



# 2017 Annual Report

# Principal's Message

It is with pleasure that I present the 2017 School Report. It provides parents, carers and members of the wider community with information about Noranda Primary School's activities and performance during 2017. 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 2016-2018 school business plan which is due for review through 2018.

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 2017 Noranda had an enrolment of 368 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 two 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 2017 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 has been an area of specialty for 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 2017.

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 orienteering through Sports Australia. Mandarin is the language other than English (LOTE) that is taught to all students from year's three to six. Students are provided opportunities to develop their physical skills and access the services of a school nurse, a school psychologist and our school chaplain.

## School Board

During 2017 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 2017. 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 2017 the school board has fulfilled its responsibilities in reviewing and endorsing the school budget, assisting with and endorsing the development of the new 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 vision statement was also renewed after consultation and will be adopted in 2018.

## 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 2017

## Australian Curriculum Implementation

Staff have focussed on the development of key understandings of the Western Australian Curriculum. During 2017 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 2017 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 3-6 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.

# School Priorities For 2017

## 2017 Reading

Year	School	State Mean	Top 20%	Top 20% Like School	Middle 60%	Middle 60% Like	Bottom 20%	Bottom 20% Like
3	443	402	41	22	43	62	15	16
5	493	499	27	23	51	65	12	12

NAPLAN - READING					
2015		2016		2017	
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 percent of students are at or above the national minimum standard.

Fifty four per cent of these students are in the top two bands compared to the state average of forty three per cent. We identified that nine per cent of our students are in the bottom two bands compared to the state average of twelve per cent.

The Year Three mean score was 443 compared to the state mean of 420 and a national mean of 431.

Year Five results in reading show ninety five percent of students at or above the national minimum standard with thirty eight percent of these students in the top four bands compared to the state average of thirty four percent. The Noranda mean score was 493 compared to the state mean of 499 and a national mean of 506.

## 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.



# School Priorities For 2017

## 2017 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	442	410	50	24	43	65	7	11
5	470	469	21	19	62	70	18	11

NAPLAN - WRITING					
2015		2016		2017	
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 exceeding expected levels while our Year Five writing results indicate an “at the expected level” performance. The Year Three results show that one hundred percent of students are at or above the national minimum standard.

Sixty 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 442 Naplans compared to the state mean of 410 and the national mean of 414. Year Five results show that ninety four percent of students are at or above the national minimum standard.

Fifteen 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 470 compared to the state mean of 469, it is also slightly below the national mean of 473.

Progress from Year Three (2015) to Year Five in writing is still an area of concern as there was only a gain of 45 points compared to a state progression of 61 points. Thirty eight 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.
- 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 2017

## 2017 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	458	409	48	21	48	66	4	13
5	516	498	32	20	53	68	15	12

NAPLAN - SPELLING					
2015		2016		2017	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Spelling results show that Year Three results exceed the expected levels. The Year Five levels of achievement are within the expected levels of performance. Year Three results in spelling show that ninety six per-cent of students are at or above the national minimum standard. Seventy two per cent of these students are in the top five bands compared to the state average of forty three per cent.

We identified four per cent of our students in the bottom two bands compared to the state average of eighteen percent. The Year Three mean score was 458 compared to the state mean of 409 and the national mean of 416. An excellent result.

Year Five results in spelling show ninety one per cent of students at or above the national minimum standard. Thirty eight per cent of these students are in the top four bands compared to the state average of thirty two per cent. The Noranda Year Five mean score was 516, compared to the state mean of 492 and a national mean of 499.

## Strategies for Improvement

- K-3 school approach utilising Dianna Rigg Spelling Program.
- Spelling Mastery Groups Year 3-6 to continue.
- Reinforce sight words and word banks.
- Explicit teaching of spelling strategies and spelling rules.

# School Priorities For 2017

## 2017 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	466	429	39	21	48	64	13	15
5	508	492	24	22	62	67	15	11

NAPLAN - GRAMMAR AND PUNCTUATION					
2015		2016		2017	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Grammar and Punctuation analysis shows the Year Three result exceeding expected levels and the Year Five results at the expected levels of performance. Year Three results in grammar and punctuation show that ninety one per-cent of students are at or above the national minimum standard.

Sixty three percent of these students are in the top five bands compared to the state average of fifty three percent. We identified thirteen percent of our students in the bottom two bands compared to the state average of twenty percent.

The Year Three mean score was 466 compared to the state mean of 429 and the national mean of 439. Year Five results in grammar and punctuation show eighty eight 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 percent.

The Noranda Year Five mean score was 508 compared to the state mean of 492 and a national mean of 499.

