



# **2021** **Annual Report**

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# Principal's Message

It is with great pleasure that I present the Annual Report for 2021. This report demonstrates our accountability to national and state funding. It also highlights our successes and challenges within the school year.

2021 was a challenging year for the Principalship at Noranda Primary School. Jeff Murphy was on medical leave for the whole school year and Deputy Kerry Fullarton was Acting Principal in Semester One. In Semester Two, I came into the school as Acting Principal. Sadly, Jeff Murphy passed away towards the end of the school year. To the credit of everyone in the Noranda community, the school experienced successes and had a good school year. Students, staff and community showed great resilience through what was a challenging year.

In the latter part of the year we reviewed our Business Plan 2019-2021 and measured our successes against our targets. In this we measured NAPLAN, On Entry and PAT (ACER) Science against our academic targets. We reviewed attendance, Attitude, Behaviour and Effort and National Quality Standards against our non-academic targets. These are all tabled and expanded upon in this Annual Report. We also began planning and drafting our Business Plan for 2022-2024 in conjunction with staff and the School Board. For the next planning and reporting cycle, we have aligned ourselves more closely with the Department of Education Strategic Directions, increased our accountability and challenged the status quo.

We welcomed new members to the School Board and hosted School Board training for ours, and the Boards of our neighbouring network of schools. This was a great opportunity for our Board members to learn their role in the governance of the school. The P and C have worked for many years to fundraise and support the school's purchase of a nature play area for our senior students. The P and C contributed \$12,000 which was combined with the Government grant of \$30,000 to create a play area specific to the needs of Noranda Primary School. We also saw the P and C host some great events, which adhered to Covid safety guidelines which changed throughout the year. The highlights in the second semester were the Faction Carnival, with our new tabloid format, and the Colour Run.

Please enjoy reading our Annual Report of 2021.

Kristy Harrison  
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 2021 Noranda had an enrolment of 370 students with many enquiries from outside our boundaries. A sense of community is prevalent in the school and the School Board contributes to the school decision making and planning processes. The Parents and Citizens Association is very active and enriches the learning environment for Noranda students.

Noranda Primary School has a significant enrolment of students who have English as an additional language and/or dialect background, as well as a three per cent Indigenous student enrolment. Interactive technology has been installed in each classroom as a means of engaging students in learning. iPads are available for student use to conduct research, access apps which complement specific learning and manipulate devices via coding.

Music is a well-established component of the curriculum offered at Noranda Primary School. 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 Five and Six. Guitar, flute and brass were offered in 2021.

The school is involved in several environmental initiatives with a worm farm, vegetable garden, paper, battery and aluminium recycling highlighting the importance of environmental sustainability. Noranda Primary School is a Water Wise, Sun Smart and Waste Wise school. Students 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. In 2021, our school became a recognised Mentally Healthy School promoting the Act Belong Commit program.

During the year specialist sport programs were offered in tennis through Sports Australia. Students also successfully participated in the Tennis Academy Plate competition.

Students are provided opportunities to develop their physical skills and access the services of a school nurse, a school psychologist and our school chaplain. Mandarin is the language other than English (LOTE) that is taught to all students from Years Three to Six.

## Our Vision

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





# Staffing and School Board

## Staffing

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

In 2021 there were 24 teaching staff at the school (Full Time Equivalent 18) and 19 school support staff (FTE 13.8). Specialisation in learning areas was provided in Mandarin, Music, and Physical Education. Support was provided in literacy, numeracy and digital technologies.

Teachers attended professional learning opportunities through the 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 covering all learning areas.



## School Board

The Noranda Primary School Board is a group of staff, parents and community members, who work together to ensure good governance so that school resources are used efficiently, and the school's priorities reflect the needs of the students.

In 2021, the Board comprised of ten members, led by Chair and Parent Representative, Lisa Martin; five parent representatives, three of whom were first time members; two community members, one of whom was a former school parent representative; and two staff representatives, as well as the school Principal.

During the 2021 school year, the Board continued to respond to the ongoing Covid19 pandemic while overseeing and fulfilling its responsibilities, which included reviewing school operational and financial data, reviewing and approving school fees and charges, as well as being involved in the review and approval of current and upcoming policies, including the new 2022-2024 School Business Plan.

The Board also participated in a number of training sessions, including Department of Education Board Training modules, which benefited new and existing members, and a Board training session organised by Principal, Kristy Harrison. This facilitator-led training was held at the school and was attended by Board representatives from a number of surrounding schools in the Morley School Network.

Board training has been a catalyst for further discussion on what the Board wants to achieve and focus on in 2022, which includes the implementation of a Code of Conduct and updates to the School Board Terms of Reference.

# School Priorities For 2021

Throughout 2021, staff at Noranda Primary School continued to prioritise the three focus areas of the *Noranda Primary School Business Plan 2019-2021*.

- Successful Students
- High Quality Teaching and Leadership
- Partnerships

## **Successful Students**

Noranda Primary School will provide a safe and orderly environment for our students to be supported, challenged and inspired to achieve personal excellence.

### **Major Strategies Throughout 2021**

- School attendance focus.
- Thoroughly planned students at educational risk (SAER) documentation and processes.
- School data utilised to inform practice.
- Protective Behaviours Scope and Sequence.
- Whole school You Can Do It program.
- Noranda Primary School became a Mentally Health School, promoting the Act Belong Commit program in school.
- Technology utilised to enhance learning outcomes.
- Whole school Kagan Cooperative Learning.
- School psychologist and school chaplain services available.

## **High Quality Teaching and Leadership**

At Noranda Primary School we recognise that the basis of improving student outcomes is high quality teaching and leadership.

### **Major Strategies Throughout 2021**

- Planning, teaching and assessment using the WA Curriculum, Achievement Standards, Kindergarten Curriculum Guidelines and Early Years Learning Framework.
- Guided Reading focus.
- Staff professional learning needs identified and supported.

- Application of the principles of lesson design: shared learning intention - we are learning to (WALT); tuning in / warm up; explicit teaching – I do, we do, you do; and reflection.
- Teacher participation in classroom observations and feedback.
- Phase of learning teams and timetabled collaborative meeting time in K-P, 1-2, 3-4, 5-6 for connected practice.
- Whole school Seven Steps for Successful Writers program.
- Spelling Mastery program.
- Mathematics Lesson Design implementation.
- Problem solving focus in Mathematics.

