



2022 Annual Report

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Principal's Message



It is with great pleasure that I present the Annual Report for 2022. The Annual Report 2022 outlines what we have achieved, how well we are going and what we need to focus on next to continually improve the educational programs and services to students in our community. This report also provides an account and some assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children. This report should be read in conjunction with the *Noranda Primary School Business Plan 2022-2024* and our *Statement of Expectation 2021-2024*, and the various Department of Education WA strategic planning and Focus documents, which set out our strategic direction and intent.

2022 was an exciting, yet challenging year for us at Noranda Primary School, and my first full year as Principal of this great school. We started the year with Covid19 public health guidelines which meant our students started school with parents outside our gates. This forced independence was a positive for most students who were able to come to school and get themselves organised every day, carrying their own belongings and bags.

As the year progressed, we were better able to focus on the core business of providing a rich learning experience for our students. We prioritised our attention to our four priority areas of successful students; excellence in teaching and learning; enhancing leadership capacity; and effective partnerships and relationships.

Successful students: We increased opportunities for student voice in our school, empowering students to contribute to our school through consultation groups, leadership roles and extension opportunities within core learning areas. Our students experienced success in core areas both academic and non-academic, which can be viewed in detail within this Annual Report.

Excellence in Teaching and Learning: We increased and communicated the expectations of students in their learning, developed staff knowledge of evidence based teaching and increased moderation of student achievement across the school and subject learning areas to ensure valid assessment of our students.

Enhancing Leadership Capability: We increased the opportunities, structure and support for emerging and existing leaders within the school, providing growth opportunities and building our team culture. We invested in our staff, as we know that teachers have the most impact on student success when they are knowledgeable, skilled and motivated.

Effective Partnerships and Relationships: We began to build our knowledge in cultural responsiveness, and this is a space we continue to work on with the hope to build further community cultural connections and partnerships. We were very active in the Morley Schools Network, working alongside other public schools in our area to impact students' success in our primary and secondary schools.

The School Board and the P&C continued to provide much needed assistance to the general operations of the school. The level of care, patience, support and understanding received by the school community during Covid19 and adjusting to our new normal has been outstanding. I acknowledge and commend the hard work and dedication of the Noranda Primary School staff, both teaching and non-teaching. Their efforts, combined with a proactive School Board and P&C, ensure we provide a strong partnership that is focused on positive outcomes for all students at Noranda Primary School. Please enjoy reading our Annual Report of 2022.

Kristy Harrison
Principal

Staffing and Staff Professional Learning

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 2022 there were 23 teaching staff at the school (full time equivalent or FTE of 18) and 19 school support staff (FTE 14.6). Our total number of staff across roles of leadership, teaching and allied professionals was 46 in 2022. Specialisation in learning areas was provided in Languages (Mandarin), Music, Science and Physical Education.

Staff Professional Learning

In 2022 we had a whole school focus on school improvement and worked to build capacity and consistency across our school through professional learning, planning and engagement.

In addition to the development opportunities we provided in 2022, staff also accessed the Morley Schools Network, which Noranda Primary School is a member, to access professional learning through learning area network meetings offered each term covering all learning areas.

Professional learning courses that were attended throughout 2022 included:

- Teacher Development School - English Curriculum Guides
- Language Leadership Schools Series
- Brightpath Writing Assessment
- Kagan Mathematics
- North East Metro Language Development Centre - Phonological Awareness and Phonics instruction
- Leadership Institute - Leading School Improvement
- School of Special Education Needs and Disability - Microsoft Office 365 as a Tool for Supporting Students.
- Graduate Teacher Modules



School Board

The Noranda Primary School Board consists of teachers, parents and community members who work together to establish and review the school's objectives, priorities and general policy directions. They also support the school to evaluate its performance and help formulate codes of conduct for the student body. In 2022, the Board comprised of ten members, led by Board Chair Lisa Martin, who was one of five parent representatives, two community members and two staff representatives, as well as the school Principal.

