs were offered through Sports Australia. Mandarin is the language other than English that is taught to all students from years three to six. Families can also access the services of a school nurse, a school psychologist and our school chaplain.

School Board

The Noranda Primary School Board has ten members led by our School Board Chair Olivia Stead. There are six parent representatives with three staff representatives plus the principal. The board held two meetings each term throughout 2016. In essence the role of the school board is one of setting the long term future goals for the school and maintaining oversight of the school's operation.

Throughout 2016 the school board has fulfilled its responsibilities in reviewing and endorsing the school budget, assisting with and endorsing the building of the new school business plan 2016-2018, reviewed the performance of the school against the agreed targets, endorsed changes and made recommendations to reworked school policies and approved the fees, charges, contributions and the school booklists for the new school year.

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 2016

Australian Curriculum Implementation

Staff have focussed on the development of key understandings of the Western Australian Curriculum. Through 2016 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 the Morley Schools Network working with teachers across schools to develop their understandings.

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 text skills. Through 2016 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. A support teacher was also utilised across years 3-6 during literacy lessons.



School Priorities For 2016

2016 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	430	416	29	25	59	63	12	12
5	493	495	20	19	60	69	20	12

NAPLAN - READING					
2014		2015		2016	
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 ninety eight per-cent of students are at or above the national minimum standard.

Fifty one per cent of these students are in the top two bands compared to the state average of forty five per cent. We identified twelve per cent of our students in the bottom two bands compared to the state average of eighteen

per cent. The year three mean score was 430 compared to the state mean of 416 and a national mean of 426.

Year five results in reading show ninety one percent of students at or above the national minimum standard. 31% of these students are in the top four bands compared to the state average of 33%. The Noranda mean score was 493 compared to the state mean of 495 and a national mean of 502.

Strategies for Improvement

- Literacy Block continued to enhance teaching delivery to students.
- Teacher collaboration on student performance.
- Cars and Stars Comprehension used as resource to develop reading skills.
- First Steps strategies for reading development.



School Priorities For 2016

2016 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	411	414	38	22	51	64	10	14
5	478	470	16	18	74	69	9	13

NAPLAN - WRITING					
2014		2015		2016	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The Writing genre assessed in NAPLAN was a narrative text. Both year three and five writing results 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.

Forty eight percent of these students were identified in the top five bands compared to the state mean of forty six per cent. The year three Noranda mean score was 411 Naplans compared to the state mean of 414 and the national mean of 421. Year five results show that ninety four percent of students are at or above the national minimum standard. Eleven

percent of these students are in the top four bands compared to the state mean of fourteen percent. The year five Noranda mean score for writing is 478 compared to the state mean of 470 and it is also slightly above the national mean of 475.

Progress from year three (2014) to year five in writing is still an area of concern as there was only a gain of 65 points compared to a state progression of 73 points. Forty six 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.
- Investigate an alternative whole school writing approach to improve the standard of writing across the school.
- First steps strategies for writing.
- Revise editing skills.



School Priorities For 2016

2016 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	437	412	34	20	56	67	10	13
5	505	488	17	19	69	66	14	14

NAPLAN - SPELLING					
2014		2015		2016	
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 three results in spelling show that ninety eight per-cent of students are 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 forty five per cent.

We identified ten per cent of our students in the bottom two bands compared to the state average of eighteen percent. The year three mean score was 437 compared to the state mean of 412 and the national mean of 420.

Year five results in spelling show eighty five per cent of students at or above the national minimum standard. Thirty one per cent of these students are in the top four bands compared to the state average of twenty five per cent. The Noranda year five mean score was 505, compared to the state mean of 488 and a national mean of 493.

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.

School Priorities

For 2016

2016 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	429	425	30	27	54	62	16	11
5	494	499	11	19	71	71	17	10

NAPLAN - GRAMMAR AND PUNCTUATION					
2014		2015		2016	
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 three results in grammar and punctuation show that ninety eight per-cent of students are at or above the national minimum standard.

Forty four percent of these students are in the top five bands compared to the state average of forty five percent. We identified ten percent of our students in the bottom two bands compared to the state average of thirteen percent.