## **Partnerships**

Noranda Primary School will continue to build positive relationships and productive partnerships with our school and local communities.

### **Major Strategies Throughout 2021**

- Partnership with Mentally Healthy WA to become a Mentally Healthy School.
- Community barbecue and parent meetings.
- Partnerships with universities, TAFE and local high schools to host students for pre service training or work experience.
- Working together with the School Board and the P&C to enhance the learning environment within the school.
- School chaplaincy service through Youthcare.
- Success in accessing external school grants and funding.
- Provision of extracurricular activities to the community. For example, Bush Wardens, Running Club and Nippers.
- Promotion of a culturally diverse community through Harmony Day, NAIDOC Day celebrations, the installation of new flag poles to display the Aboriginal flag and the creation and display of the Noongar Six Seasons murals.

# NAPLAN 2021 Results

## 2021 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	436	426	28	18	56	65	15	17
5	486	505	6	18	80	65	14	17

NAPLAN - READING					
2018		2019		2021	
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 Year Five. The Year Five mean result is below the state mean.

100% of the Year Three students are at or above the national minimum standard. We identified that 13% of our students are in the bottom two bands compared to the state average of 17%.

The Year Three mean score was 436 compared to the state mean of 426. The Year Five mean score was 486 compared to the state mean of 505.

Year Five results in reading show 94% of students at or above the national minimum standard with 65% of these students in the top five bands compared to the state average of 62%.



The Noranda performance has been indicated for the students who have been tested twice (both in Year 3 and Year 5), the stable cohort and the total student group.

## Strategies for Improvement

- PLD synthetic phonics approach to be streamlined and consistent in the early years.
- Tier Two explicit synthetic phonics intervention program to be implemented for students at risk.
- Guided Reading incorporated into daily teaching plans in Years One to Six.
- Explicit Teaching of the First Steps 18 Reading Comprehension Strategies.

# NAPLAN 2021 Results

## 2021 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	426	16	15	68	66	16	18
5	445	481	8	19	52	61	40	20

NAPLAN - WRITING					
2018		2019		2021	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The writing genre assessed in NAPLAN was a narrative text. Year Three writing results were assessed as at expected levels, while our Year Five writing results indicate a 'below the expected level' performance.

The Year Three results show that 100% of students are at or above the national minimum standard. 16% of these students were identified in the top five bands compared to the state mean of 17%. The Year Three Noranda mean score was 425 Naplans compared to the state mean of 426 and the national mean of 425.

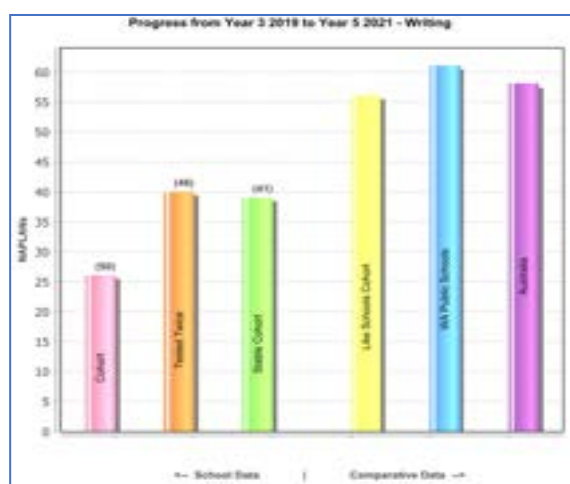
Year Five results show that 88% of students are at or above the national minimum standard.

36% of students are in the top five bands compared to the state mean of 51%. The Year Five Noranda mean score for writing is 445 below the state mean of 481, it is below the national mean of 480.

Progress from Year Three (2019) to Year Five (2021) in writing is still an area of concern, as there was only a gain of 26 points comparable to a state progression of 60 points. 26% 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.
- Implementation of a whole school genre scope and sequence.
- Continued use of Seven Steps for Successful Writing and First Steps strategies.
- Implementation of whole school Brightpath writing assessment twice per year.





# NAPLAN 2021 Results

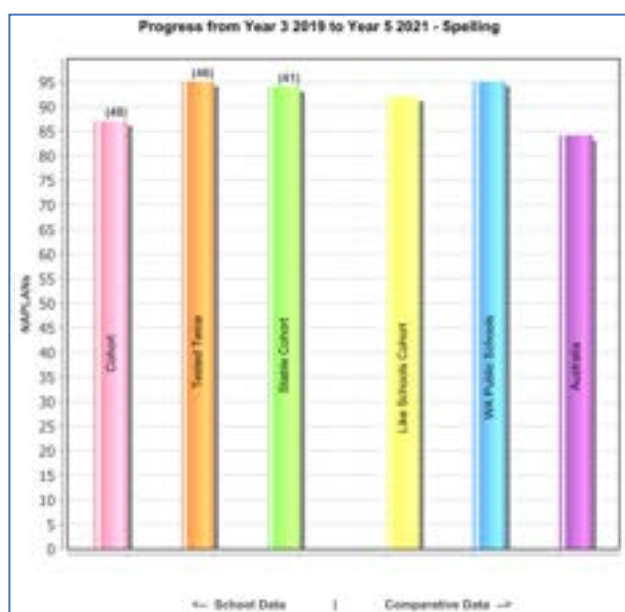
## 2021 Spelling

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	431	410	26	15	58	66	16	19
5	495	503	18	18	61	64	20	18

NAPLAN - SPELLING					
2018		2019		2021	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

In Spelling the Year Three and Year Five results are at the expected levels. Year Three results in spelling show that 97% of students are at or above the national minimum standard. 63% of these students are in the top five bands compared to the state average of 44%. The Year Three mean score was 431 compared to the state mean of 410 and the national mean of 421.

The Year Five result was below the state mean. Year Five results in spelling show 94% of students at or above the national minimum standard. 57% of these students are in the top five bands, compared to the state average of 62%. The Noranda Year Five mean score was 495, compared to the state mean of 503 and a national mean of 505. The level of progress from Year Three (2019) to Year Five (2021) was above that of the national average.



## Strategies for Improvement

- PLD synthetic phonics approach to be streamlined and consistent in the early years.
- Continue with the Spelling Mastery program in Years Three to Six.
- Reinforce sight words and word banks.
- Explicit teaching of spelling strategies and spelling rules.