During the 2022 school year, the Board continued to respond to the ongoing Covid19 pandemic and addressed the changing requirements being communicated by the Department of Education, while maintaining its ongoing obligations to review school operational and financial data, school fees and charges, and support the review of current and newly developed policies. Policies of particular note in 2022 were the school's highly successful Good Standing Policy, as well as the new Codes of Conduct and Terms of Reference for the School Board.

The Board approved a new on-grounds out-of-hours care provider, approved an ongoing memorial for former late Principal Jeff Murphy with the introduction of a prestigious Citizenship Award at the school's annual Book Award ceremony, and had ongoing discussions about how to best communicate with our school families, especially those where technology may not be in common use or English is an additional language or dialect (EAL/D) spoken at home.

Other matters the Board considered related to vehicle safety. The first having regard to the use of the staff carpark for child drop-off or collection. The second, following parental feedback, to ensure all buses booked for school use are equipped with adequate restraints (seatbelts) for all passengers, which is above the minimum standards required.

With Lisa Martin leaving the Noranda School Board at the end of 2022, Matt Deaves was voted in as the Board Chair for 2023. Invitations were sought from parents to fill the resultant parent representative vacancy and, following an open vote, Ned Hatswell was the successful new Board member, starting his tenure in 2023.

The 2023 board wishes to thank Lisa Martin and acknowledge her efforts and commitment to the school, faculty and student body over her tenure on the Board and as Board Chair. Addressing significant change, including a new Principal and a global pandemic, Lisa handled the Board's affairs with careful attention, open communication and a happy collaborative approach to Board colleagues and the wider Noranda Primary School Community – thank you Lisa!

The 2022 Board has primed and readied the 2023 Board to take on a number of initiatives in support of the Noranda Primary School Community.



School Priorities For 2022

Throughout 2022, staff at Noranda Primary School focused on the four Key Priority Areas of the *Noranda Primary School Business Plan 2022-2024*.

- Successful Students
- Excellence in Teaching and Learning
- Enhancing Leadership Capability
- Effective Partnerships and Relationships

Successful Students

Noranda Primary School will provide a positive, nurturing and inclusive environment where students can reach their full potential.

Major Strategies Throughout 2022

- Increased opportunities for student voice and input into school directions.
- School data utilised to inform practice.
- Thoroughly planned Students At Educational Risk (SAER) documentation and processes.
- School attendance focus.
- Promotion of the Act Belong Commit message as a Mentally Health School.
- Technology utilised to enhance learning.
- Whole school Kagan Cooperative Learning.

Excellence in Teaching and Learning

At Noranda Primary School high quality teaching is supported with a continued focus on explicit instruction and effective pedagogical practice.

Major Strategies Throughout 2022

- Planning, teaching and assessment using the WA Curriculum, Achievement Standards, Kindergarten Curriculum Guidelines and Early Years Learning Framework.
- Clear expectations of students learning with learning intentions evident in lessons.
- Fortnightly phase of learning collaborative meetings to enable greater collaboration and moderation amongst teachers.
- Staff professional learning needs identified and supported.

Enhancing Leadership Capability

Noranda Primary School will create leadership opportunities of varying size, scope and complexity for existing and aspiring leaders.

Major Strategies Throughout 2022

- Teacher curriculum leaders were appointed in English, Mathematics and STEM to drive improvement in those learning areas.
- Refocus on Senior Teachers and their roles in the school.
- Leadership team participation in the Leading School Improvement professional learning program.

Effective Partnerships and Relationships

Noranda Primary School will continue to build positive relationships and effective partnerships with our school community and outside agencies.

Major Strategies Throughout 2022

- Open Night and parent meetings.
- Partnerships with universities, TAFE and local high schools to host students for preservice training or work experience.
- Working together with the School Board and the P&C to enhance the learning environment within the school.
- Success in accessing external school grants and funding.
- Provision of extracurricular activities to the community. For example, Your Move, Running Club and Nippers.
- Promotion of a culturally diverse community through Harmony Day and NAIDOC Day celebrations.
- Active participation in the Morley Schools Network.