The year three mean score was 429 compared to the state mean of 425 and the national mean of 436. Year five results in grammar and punctuation show ninety seven percent of students at or above the national minimum standard. Thirty five percent of these students are in the top four bands compared to the state average of thirty four percent. The Noranda year five mean score was 494 compared to the state mean of 499 and a national mean of 505.

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.

School Priorities For 2016

2016 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					
2014		2015		2016	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The results in numeracy indicate that the challenges are in the higher level of questions in the aspect of Number and Algebra. Some of the more challenging questions required knowledge of fractions, number sentences, number lines and number patterns.

Developing a clearer understanding of these concepts will be a priority in 2017 along with a greater focus on problem solving and using the Polya method for solving problems. In Measurement and Geometry the application

of perimeter was a challenge. More work needs to be done in 2017 to develop and consolidate a better understanding of perimeter. It is interesting to note that the performance of the year five cohort in numeracy was closer to the mean of WA public schools (7 points) than when they sat the test as year threes (21 points) in 2014. In 2016 the year three numeracy performance was just above the WA public schools mean and the year 5 performance just below.

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.
- The Origo Stepping Stones resource is used across the school.
- Problem solving skills explicitly taught. Polya's four step approach to be taught.



Science and Humanities

Science

The science learning area was assessed in 2016 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 six percent of our students from year one to six are receiving a “C” grade or better for Science. Twenty 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 September of 2016. The test will be re-administered in August of 2017 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 2016-2018 target for Science of exceeding 60% in all four aspects of the ACER test was not met in 2016. Targets were met in year four in the strands of Life and Living and Materials and in year six Energy and Change, Earth and Space and Materials. The 2016 series of tests show that the students in year six performed strongest in the Energy and Change (73%) strand, whilst the year four students performed strongest in the Materials strand (65.6%). The weakest performance for the year six students was in the strand of Life and Living (55.3%), whilst for the year four students the weakest performance was in the Earth and Space strand (50.8%).

Strategies for Improvement

A number of initiatives have been put into place in 2017 to assist with the improvement of the results in Science. They include 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; and the setting of targets for improvement in the school plan from data gathered each year.



Science and Humanities

Humanities and Social Science

History was the sub area of Humanities that was reported through 2016. Teacher judgements taken from the end of year reporting to parents showed that ninety four per-cent of students in years one to six received a grade of “C” or better. Thirty one percent of students received a grade of “B” or better.

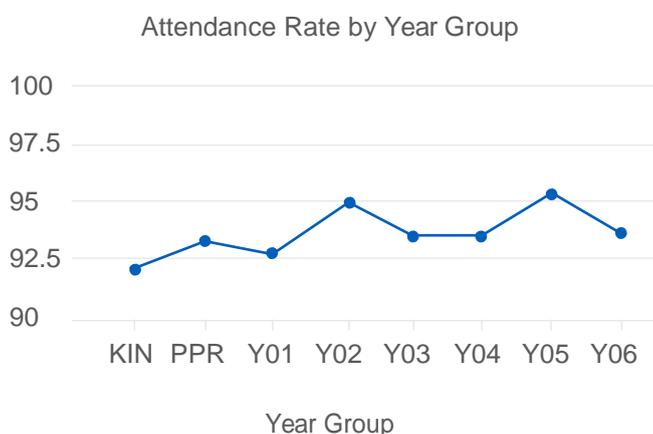


Attendance

The school's attendance rate for 2016 was 93.8% slightly above that of the WA Public Schools attendance rate for 2016. Regular attendance for the year, which is students attending for over 90% of the time through the year, was 79%.

This is slightly below 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 2016 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
2014	93.3	92.6%
2015	93.6	92.1%
2016	93.8	92.6%



Year 6 Destinations for 2017

Destination Schools	Male	Female	Total
Morley Senior High School	10	8	18
John Forrest Senior High School	1	5	5
Ballajura Community College	1	1	2
Hampton Senior High School	2		2
Mount Lawley Senior High School	1		1
Perth Modern	1		1
Kiara College		1	1
John Septimus Roe	4		4
La Salle	1		1
Chisholm College	1		1
Perth College		1	1
Mundaring Christian	1		1



2016

Programs

Throughout 2016, 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 2016. 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

Noranda PS competed in the Opti-MINDS Creative Sustainability Challenge at Curtin University in August. 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 two teams made up of students from years four to six. 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.