# NAPLAN 2021 Results

## 2021 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	430	421	18	17	66	65	16	18
5	468	497	4	18	80	65	16	17

NAPLAN - GRAMMAR AND PUNCTUATION					
2018		2019		2021	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

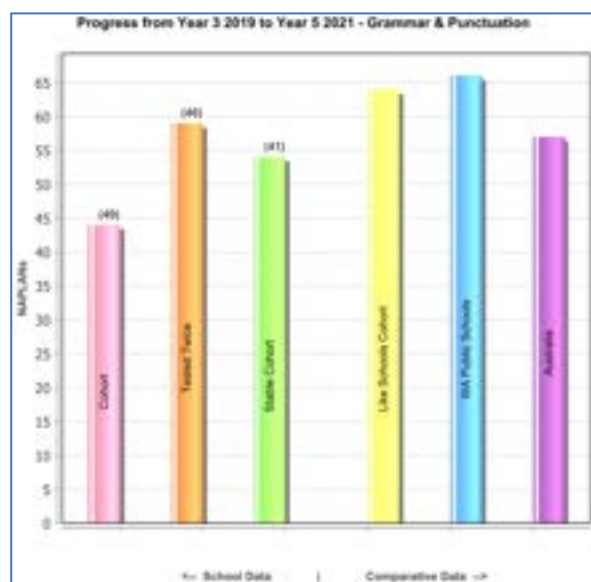
Grammar and Punctuation analysis shows the Year Three results are at the expected levels and the Year Five results are below the expected levels of performance.

Year Three results in grammar and punctuation show that 97% of students are at or above the national minimum standard. 55% of these students are in the top five bands compared to the state average of 50%. We identified fourteen percent of our students in the bottom two bands similar to the state average. The Year Three mean score was 430 compared to the state mean of 421 and the national mean of 433.

Year Five results in grammar and punctuation show 90% of students at or above the national minimum standard. 51% of these students are in the top five bands compared to the state average of 67%. The Noranda Year Five mean score was 468 compared to the state mean of 497 and a national mean of 503.

## Strategies for Improvement

- Consolidation of the teaching of the COPS (capitalisation, organisation, punctuation, spelling) editing code established in 2021.
- Explicit teaching of grammar and punctuation skills.
- Implementation of a whole school grammar scope and sequence.



# NAPLAN 2021 Results

## 2021 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	401	395	32	16	45	67	24	17
5	469	489	10	17	71	67	19	16

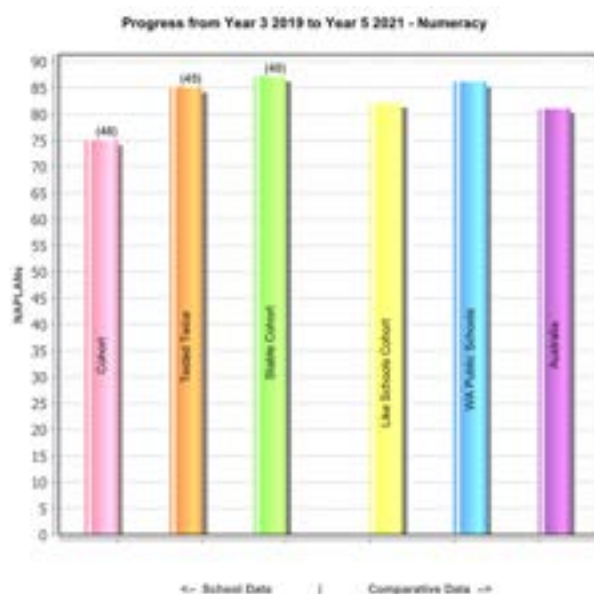
NAPLAN - NUMERACY					
2018		2019		2021	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

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

In 2021 Year Three and Five results were in the expected range of performance. Year Three results saw 40% of students in the top five bands. Year Five saw 47% in the top five bands. 24% of Year Three students were at the national minimum standard compared to the state mean of 12%. Year Five results saw 6% below the minimum standard compared to the state with 7%.

## Strategies for Improvement

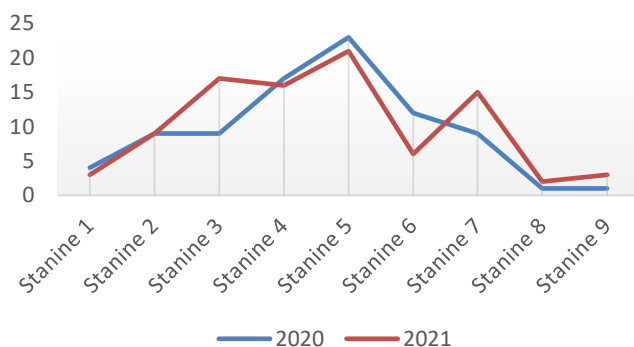
- Continue to consolidate basic number facts and collect whole school data on this to monitor progress.
- Reinforce mental computational skills.
- Explicitly teach Mathematics vocabulary.
- Implementation of the Noranda Primary School Mathematics Lesson Design.
- Continue to embed a problem solving approach in Mathematics lessons in all year levels and continue to provide opportunities for teachers to share their experiences in teaching problem solving in Mathematics.



# ACER 2021 Testing

## Progressive Achievement Test (PAT) Reading Comprehension

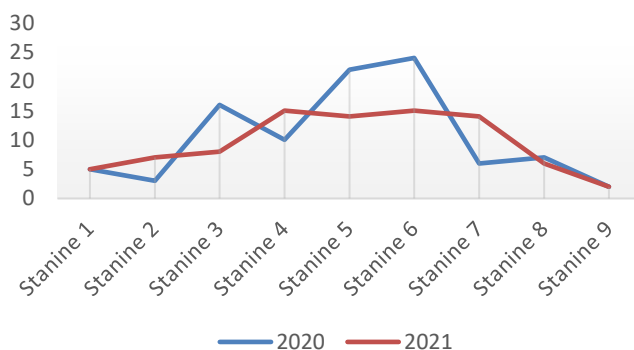
Year 1/2 ACER Pat Reading - 2020  
and 2021



The graph indicates that the progress in the junior year levels (from 2020 to 2021) is trending toward higher achievement as more students in 2021 scored in the higher stanines (i.e. stanine 7, 8 and 9).