## 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 2017

## 2017 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	426	402	36	21	43	65	20	14
5	492	489	22	19	54	66	24	15

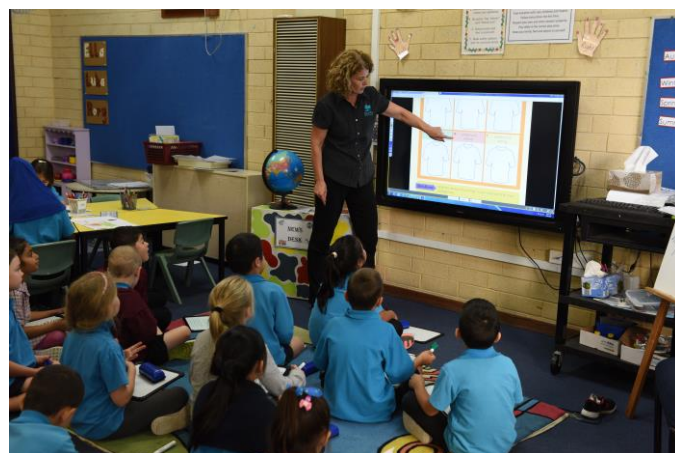
NAPLAN - NUMERACY					
2015		2016		2017	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

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 common themes requiring extra consolidation centre around multi-step problem solving and interpreting word problems to understand what is being asked in the question.

Developing a clearer understanding of problem solving and using the Polya method for solving problems will remain a focus. In Measurement and Geometry the conversion of metric units of measure was a challenge. More work needs to be done in 2018 to develop and consolidate a better understanding of metric units and their use.

## 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 2017 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 five percent of our students from Year One to six are receiving a “C” grade or better for Science. Twenty four 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 2017. The test will be re-administered in August of 2018 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 2017. Targets were met in Year Four in the strands of Life and Living Energy and Change and Earth and Space and in Year Six Energy and Change. The 2017 series of tests show that the students in Year Six performed strongest in the Energy and Change (69%) strand, whilst the Year Four students performed strongest in the Life and Living strand (63%). The weakest performance for the Year Six students was in the strand of Life and Living (56%), whilst for the Year Four students the weakest performance was in the Materials strand (59%).

## 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

All the sub-strands of the Humanities learning area were reported through 2017. Teacher judgements taken from the end of year reporting to parents showed that ninety six per-cent of students in years one to six received a grade of “C” or better. Twenty five percent of students received a grade of “B” or better.

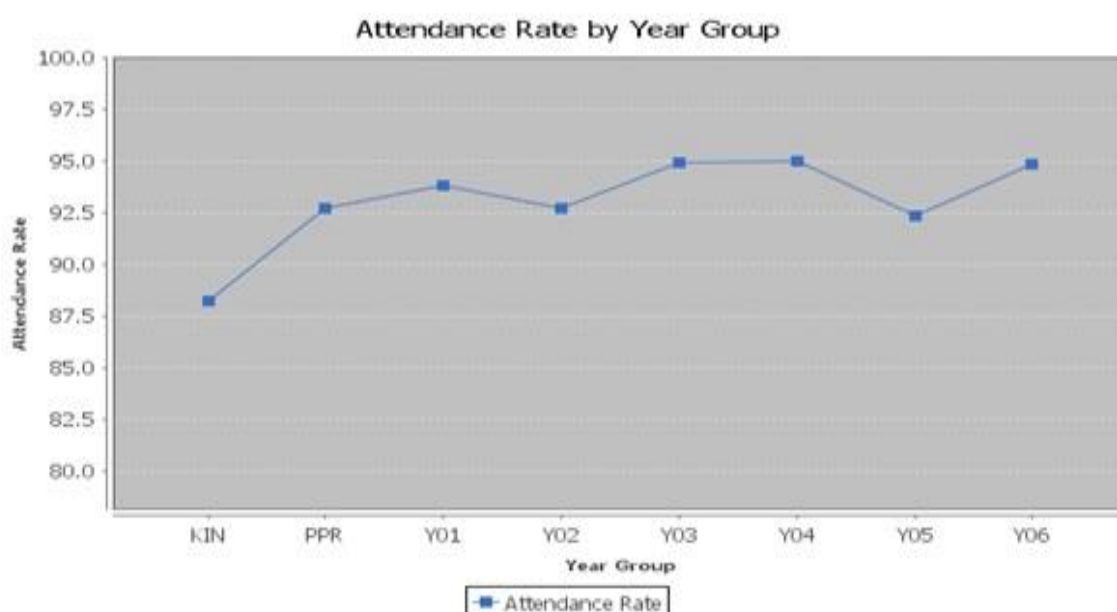


# Attendance

The school's attendance rate for 2017 was 94.7% s above that of the WA Public Schools attendance rate for 2017. Regular attendance for the year, which is students attending for over 90% of the time through the year, was 83%.