NAPLAN 2022 Results

2022 Reading

Noranda Primary School Business Plan 2022 – 2024 Targets:

Years Three and Five Reading results will be above the like school mean.

Year	Target Achieved
Year 3	Yes
Year 5	Yes

Increase the percentage of students identified in the top bands of Years Three and Five Reading.

Year	Target Achieved
Year 3	Yes
Year 5	Equal to last year

Student performance in NAPLAN assessments show that students are working within the expected means for reading across Year Three and Year Five. The Year Three and Year Five mean results are both above the state mean.

93% of Year Three students are at or above the national minimum standard. We identified that 16% of our students are in the bottom two bands, which is the same as the state average of 16%.

The Year Three mean score was 432 compared to the state mean of 428. The Year Five mean score was 513 compared to the state mean of 505.

Year Five results in reading show 96% of students are at or above the national minimum standard, with 80% of these students in the top five bands compared to the state average of 65%.

Strategies for Improvement

- Implementation of the structured synthetic phonics program InitialLit, across Pre-primary to Year Two.
- Establish structured Tier Two explicit synthetic phonics intervention for students at risk in Years One to Six.
- Guided Reading incorporated into daily teaching plans in Years Three to Six.
- Continued explicit teaching of the First Steps 18 Reading Comprehension Strategies following the Gradual Release model.



The above graph displays the average NAPLAN Reading score in Years Three and Five from 2017 to 2022 comparing Noranda Primary School with like schools.



NAPLAN 2022 Results

2022 Writing

Noranda Primary School Business Plan 2022 – 2024 Targets:

Years Three and Five Writing results will be above the like school mean.

Year	Target Achieved
Year 3	No
Year 5	No

Increase the percentage of students identified in the top bands of Years Three and Five Writing.

Year	Target Achieved
Year 3	Yes
Year 5	Yes

The writing genre assessed in NAPLAN was a narrative text. Year Three and Year Five writing results were assessed as at expected levels.

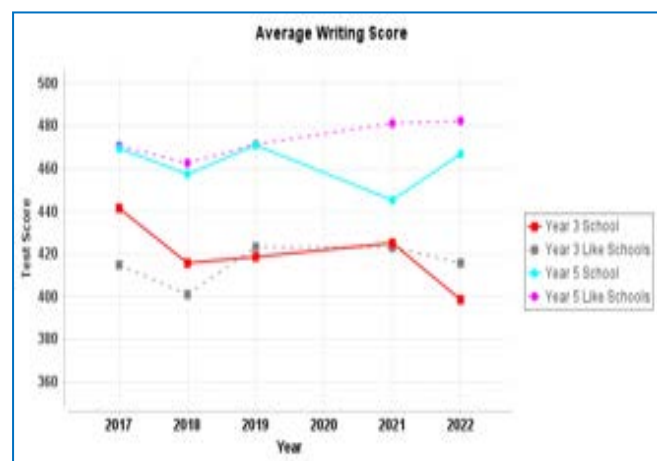
The Year Three results show that 98% of students are at or above the national minimum standard. 17% of these students were identified in the top five bands, compared to the state mean of 18%. The Year Three Noranda mean score was 399 Naplans, compared to the state mean of 415.

Year Five results show that 89% of students are at or above the national minimum standard. 46% of students are in the top five bands, compared to the state mean of 51%. The Year Five Noranda mean score for writing was 467, which was below the state mean of 475.

The Year Three average score in writing is still an area of concern, as there was a downward trend in comparison to the performance in 2021. The Year Five average score in writing is pleasing, as it has trended up since 2021.