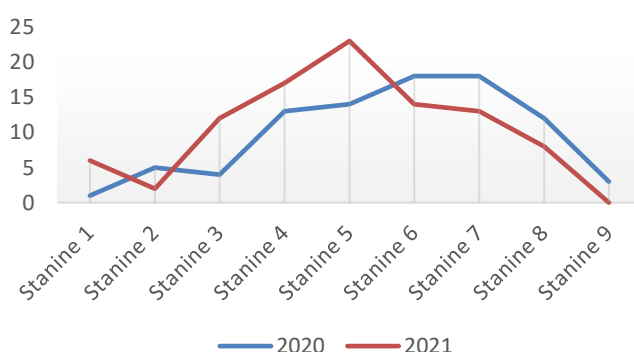
Year 3/4 ACER Pat Reading - 2020  
and 2021



In the middle year levels, the curve flattened out a bit in the middle stanines in 2021, indicating less students achieving in the middle stanines as in a normal curve. In 2021 the student scores were spread over more stanines (stanine 4 to 7).



Year 5/6 ACER Pat Reading - 2020  
and 2021

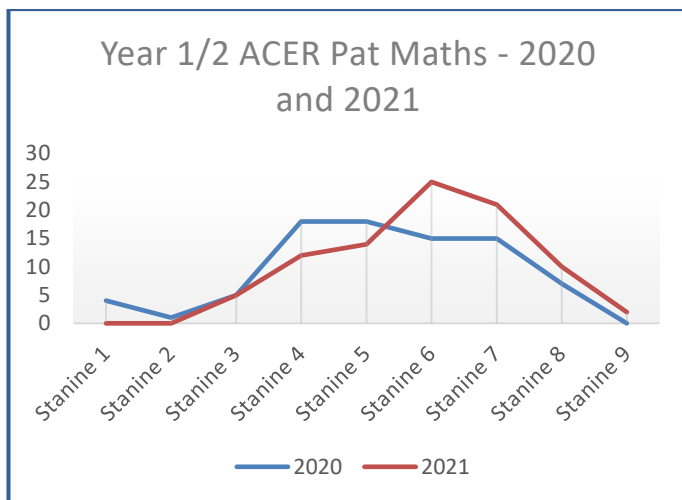


The senior year levels graph indicates that the higher scoring occurred in the 2020 test as there is a higher incidence of scores in the higher stanines (i.e. stanine 6, 7, 8 and 9).

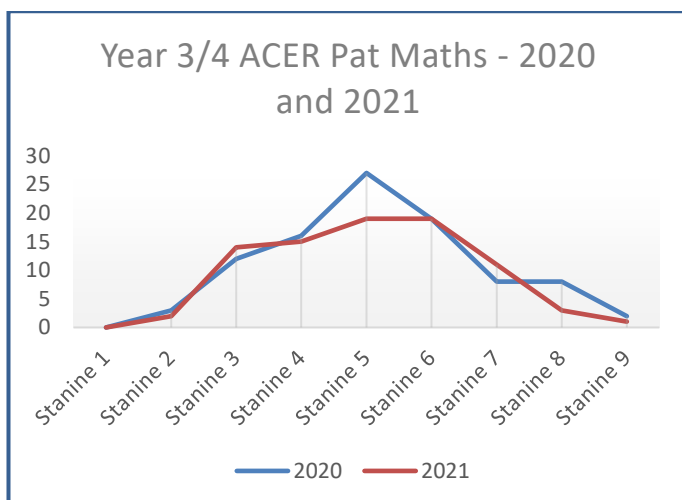


# ACER 2021 Testing

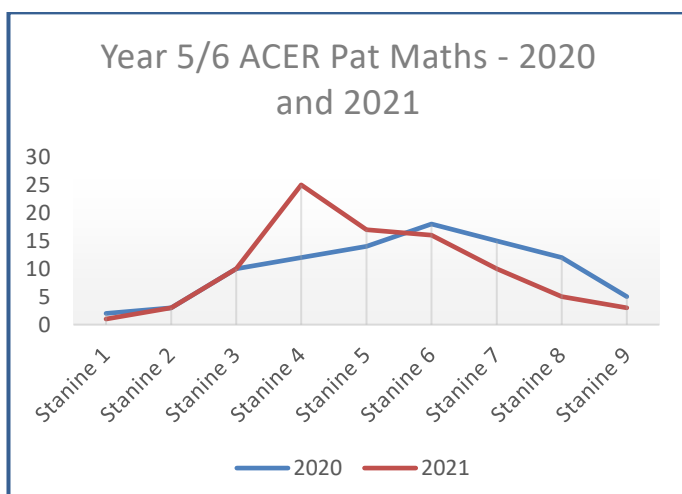
## Progressive Achievement Test (PAT) Mathematics



The graph indicates that the progress in the junior year levels (from 2020 to 2021) is trending toward higher achievement as more students in 2021 scored in the higher stanines (i.e. stanine 6, 7, 8 and 9).



In the middle year levels, the curves are very similar, except for a higher peak in the middle stanine in 2020. This could be explained by the smaller number of students in Years Three and Four in 2021.



The senior year levels graph indicates that the higher scoring occurred in the 2020 test as there is a higher incidence of scores in the higher stanines (i.e. stanine 6, 7, 8 and 9).

# Science and Humanities

## Science

The Science learning area was assessed in 2021 by teacher judgements through the twice a year reporting to parents regime and by testing Year Four and Six students using the ACER Progressive Achievement Test (PAT) in Science. Teacher judgements at the end of Semester Two indicated that 94% of our students from Years One to Six received a C grade or better for Science. 27% of students received a B grade or better.

The ACER PAT in Science was administered to all Year Four and Six students in September of 2021. The test will be re-administered in September of 2022 to enable the school to make longitudinal conclusions about the results. The ACER PAT 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 2019-2021 target in Science to exceed 60% success in all four aspects of the ACER test was not fully met in 2021. In Year Four the target was met in two of the aspects and was close in one aspect. The materials aspect target was not met.

Year 4	
Energy and Change	59%
Earth and Space	62%
Life and Living	64%
Materials	50%

In Year Six the target was met in two of the aspects.

Year 6	
Energy and Change	85%
Earth and Space	56%
Life and Living	54%
Materials	71%

## Strategies for Improvement

A number of initiatives continued throughout 2021 to assist with the improvement of results in Science, and these will also continue in 2022. They included:

- A focus on the vocabulary used in the science curriculum.
- A focus on Science and STEM in the curriculum with professional learning opportunities for teachers allocated.
- The setting of targets for improvement in the school plan from data gathered each year.
- In addition, 2022 will include the new role of a Science specialist teacher for Years One to Six students.