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.

2016

Programs

Morley SHS Science Partnership

Students from year six travel led 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 2016 the student councillors with the faction captains attended a student leadership workshop with hundreds of other student leaders from throughout Perth.

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.



2016 Programs

Music and Choir

In 2016, Noranda's choir performed in the WA Massed Choir Festival concert held in term three of the school year. The festival culminates with six public performances and the main aim of this 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.

Time in music sessions was allocated to the preparation and practice of repertoire selected for these occasions which consists of music composed for children, songs with actions or movement and song and dance from other cultures for Harmony and Cultural Day.



Instrumental Music

Year six students selected for the School of Instrumental Music Program, with weekly lessons in guitar, flute, trombone and trumpet performed as an ensemble for the annual Book Award assembly held at the end of the year.

2016 Programs

Mandarin

Mandarin was taught from year 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.

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 was held in term two for our senior classes with other schools also studying Mandarin.



2016

Programs

Physical Education

2016 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 six students learnt social dance under a dance teacher's guidance for their graduation celebration. Representatives from the WACA came to the school and held a cricket clinic with our students.

After School Sport

The school was successful in obtaining a grant from Sporting Schools to run a series of after school sessions on lawn bowls. We were able to purchase equipment and offer lessons from a qualified coach.

The series of 5 lessons was offered to students from year three to six and was very well attended. Due to this a further application was sought to offer a different sport in 2017.

This application was also successful and a series of golf lessons will be offered to year five and six students in term one 2017.



2016

Programs

Running Club

Running Club started in March and continued two mornings a week until October. Sessions were on Tuesday and Thursday mornings from 7.45am to 8.15am. This year a total of 142 participants completed 7334 kilometres. This included 29 parents and family members and 5 staff. Students ranged from Kindergarten age to Year six.

72 students and 9 family members achieved 25km; 50 students and 2 family members achieved 50km; 25 students and 1 parent achieved 100km; 6 students achieved 200km. The Kilometre Queen ran a total of 136kms and the Kilometre King ran 238kms over the year.

The school chaplain assisted one day a week and at least one parent assisted each day by marking the course or recording laps run by students.

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.



2016

Programs

Noranda Nippers

Parents with children ranging from fourteen months to three years joined in with our Nippers group. 2016 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

Bush Wardens commenced in 1999 and is an after school Environmental Education Programme, offered 3 times a term to students from PP to six. (Kindergarten students may attend if supervised by a parent or older sibling.) It is organized on a volunteer basis by interested Noranda staff and parents. The programme of activities is centred around The Bushland Management Plan 1999.

In 2016 it was conducted from February to December. An average of 46 students attended each session with our most popular activity Aussie Reptiles, attended by 70 students. Our activities attracted 127 students throughout this year. Environmental activities focused on bushland regeneration, weeding, flora and fauna identification and Aboriginal use of bushland resources.

The importance of conservation was emphasised with incursions and guest speakers from the Environmental Office at the Bayswater City Council, The Wildflower Association, Aussie Reptiles and Kanyana Wildlife Rehabilitation Hospital. Aboriginal expertise was provided by guest speakers from Warlitj Productions and Bindi Bindi Dreaming. 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.

2016

Highlights

- Incursions from Constable Care, Forensic Science, Paint Storm, Seeds Education, Life Education Van
- Year six Camp to Ern Halliday, Sorrento
- Year 6 Olympic Fundraiser for their camp
- Massed School Choir Performance
- Parent information sessions
- In-Term Swimming Lessons
- Interschool Athletics Carnival
- Interschool Cross Country competitions at Guildford and Coolbinia
- Faction Athletics Carnival
- 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 Australian schools and are registered with the Teacher Registration Board of Western Australia.

In 2016 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, Physical Education, Science and Literacy 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.



Courses/ Professional learning attended through 2016 included:

- Western Australian Curriculum English , Mathematics, Science and History
- Interactive White Board training
- Visible Learning
- Grammar and Punctuation
- ICT i-pad use in classrooms.
- SEN Training
- Connect
- Data Analysis
- Interactive Board Training

Parent Survey Results

In 2016, the school conducted a survey of the whole school community to gather feedback on our performance. The Parent/Community Survey, held in 2016, had 53 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:

The lowest rated items in the 2016 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.