Strategies for Improvement

- Collaboration with the Language Development Centre Outreach Program to support the implementation of an oral to text focus across Kindergarten to Year Six.
- Structured writing activities to occur four times per week.
- Implementation of the structured synthetic phonics program InitialLit, across Pre-primary to Year Two.
- Heggerty phonemic awareness program in Kindergarten – oral focus first.
- Continue to follow the whole school writing 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.
- Consolidation of the teaching of the COPS editing code.



The above graph displays the average NAPLAN Writing score in Years Three and Five from 2017 to 2022 comparing Noranda Primary School with like schools.

NAPLAN 2022 Results

2022 Spelling

Noranda Primary School Business Plan 2022 – 2024 Targets:

Years Three and Five Spelling results will be above the like school mean.

Year	Target Achieved
Year 3	No
Year 5	Yes

Increase the percentage of students identified in the top bands of Years Three and Five Spelling.

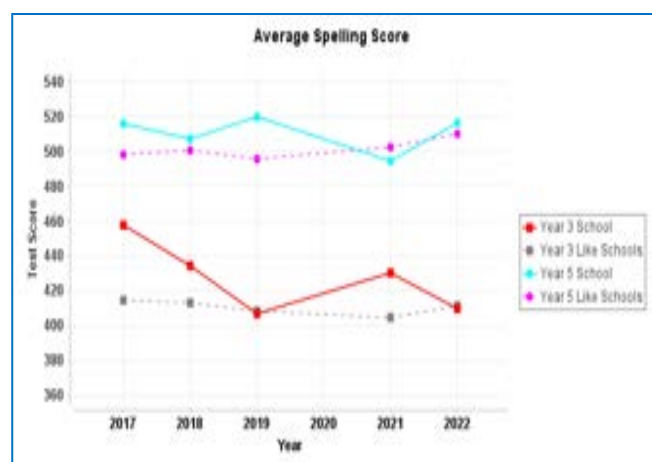
Year	Target Achieved
Year 3	No
Year 5	Yes

In Spelling the Year Three and Year Five results are at the expected levels. The Year Three result was just below the state mean. Year Three results in spelling show that 93% of students are at or above the national minimum standard. 48% of these students are in the top five bands, compared to the state average of 47%. The Year Three mean score was 410 compared to the state mean of 412.

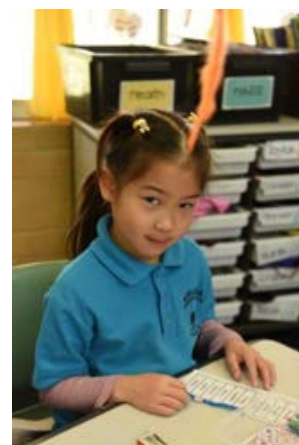
The Year Five result was above the state mean. Year Five results in spelling show 98% of our students at or above the national minimum standard. 72% of these students are in the top five bands, compared to the state average of 65%. The Noranda Year Five mean score was 517, compared to the state mean of 503. The Year Five result has trended upwards from 2021.

Strategies for Improvement

- Implementation of the structured synthetic phonics program InitialLit, across Pre-primary to Year Two.
- 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.
- Heggerty phonemic awareness program in Kindergarten – oral focus first.



The above graph displays the average NAPLAN Spelling score in Years Three and Five from 2017 to 2022 comparing Noranda Primary School with like schools.



NAPLAN 2022 Results

2022 Grammar and Punctuation

Noranda Primary School Business Plan 2022 – 2024 Targets:

Years Three and Five Grammar and Punctuation results will be above the like school mean.

Year	Target Achieved
Year 3	Yes
Year 5	No

Increase the percentage of students identified in the top bands of Years Three and Five Grammar and Punctuation.