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 2017 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
2015	93.6%	92.7%
2016	93.7%	92.6%
2017	94.7%	92.7%





# Year 6 Destinations for 2017

Destination Schools	Male	Female	Total
Morley Senior High School	9	9	18
John Forrest Senior High School	1	6	7
Carine Senior High School	1		1
Hampton Senior High School	4		4
Mount Lawley Senior High School	1	1	2
Mirrabooka Secondary ESC	2		2
Servite College		1	1
St Andrews Grammar	1	1	2
Chisholm College	2	1	3
New South Wales		1	1



# 2017 Programs

Throughout 2017, 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**

Three students from Year Five and two students from Year Six attended Primary Extension and Academic Challenge courses through 2017. 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.

## **Australian Maths Competition**

Fifty four 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, twelve Certificates of Credit and twenty nine Certificates of Proficiency with nine certificates of participation. A child awarded a certificate of distinction is deemed in the top 20% of results for their state.

## **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 2017 the student councillors and faction captains attended a student leadership workshop with hundreds of other student leaders from throughout Perth.

# 2017 Programs

## 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.





# 2017 Programs

## Music and Choir

In 2017, 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, and often integrates actions and movements.

The benefits of African Drumming have been widely acknowledged, and in 2017 the Noranda P&C generously funded an ensemble set of Djembes. Not only is African Drumming conducive to learning beat and rhythm, but has been a proven tool for improved mental well-being.

In November 2017, Kaboom Percussion performed their interactive show. This incursion supported the music program with a focus on percussion and creative music-making. Kaboom showed us the possibilities of creating music with the simplest of instruments, combining their unique brand of music with elements of magic, juggling and comedy creating an unforgettable learning experience.



## 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. In 2017, current instrumental students combined with past instrumental students as an ensemble, performing a farewell song for the graduating Year Six students.



# 2017 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.



# 2017 Programs

## Physical Education

2017 was again a busy year in the area of Physical education. Students were involved in two sessions of physical education lessons per week and weekly organised senior sport sessions.

Following our own cross country event in term two we participated at the Guildford cross country. The school had one football, two netball teams and a basketball team that participated in an interschool sport fixture during term two. 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 four.

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. During term one a golf professional came to the school over four weeks to give lessons to Year Five and six students. For the fifth lesson a bus was hired to take the students to the Marangaroo golf club for practice on their course.

In term four a series of five lessons was offered to students from Year Four to six on Orienteering. An enthusiastic group of students enjoyed navigating around the school grounds while trying to achieve their best time.

The grants enabled all costs to be covered for both sets of sessions and equipment to be purchased for the school.





# 2017 Programs

## Peer Tutoring

The Peer Tutoring Program has been running in the school for 9 years. Year 6 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 PP-4.

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
- Report back to teachers

When trained, the peer tutors are paired up with children experiencing difficulty (time of day and frequency of sessions is negotiable). 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 2017 there were 24 peer tutors in the school working with teachers from Kindergarten to Year 4. Many of the peer tutors were tutored themselves when in the junior grades. Most tutors assist teachers straight after lunch time. The sessions are only 15 minutes long.

Some peer tutors were testing phonics using flash cards, whilst others were practising basic number facts. Some students were listening to reading homework and some conversed with students with English as a second language. It is common to find tutors testing and drilling spelling words. In the Kindergarten, some tutors helped students practice their balancing, climbing and playing skills on the outside play equipment.

# 2017 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 199 participants completed 8625 kilometres. This included 53 parents and family members and 8 staff. Students ranged from Kindergarten age to Year Six.

77 students and 13 family members achieved 25km; 69 students and 5 family members and staff achieved 50km; 36 students and 1 parent achieved 100km; 4 students achieved 200km. The Kilometre Queen ran a total of 170kms and the joint Kilometre King winners ran 218kms over the year.

A group of fourteen parents and family members assisted by supervising on the course or recording the laps run by the 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.





# 2017 Programs

## Noranda Nippers

Parents with children ranging from two to three years of age joined in with our Nippers group. 2017 saw eight families including two 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 organised on a volunteer basis by interested Noranda staff and parents. The programme of activities is centred around The Bushland Management Plan 1999.

In 2017 it was conducted from February to December. An average of 40 students attended each session with our most popular activity Aussie Reptiles, attended by 57 students. Our activities attracted 103 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 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.