## Humanities and Social Science

The Humanities and Social Sciences (HASS) learning area comprises of four subjects: History (Years 1-6); Geography (Years 1-6); Civics and Citizenship (Years 3-6); and Economics and Business (Years 5-6). Each subject is organised into two interrelated strands: Knowledge and Understandings and Humanities and Social Sciences Skills.

All the strands of the HASS learning area were reported on in 2021 from Years One to Six in the HASS subjects allocated to each year level (as above).

Teacher judgements taken from the end of year reporting to parents showed that just over 92% of students in Years One to Six received a C grade or better. Approximately 37% of students received a B grade or better.

# Attendance

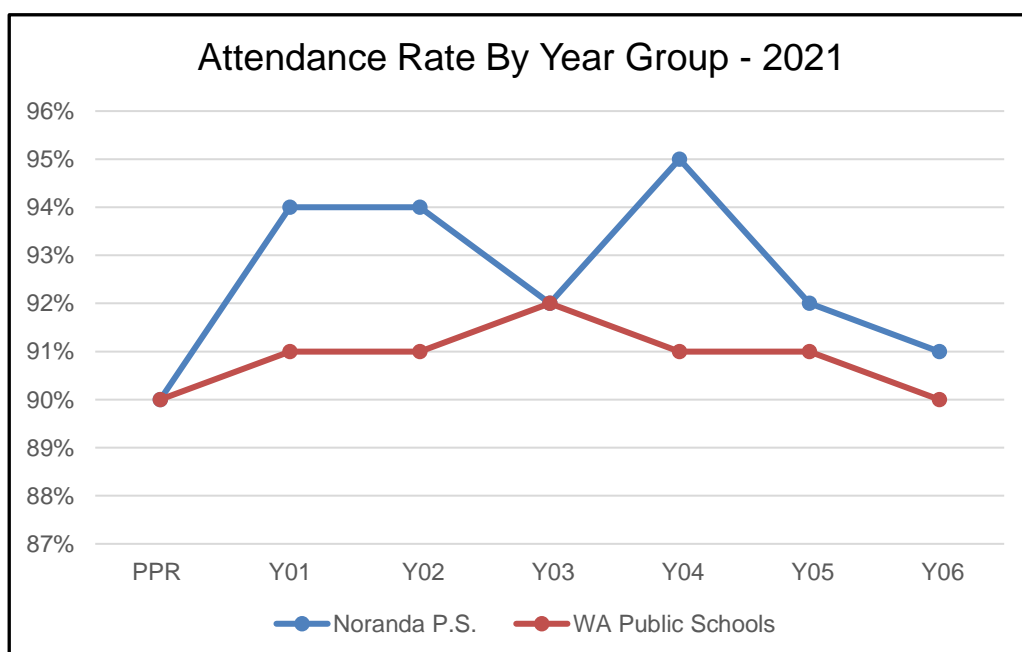
The school's attendance rate for 2021 was 92.5%, above that of the WA Public Schools attendance rate for 2021. Regular attendance for the year, which is students attending for over 90% of the time through the year, was 75.6%. Although this was above the regular attendance for WA Public Schools of 71%, it is a decline on our pre-pandemic regular attendance rate in 2019 of 81.9%. The declining regular attendance rate demonstrates the impact that Covid19 has had on schools over the last two years.

As a school we continue to communicate to families the importance of regular attendance at school. Throughout 2021 the school worked with other government and external agencies to try and improve the attendance rates of a small group of identified students.

Note:

The 2020 attendance rates have excluded Weeks 7-10 of Term One. Attendance rates are provided in respect of the first semester each year.

Attendance Rate		
Year	School	WA Public Schools
2019	93.8%	91.6%
2020	93.4%	91.9%
2021	92.5%	91.0%



# Year 6 Destinations for 2021

Destination Schools	Male	Female	Total
Morley Senior High School	11	9	20
John Septimus Roe Anglican College	3		3
John Forrest Secondary College	1	4	5
Chisholm Catholic College	2	1	3
Mount Lawley Senior High School		3	3
Governor Stirling Senior High School	2		2
Hampton Senior High School	1	1	2
Balcatta Senior High School		1	1
Bob Hawke College		1	1
Applecross Senior High School		1	1
Guildford Grammar School	1		1
St Andrew's Grammar		2	2





# 2021 Programs

Throughout 2021, Noranda Primary School offered a number of successful in-school and extra-curricular programs and activities. These included, but were not limited to the following:

## **Australian Mathematics Competition**

A total of fifty students in Years Three to Six participated in the annual Australian Mathematics Competition in Term Three. In this competition students solve thirty problems in sixty minutes. The problems become more challenging as the students progress through the online challenge in either the middle primary or the upper primary category. It is pleasing to note that three of our students achieved a distinction, which puts them in the top 20% of achievement. Ten of our students achieved a credit, which puts them in the top 55% of achievement.

## **Morley SHS Science Partnership**

Students from Year Six travelled to Morley SHS to utilise the science laboratories for their Science lessons in Term Two. Investigative Science lessons were carried out in a fully equipped science lab. This 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 them 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, as well as, Faction Captain and Vice Faction Captains. We also have students who develop leadership skills through roles within other areas of the school. These are Bush Wardens, Your Move leaders, Electricity Monitors and a range of other roles. In 2021 the Student Councillors, Faction Captains and Bush Warden leaders attended a student leadership conference with hundreds of other student leaders from throughout Perth. This was a great opportunity for them to learn about leadership and the importance of being a good leader.

## **ANZAC Assembly**

The Noranda Community came together for a wonderful ANZAC Commemorative Service in our school grounds. Students were able to reflect upon and respect the contribution of past Australians to their present lives. The school choir performed and a current serving member of the armed forces gave a speech reflecting on his experiences in the armed forces.



# 2021 Programs

## Music and Choir

We were fortunate to have our choir attend One Big Voice at Perth Arena in Term Three. We joined with other choirs to be 2000 plus voices singing in unison. This was the highlight for many of our choir members in 2021, none more so than one student who was selected as an announcer at the event and introduced two songs in front of the crowd.



Our choir also headlined the Noranda Vibes Christmas Community evening and performed on the stage with a live band. This was a great experience for all our choir members and staff.

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. Students from Pre-Primary to Year Six were given opportunities to sing as a whole school community group at fortnightly assemblies. Repertoire was carefully selected, and reflected events such as Harmony Day, Book Week and NAIDOC Day and often integrated actions, movements and instruments.