Year	Target Achieved
Year 3	No
Year 5	Yes

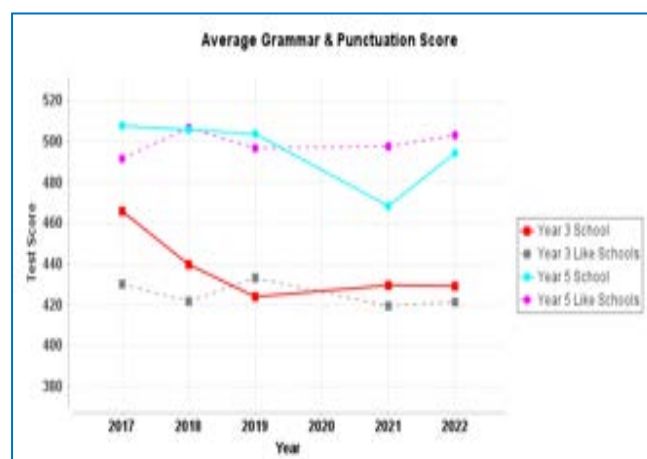
Grammar and Punctuation analysis shows the Year Three and the Year Five results are at the expected levels of performance.

Year Three results in grammar and punctuation show that 91% of students are at or above the national minimum standard. 44% of these students are in the top five bands, compared to the state average of 48%. 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 429 compared to the state mean of 424.

Year Five results in grammar and punctuation show 98% of students at or above the national minimum standard. 57% of these students are in the top five bands, the same as the state average. The Noranda Year Five mean score was 494, almost the same as the state mean of 495.

Strategies for Improvement

- Implementation of the structured synthetic phonics program InitialLit, across Pre-primary to Year Two.
- Consolidation of the teaching of the COPS editing code.
- Explicit teaching of grammar and punctuation skills.
- Structured writing activities to occur four times per week.



The above graph displays the average NAPLAN Grammar and Punctuation score in Years Three and Five from 2017 to 2022 comparing Noranda Primary School with like schools.



NAPLAN 2022 Results

2022 Numeracy

Noranda Primary School Business Plan 2022 – 2024 Targets:

Years Three and Five Numeracy results will be above the like school mean.

Year	Target Achieved
Year 3	Yes
Year 5	No

Increase the percentage of students identified in the top bands of Years Three and Five Numeracy.

Year	Target Achieved
Year 3	No
Year 5	No

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.

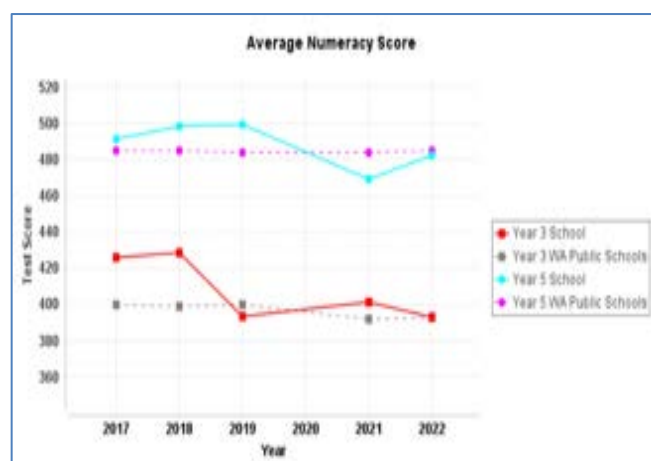
In 2022 Year Three and Year Five results were in the expected range of performance. The Year Three performance saw a slight downward trend from 2021, whereas the Year Five result was an improvement on the 2021 result, but still slightly below like schools.

Year Three results saw 30% of students in the top five bands, compared to 33% at state level. Year Five saw 51% in the top five bands, compared to 53% at state level.

24% of Year Three students were at the national minimum standard, compared to the state mean of 12%. Year Five results saw no students below the national minimum standard, compared to the state with 5%.

Strategies for Improvement

- Whole school incorporation and integration of Mathletics.
- Whole school focus to improve Mathematics fluency and vocabulary.
- Continue to consolidate basic number facts and collect whole school data on this to monitor progress.
- Improve knowledge and understanding of working with different representations of money.
- Continue to offer an extension program to senior students identified as higher ability.
- 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.