Two items were identified

- Student behaviour is well managed in this school (3.9/5)

The school is reviewing the school behaviour management policy through 2016/2017 and will revise strategies to cater for the needs of our diverse student group.

- The school takes parent opinions seriously. (4.1/5)

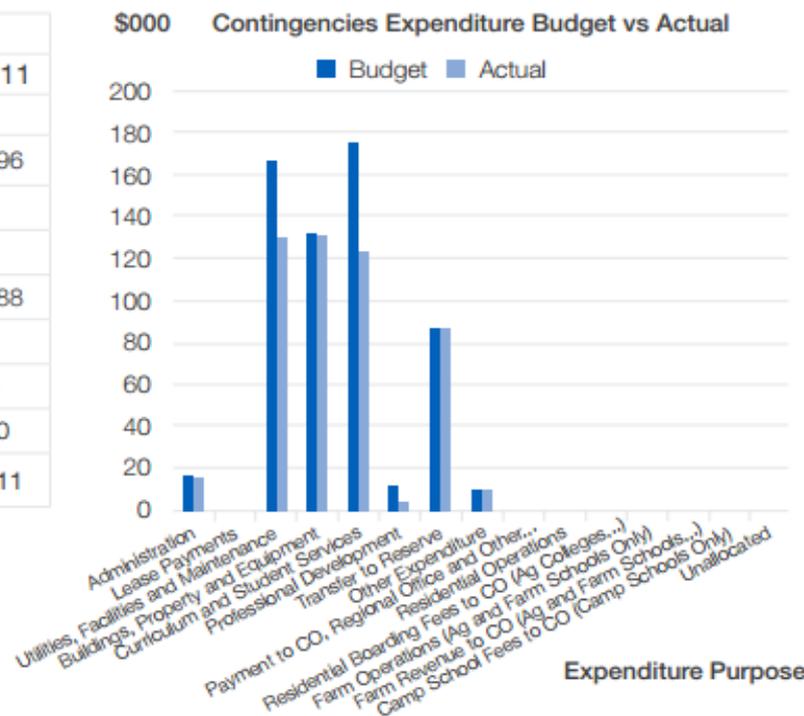
The response for this survey item was affected by the high number (9) of parents who indicated neither agree or disagree in the survey. The school will look at ways of promoting to the parent body a willingness to listen and openly discuss the opinion of parents.

Noranda Primary School

Financial Summary as at 31 December 2016

	Expenditure	Budget	Actual
1	Administration	\$17,071.50	\$15,419.00
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$166,524.05	\$130,613.68
4	Buildings, Property and Equipment	\$132,338.81	\$131,789.28
5	Curriculum and Student Services	\$176,325.31	\$122,249.14
6	Professional Development	\$11,984.73	\$3,851.55
7	Transfer to Reserve	\$86,500.00	\$86,500.00
8	Other Expenditure	\$10,030.00	\$9,526.27
9	Payment to CO, Regional Office and Other Schools	\$305.00	\$305.00
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	-	-
	Total Goods and Services Expenditure	\$601,079.40	\$500,253.92
	Total Forecast Salary Expenditure	\$3,330,543.00	\$834,174.00
	Total Expenditure	\$3,931,622.40	\$1,334,427.92

Cash Position on as at:		
	Bank Balance	\$450,958.11
	Made up of:	-
1	General Fund Balance	\$173,046.96
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$284,656.88
5	Suspense Accounts	\$861.27
6	Cash Advances	\$100.00
7	Tax Position	\$7,507.00
	Total Bank Balance	\$450,958.11



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13	Farm Revenue to CO (Ag and Farm Schools Only)	-	-
14	Camp School Fees to CO (Camp Schools Only)	-	-
15	Unallocated	-	-
	Total Goods and Services Expenditure	\$601,079.40	\$500,253.92
	Total Forecast Salary Expenditure	\$3,330,543.00	\$834,174.00
	Total Expenditure	\$3,931,622.40	\$1,334,427.92

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