A highlight in 2021 was our Music Count Us In event. The event advocates for the importance of music education in our schools. Hundreds of thousands of students from all over Australia connected via livestream to perform the same song, on the same day, at the same time. Our school performed three versions of the program song, including the AUSLAN and Indigenous language version.

All students from Years Four to Six participate in our ukulele program. Ukuleles have been introduced to complement the music program, and has resulted in great enthusiasm from the students. Learning the ukulele is an excellent avenue for the development and consolidation of music skills. Most importantly, playing the ukulele is fun!

## Instrumental Music

Years Five and Six students selected for the School of Instrumental Music Program had weekly lessons in classical guitar, flute or brass and opportunities throughout the year to perform for the school community. The highlight for our instrumentalists in 2021 was performing at our Book Awards Assembly in Term Four. Integration of the instruments into creative tasks in music lessons where possible provided further enrichment of learning.

# 2021 Programs

## STEM / Makerspace

In 2021, STEM was a valued learning focus for all years at Noranda Primary School. STEM is an approach to learning that integrates the areas of Science, Technology, Engineering and Mathematics. STEM allows students to develop and consolidate important skills such as creativity, critical thinking, problem solving, communication, digital literacy and teamwork. These skills provide the students with a strong foundation to succeed in school and beyond.

During the 2021 school year, our Digital Technologies lead teacher continued to work with all staff to implement best practice STEM teaching in their classrooms. The students immersed themselves into digital learning with the integration of coding, robotics and digital systems in class lessons.

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

The Makerspace continued to be very popular in 2021, with between 20-30 students attending

each week. The winning of \$1000 from the STEM Education competition run by The West Australian and a \$360 donation by Bentley Systems, allowed us to fully equip our space with technology and equipment, such as a 3D printer, Lego EV3 robotics, Blubots and electronic kits. We are hoping to register and compete in the Lego League Competition for 2022, as we have purchased the Lego We Do and Spike Prime Kits. We encourage students to be as creative as possible, deepening their thinking and building upon their skills to be productive members of society in the future.

## Mandarin

Mandarin was taught from Years Three to Six at Noranda Primary School in 2021. 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 allowed children to develop a perspective for Chinese language as well as Chinese culture. In 2021 we organised the 'Chinese Traditional Instrument Guzheng Workshop' incursion, which provided a great opportunity for our students to experience traditional Chinese music.

The Chinese Programme also helped our students explore ways Chinese language is used in Chinese social and cultural contexts. Learning was inquiry based, taking into account and capitalising on the students' own questions, ideas and interests, so that students were actively involved in their learning. In addition, the Chinese Programme provided authentic learning opportunities so students could investigate real life topics, develop higher order thinking skills and express their learning in multidisciplinary ways.





# 2021 Programs

## Physical Education

2021 was a very successful year in sport.

Once a term the students participated in the Beep Test, which is an excellent gauge of improvement in fitness and endurance.

The year started with a great effort by the girls' tennis team. We won the Western Australian Tennis Academy Plate for the second year running. This was a great achievement with the girls holding their nerves to win some very close matches.

In Term Two, we again carried out our Faction Cross Country event and then competed in the Guildford and Coolbinia Interschool Cross Country events. We showed improvement at both events with some extraordinary performances by individual students.

The Winter Interschool fixtures were back for Year 5 and 6 students for AFL football, basketball, netball and soccer. The selection process was very competitive which resulted in some high quality teams representing Noranda. The basketball and soccer teams went undefeated through the season. The netball and AFL teams were also very successful.



Term Three involved athletic carnival preparation and trialling a new tabloid format for the team games at the Faction Carnival. All students were up and out of their bays and actively involved in a mix of scored and 'just for fun' team games.

We participated in the Interschool Athletics Carnival and showed a big improvement. Highlights were two Champion girls and a clean sweep of team events by the Year 6 girls and boys.

Again we need to acknowledge the huge support we have had from Sporting Schools Australia. Through their grants we have been able to purchase equipment and obtain specialist coaches.

Throughout 2021 students continued to enjoy their sport and really worked on improving their own performance and being great role models when representing Noranda Primary School.



# 2021 Programs

## Your Move

Our school is a member of the Your Move Schools program. Your Move encourages students and their families to get active by walking, scooting and riding to school.

With the Your Move program, we aim to make small behavioural changes to reduce congestion, travel times and parking problems around our school, reduce carbon dioxide emissions around our school and instil positive physical activity habits in our students.

A benefit of being a Your Move School is being able to apply for Connecting Schools Grants. This funding can be used for active transport facilities such as new bike and scooter racks, access to bicycle education and other activities for the school. We earn Your Move points by posting stories and photos of our active transport adventures on their website. The more stories we post, the more points we earn and the higher the amount of grant funding we could receive!

In 2021, the Your Move program started with two new champions. The objective was to grow the program, raise awareness of active travel and develop a student leadership team to drive the program.

With regular events held over the course of the year, like Wheelie Fun Fridays, helping to encourage students to ride, scoot or skate to school. Other events included a Carpark Challenge, a Staff Carpool Challenge, participation in National Ride to School Day and a dress up your bike competition. These events helped to boost our points and we were able to secure a \$15000 grant to refurbish our bike parking area.

Through the Your Move program, the Pre-primary students received bike education

lessons, free bike repair for thirty bikes and the Year Four students were given an excursion to the Constable Care Safety House. The Kindergarten students received a new set of road signs and the Years One and Two students received free entry to the Constable Care Safety House.

The student leadership team had the opportunity to take part in a two-day workshop where they worked with Your Move student leaders from ten other schools. It was an intensive two days of cooperative learning, where they developed their public speaking, team work skills and increased their knowledge on sustainability. They were immersed in project based learning, meaning the students gained knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem or challenge.

Another accomplishment in 2021, was the development of a safe routes to school map. These maps are available to the school community and can inform students and families about walking and bicycling using the safest route to school. Groups of students had fun stencilling blue footprints on the pathways leading up to our school.

The year concluded with a hands up survey that showed a 47% increase in students cycling to school and a 1% decrease in students who travel to school by car.



# 2021 Programs

## Peer Tutoring

The Peer Tutoring program has been running in the school for thirteen years. Year Six students are invited to nominate 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 Kindergarten to Year Four.