The above graph displays the average NAPLAN Numeracy score in Years Three and Five from 2017 to 2022 comparing Noranda Primary School with like schools.

On Entry Testing

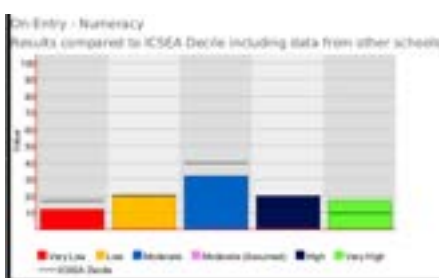
During Weeks Three to Six of Term One, teachers assess each Pre-primary student's skills and understandings of oral language, reading, writing and numeracy. This is compulsory in Western Australian schools and we are funded for the staff release of this. Noranda Primary School extends this further and completes the On Entry testing again in Year One.

The teachers conduct the assessment one-on-one with each student. The information provided enables the teacher to plan for the learning needs of every student, including those who may need additional support or extension. Many students who start school with limited skills progress quickly when provided with the right support. As students progress, their needs may change. Teachers continually monitor their students' progress to ensure their changing needs are met.

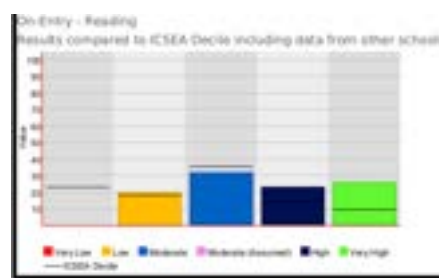
Data Review: Semester 1 2022

Module 1 (Pre-primary)	NPS	ICSEA Decile Median	NPS compared to ICSEA	Public School Median	NPS compared to public school
Numeracy	456	435	↑	435	↑
Reading	450	456	↓	456	↓
Writing	242	210	↑	210	↑
Module 2 (Year 1))	NPS	ICSEA Decile Median	NPS compared to ICSEA	Public School Median	NPS compared to public school
Numeracy	529	508	↑	503	↑
Reading	527	515	↑	515	↑
Writing	469	450	↑	469	⬮

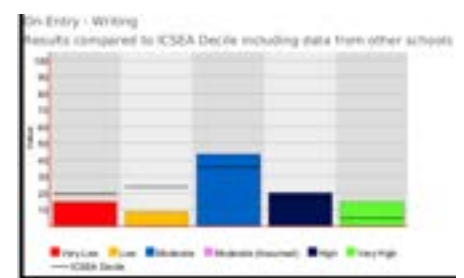
Progress in Numeracy from PP in 2021 to Year 1 in 2022



Progress in Reading from PP in 2021 to Year 1 in 2022



Progress in Writing from PP in 2021 to Year 1 in 2022



ACER 2022 Testing

Progressive Achievement Test (PAT) Science

The Science learning area was assessed in 2022 by teacher judgements through the twice a year reporting to parents regime and by testing Year Three to Six students using the ACER Progressive Achievement Test (PAT) in Science. This was the first year that students in Years Three to Six completed the ACER PAT in Science. In previous years it had only been completed by Years Four and Six students.

Teacher judgements at the end of Semester Two indicated that 93% of our students from Pre-primary to Year Six received a C grade or better for Science. 28% of students received a B grade or better.

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 2022-2024 target in Science to exceed 60% success in all four aspects of the ACER test was not fully met in 2022.

In Year Three the target was successfully met and exceeded in all of the aspects.

Year 3	
Energy and Change	72%
Earth and Space	77%
Life and Living	71%
Materials	71%

In Year Four the target was met in two of the aspects and was very 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 Five the target was not met in any of the four aspects, however, was very close in the Energy and Change aspect.

Year 5	
Energy and Change	59%
Earth and Space	47%
Life and Living	51%
Materials	55%

In Year Six the target was successfully met and exceeded in two of the aspects. Targets in the aspects of Earth and Space and Life and Living were not met, however they were close to being met.