# 2017 Highlights

- Incursions from Centenary of ANZAC's, Kaboom Percussion, Life Education Van, Year 6 Dance Class, Read – You Can Orang-utan.
- Year Six Camp to Ern Halliday, Sorrento
- Year 6 Circus Fundraiser for their camp
- Massed School Choir Performance
- Student Leadership Conference
- Parent information sessions
- A Maze of Story writing workshops
- In-Term Swimming Lessons
- Interschool Athletics Carnival
- Interschool Cross Country competitions at Guildford and Coolbinia
- Faction Athletics Carnival
- Multi - Cultural Lunch for Harmony Day
- Parent Open Night
- ANZAC Day Service
- Lapathon
- Excursions to Caversham Wildlife Park, Fremantle Maritime Museum, Red Hill Waste Management, Kings Park.
- End of Year Kindergarten Concert





# 2017 Highlights

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 2017 there were 25 teaching staff at the school (Full time equivalent 18.7) and 19 school support staff (FTE 13). Specialisation in learning areas was provided in Mandarin, Music, Physical Education, Science and Literacy and Maths 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 2017 included:

- Western Australian Curriculum English, Mathematics, Science and History
- Interactive White Board training
- Visible Learning strategies
- You Can Do It- Values Education
- First Aid Training for support staff
- Seven Steps for Successful Writing.
- SEN Training
- Individual Education Plan development
- STEM (Dream Project - Morley Schools Network)
- Digital Technologies
- Chaplaincy training in Rainbows Program

## Parent Survey Results

In 2016, the school conducted a survey of the school community to gather feedback on our performance. The survey will be repeated during 2018. The Parent/ Community Survey held in 2016, had 53 responses. The items that received very positive responses on the organisation and operation of the school were.

### Positive responses included:

- 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 responses 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.

Responses that indicate the school could do better in are:

- 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.

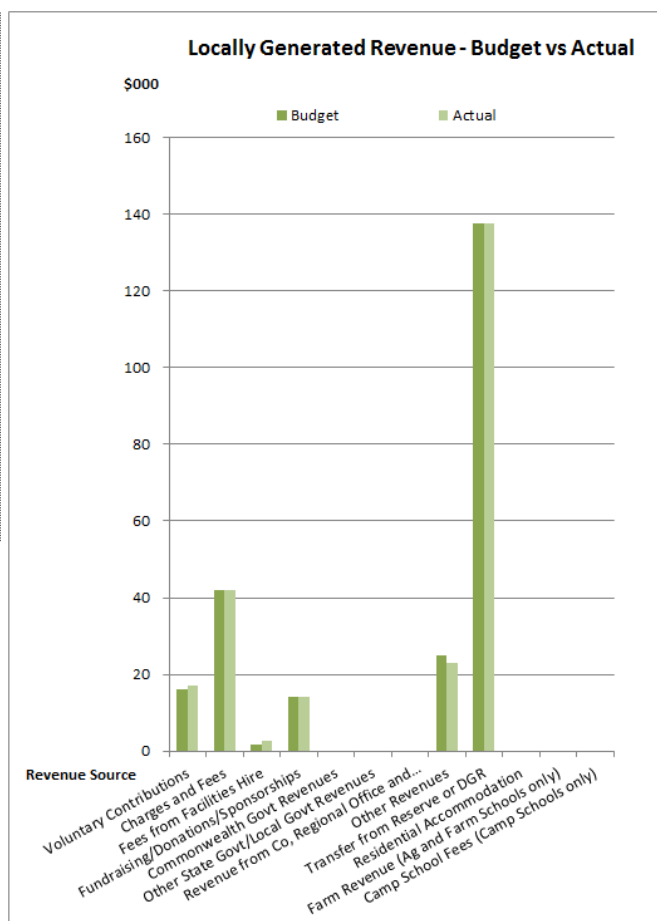
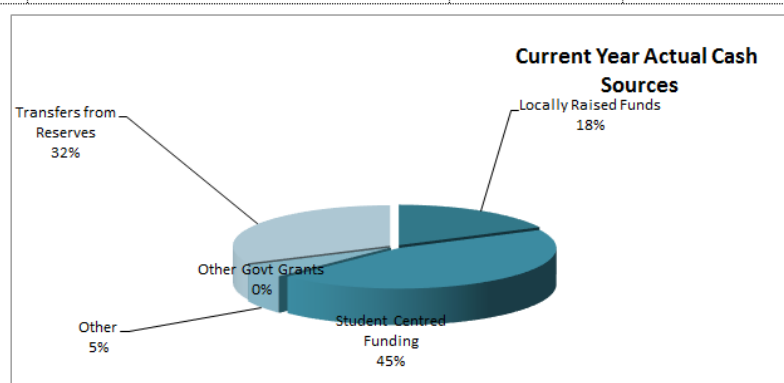
- The school takes parent opinions seriously. (4.1/5)

The response for this survey item was affected by the high number (9) of parents who indicated that they neither agree nor disagree in the survey. The school will look at ways of communicating to the parent body a willingness to listen and openly discuss the opinion of parents.