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

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

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

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

On any given day, peer tutors can be found in wet areas using flash cards to test phonics, practising basic number facts, listening to reading homework and conversing with students with English as a second language. It is common to find tutors testing and drilling spelling words.

In 2021, thirty-four peer tutors were trained and worked with teachers from Years One to Four to support students. Some of the peer tutors were tutored when they were in the junior grades. Tutoring sessions were usually after lunch for fifteen minutes.



# 2021 Programs

## Running Club

Running Club recommenced at the beginning of March and continued for two mornings a week until November. Sessions were on Tuesday and Thursday mornings from 7.45am to 8.15am. This year a total of 154 participants completed 7822 kilometres. This included twenty-nine parents and family members and four staff. Students ranged from Kindergarten age to Year Six. A group of parents and family members assisted by supervising on the course or recording the laps run by the students.

Seventy-four students and six family members achieved 25kms; fifty-eight students and three family members achieved 50kms; thirty-six students and two family members achieved 100kms; thirteen students achieved 150kms and six students achieved 200kms. The Kilometre Queen ran a total of 220.5kms and the Kilometre King ran 280.5kms over the year.

We recognised four Year Six students who had attended Running Club from Year One and two Year Six students who had achieved a total of over 1000kms.

The year finished with a shared breakfast.



## Noranda Nippers

Noranda Nippers is a program that supports parents in reading to their preschool children so that they can build their early literacy skills. Nippers aims to foster a love of books, stories and language through introducing age appropriate books, songs, rhymes, activities and interactive sessions. Noranda Nippers provides opportunities for preschool children to become familiar with the school setting and to socialise with other children. Noranda Nippers takes place each Wednesday except for the first and last week of term.

The program in 2021 saw up to fifteen children participate, ranging from two to four years of age, from fourteen families. Parents and grandparents were very welcome to attend story-time sessions. It was great to see many dads attending sessions as well.

## PEAC

In 2021 we had a number of students participating in the Primary Extension and Challenge (PEAC) enrichment program. We had two students in Year Six participate in the program and extend their learning with likeminded peers across the North Metropolitan Education Region. We also had five students from Year One and five students from Year Two participate in the EYE program, which is the Early Years Extension program facilitated by PEAC teachers at a PEAC Centre.



# 2021 Programs

## Bush Wardens

Bush Wardens is an after school environmental education program, organised on a volunteer basis by interested Noranda staff and parents. The program of activities is centred around the bushland adjacent to the school and promotes environmental awareness and sustainability. Senior student members are elected as office bearers and are taught leadership skills and meeting procedures. In 2021 they attended the student leadership conference, along with the Student Councillors and Faction Captains.

Bush Warden activities occurred three times per term for students from Years One to Six, with Pre-Primary students able to attend if supervised by a parent or older sibling. In 2021, an average of forty students attended each session.

Environmental activities focused on bushland regeneration planting, weeding, flora and fauna identification and Aboriginal use of bushland resources.



Dr Rose Weerasinghe from Sercul gave students a passionate presentation about her "friends" the mosquitoes. Another guest speaker taught students how to carry out a scientific habitat investigation called a "transect".

A highlight of the year, was the final session for 2021 where students had a BBQ cooked by one of the dads. In this we enjoyed crocodile meat, kangaroo sausages, emu steak and barramundi. The damper was also made by a parent helper and was enjoyed with a variety of condiments made from bush tucker.





# 2021 Highlights

- Incursions by the City of Bayswater, Year Six Dance Class, Wildcats, Fire Brigade, Brownes Dairy and Australian Folklore
- Year Six sleepover
- Year Six day camps to Ern Halliday
- Student Leadership Conference
- Choir performance at Noranda Vibes Christmas Concert
- Choir performance at One Big Voice at the Perth Arena
- Act Belong Commit Day
- Grandparents Day assembly and picnic
- Parent information sessions and BBQ
- NAIDOC Day with guest performers
- AMC Mathematics competition
- In-term swimming lessons
- Interschool Athletics Carnival
- Interschool Cross Country competition at Coolbinia



- Faction Athletics Carnival
- Flash Mob
- Colour Run
- Academy Plate Tennis competition
- Book Week
- Multicultural performances for Harmony Day
- ANZAC Day ceremony
- End of year Kindergarten concert
- Excursions to Scitech and the WA Museum



# Staff Professional Learning and Parent Survey Results

## Professional Learning

Professional learning courses that were attended throughout 2021 included:

- Teacher Development School - Guided Reading
- CMS (Classroom Management Skills) Bumps and Power Struggles
- Mentally Healthy Schools – Act Belong Commit Program
- Specific Learning Disorders Module
- COSIC Mathematics Problem Solving Framework
- NAPLAN Dashboard
- SCSA Curriculum Support Materials
- Morley Schools Network – Various Professional Learning Communities

## Parent Survey Results

Our school conducts the Department of Education's Parent Satisfaction Survey biennially. In 2020, the school surveyed the school community to gather feedback on our performance. The Parent/Community survey held in 2020 had eighty seven responses.

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

- I can talk to my child's teachers about my concerns. (4.4/5)
- My child likes being at this school. (4.4/5)
- My child's teachers are good teachers. (4.4/5)
- Teachers at this school care about my child. (4.4/5)
- Teachers at this school expect my child to do their best. (4.3/5)
- My child feels safe at this school. (4.3/5)
- This school is well led. (4.3/5)
- I would recommend this school to others. (4.3/5)

The lowest rated responses in the 2020 parent survey, though not negative in response, indicate items for the school to review and see if changes in practice are needed to improve in these areas.