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

Strategies for Improvement

- In 2023 increase Science specialist classes to twice a week for Years Two to Six students.
- A focus on STEM integrated throughout the curriculum with professional learning opportunities provided for teachers.

Science and Humanities

Science

In 2022, students from Years One to Six were taught Science as a specialist subject. The two strands reported on were Science Understanding and Science Inquiry Skills.

Students started the year off with Biological Sciences, where they learned about living and non-living things.

In Term Two, students moved on to Chemical Sciences, where they experimented with and learned about solids, liquids and gases; purposes of natural and processed materials; and how changes can be reversible or irreversible. Students had a strong focus on developing their inquiry skills while exploring this area.

In Term Three, the Science Understanding area was Earth and Space. Students explored the wonders of our Solar System and the special relationship between the Earth, Sun and Moon. We also delved into how the Earth's surface has changed over the years, including the effects of natural disasters.

During this term, students at Noranda Primary School also celebrated National Science Week and explored the theme of "Glass: More Than Meets the Eye", where they learned how glass is made, the many uses of it and how sustainable it is.

In Term Four, students were taught Physical Sciences. This was an excellent opportunity for students to apply the inquiry skills they learned throughout the year on investigations about push and pull forces. An example of this was when Year Four students built and raced balloon powered cars using recyclable materials. They used their inquiry skills to build, change and test their cars.

Throughout the year, students at Noranda Primary School have shown great enthusiasm and interest in Science.



Humanities and Social Sciences

The Humanities and Social Sciences (HASS) learning area comprises of four subjects: History (Pre-primary to Year Six); Geography (Pre-primary to Year Six); Civics and Citizenship (Years Three to Six); and Economics and Business (Years Five to Six). Each subject is organised into two interrelated strands: Knowledge and Understandings and Humanities and Social Sciences Skills.

All strands of the HASS learning area were reported on in 2022 from Pre-primary to Year 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 88% of students in Pre-Primary to Year Six received a C grade or better and 26% of students received a B grade or better.

Attendance

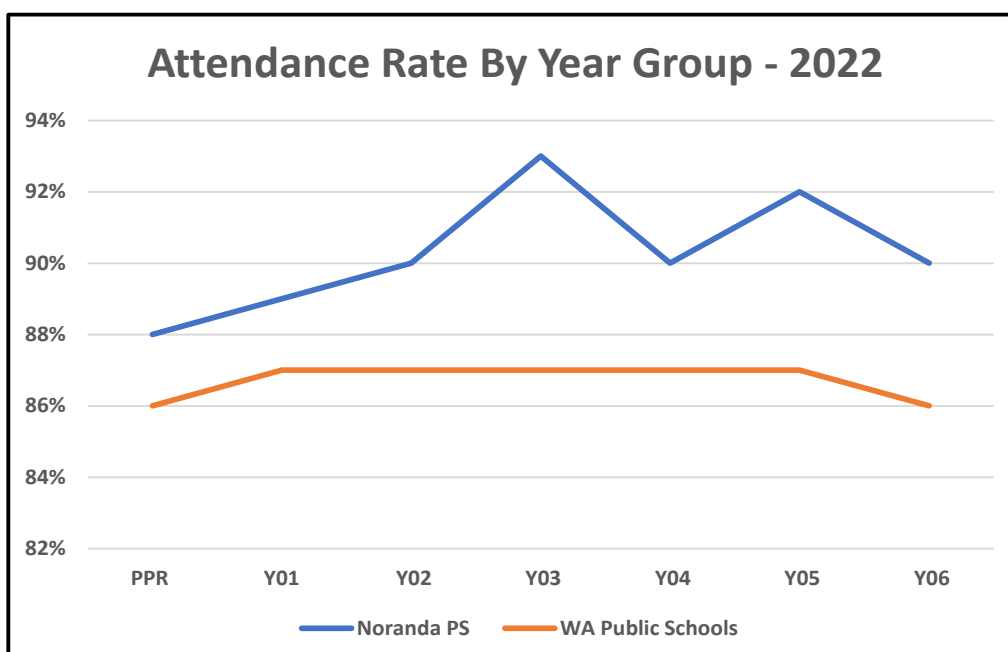
Covid19 continued to impact school and state attendance data throughout the year, with 2022 attendance rates seeing the most significant dips since the pandemic began, in all areas across the school and state. The school's attendance rate for 2022 was 90.4%, above that of the Western Australian Public Schools attendance rate for 2022 of 86.6%. Regular attendance for the year, which is students attending for over 90% of the time throughout the year, was 66.8%. Although this was above the regular attendance for Western Australian Public Schools of 51%, the regular attendance rates saw a significant decline across school and state rates from the previous year of 75.6% and 71% respectively.