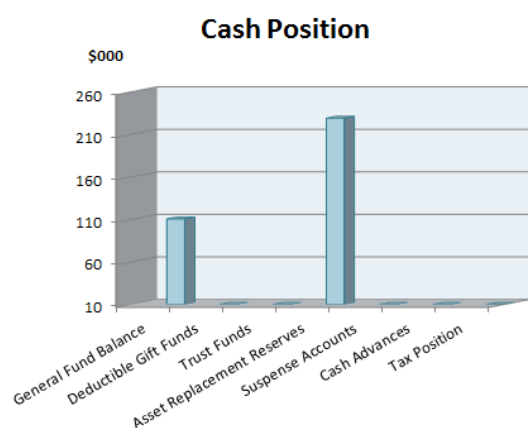
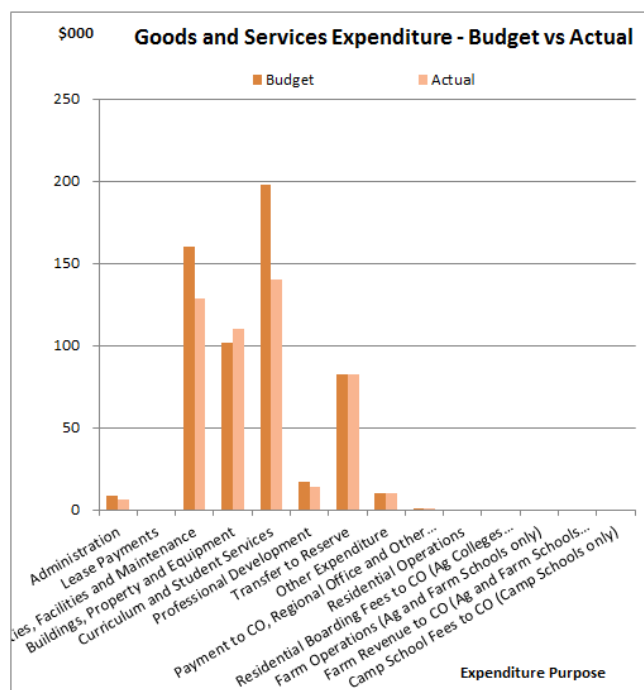
# Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,020.00	\$ 17,050.80
2	Charges and Fees	\$ 42,019.75	\$ 42,019.20
3	Fees from Facilities Hire	\$ 1,800.00	\$ 2,613.54
4	Fundraising/Donations/Sponsorships	\$ 14,041.00	\$ 14,063.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 24,859.90	\$ 23,050.90
9	Transfer from Reserve or DGR	\$ 137,598.00	\$ 137,598.00
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>\$ 236,338.65</b>	<b>\$ 236,395.84</b>
	<b>Opening Balance</b>	<b>\$ 173,046.00</b>	<b>\$ 173,046.96</b>
	<b>Student Centred Funding</b>	<b>\$ 192,341.62</b>	<b>\$ 192,341.62</b>
	<b>Total Cash Funds Available</b>	<b>\$ 601,726.27</b>	<b>\$ 601,784.42</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 601,726.27</b>	<b>\$ 601,784.42</b>



# Financial Summary as at 31 December 2017

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 8,145.00	\$ 6,154.45
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 159,960.64	\$ 128,481.87
4	Buildings, Property and Equipment	\$ 101,879.50	\$ 110,263.40
5	Curriculum and Student Services	\$ 197,985.54	\$ 140,143.45
6	Professional Development	\$ 17,102.62	\$ 14,002.23
7	Transfer to Reserve	\$ 82,000.00	\$ 82,000.00
8	Other Expenditure	\$ 10,246.00	\$ 9,685.25
9	Payment to CO, Regional Office and Other Schools	\$ 565.00	\$ 565.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 577,884.30</b>	<b>\$ 491,295.65</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 577,884.30</b>	<b>\$ 491,295.65</b>
	<b>Cash Budget Variance</b>	<b>\$ 23,841.97</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>339,442.14</b>
Made up of:	\$	-
1 General Fund Balance	\$	110,488.77
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	229,058.88
5 Suspense Accounts	\$	1,244.49
6 Cash Advances	-\$	100.00
7 Tax Position	-\$	1,250.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>339,442.14</b>