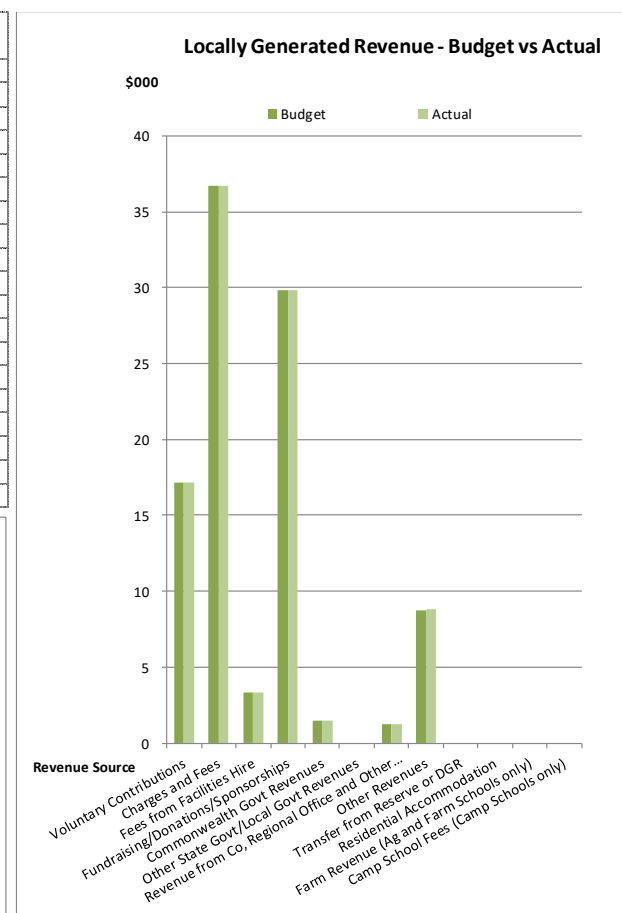
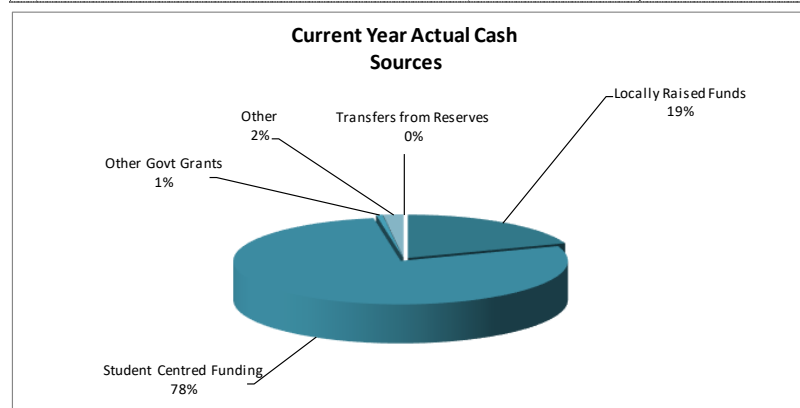
**Areas that require consideration indicated by parents were:**

- Teachers at this school provide my child with useful feedback about their school work. (3.8/5)

The next Department of Education Parent Satisfaction Survey will be conducted in 2022.

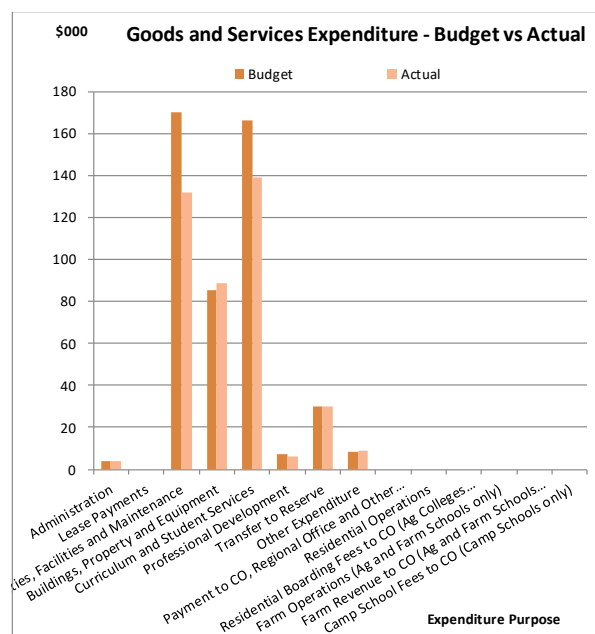
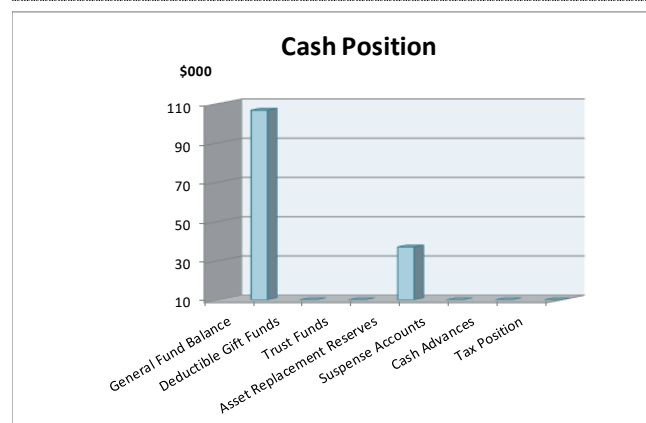
# Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,132.00	\$ 17,132.75
2	Charges and Fees	\$ 36,673.25	\$ 36,673.03
3	Fees from Facilities Hire	\$ 3,363.00	\$ 3,363.62
4	Fundraising/Donations/Sponsorships	\$ 29,821.95	\$ 29,822.53
5	Commonwealth Govt Revenues	\$ 1,491.00	\$ 1,491.31
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,270.64	\$ 1,270.08
8	Other Revenues	\$ 8,756.58	\$ 8,791.51
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 98,508.42	\$ 98,544.83
	<b>Opening Balance</b>	\$ 67,782.00	\$ 67,782.80
	<b>Student Centred Funding</b>	\$ 348,188.11	\$ 348,188.11
	<b>Total Cash Funds Available</b>	\$ 514,478.53	\$ 514,515.74
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 514,478.53	\$ 514,515.74



# Financial Summary as at 31 December 2021

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 4,023.00	\$ 3,916.60
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 170,282.30	\$ 131,622.25
4	Buildings, Property and Equipment	\$ 85,529.55	\$ 88,762.40
5	Curriculum and Student Services	\$ 166,271.01	\$ 138,756.43
6	Professional Development	\$ 7,000.00	\$ 6,234.09
7	Transfer to Reserve	\$ 29,800.00	\$ 29,800.00
8	Other Expenditure	\$ 8,514.00	\$ 8,770.14
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>\$ 471,419.86</b>	<b>\$ 407,861.91</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 471,419.86</b>	<b>\$ 407,861.91</b>
	<b>Cash Budget Variance</b>	<b>\$ 43,058.67</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 140,638.31</b>
Made up of:	
1 General Fund Balance	\$ 106,653.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 36,962.47
5 Suspense Accounts	\$ (400.99)
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (2,477.00)
<b>Total Bank Balance</b>	<b>\$ 140,638.31</b>



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