As a school we continue to communicate to families the importance of regular attendance at school. Throughout 2022 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%
2022	90.4%	86.6%



Year 6 Destinations for 2022

Destination Schools	Male	Female	Total
Morley Senior High School	9	14	23
Hampton Senior High School	4	2	6
John Forrest Secondary College	2	3	5
Mount Lawley Senior High School	2	2	4
Chisholm Catholic College	2	1	3
Dianella Secondary College	2		2
Ballajura Community College	1	1	2
St Andrew's Grammar	1	1	2
Balcatta Senior High School	1		1
Kiara College		1	1
Ellenbrook Secondary College	1		1
Kingsway Christian College	1		1
Trinity College	1		1



2022 Programs

Throughout 2022, 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:

Mathematics Extension

In 2022 we introduced a Years Five and Six Mathematics Extension Program. The students were given the opportunity to further develop their skills and abilities, with the support of Miss Roberts who fostered an environment where they were provided with challenges and opportunities to work with peers who share similar interests, aspirations and abilities.

The program focused on the following aspects and skills:

Thinking Skills – using various ‘thinking’ tools such as the ‘Six Thinking Hats’ or ‘Thinkers Keys’ to solve a variety of problems.

Memory Skills – learning about various memory processes, how they work and how to use them effectively.

Logical Mathematical Skills – using logical / mathematical skills to solve complex mathematical problems (e.g., Matrices, scrambled equations, Sudoku).



Visual Spatial Skills – using visual spatial skills to solve various problems that require good spatial processing skills (e.g. Geoboards, Tangrams, pentominoes, etc).

Exploring influential mathematicians and studying their contributions – exploring Pythagoras’ theorem and its use in everyday situations. e.g. calculating the height of objects in the distance.



Australian Mathematics Competition

A total of forty-seven 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 five of our students achieved a distinction, which puts them in the top 20% of achievement. Eleven of our students achieved a credit, which puts them in the top 55% of achievement.

2022 Programs

Music and Choir

Community singing and the making of music, and the physical response and appreciation and enjoyment of music, are areas that the school community regards as an essential part of students' 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 2022 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 participated, as they 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 were 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.

Once Covid19 restrictions eased, we were able to commence our choir, with self nominated students participating in weekly classes before school, under the guidance of our music specialist teacher. The choir performed at whole school assemblies as well as at our Family Open Night in Term Four.



Instrumental Music

Students selected for the School of Instrumental Music Program (Years Five and Six) had weekly lessons in classical guitar, flute and brass and had opportunities throughout the year to perform for the school community. The highlight for our instrumentalists in 2022 was performing at our Book Awards Assembly in Term Four. Integration of these instruments into creative tasks in the music room where possible, provided further enrichment of learning.



2022 Programs

STEM / Makerspace

In 2022, 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 the students to develop and consolidate important skills such as creativity, critical thinking, problem solving, communication, digital literacy and teamwork. These skills provide students with a strong foundation to succeed in school and beyond.

During 2022, 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 keep complimenting STEM integration within Noranda Primary School, the dedicated Makerspace session was continued, accessible to students in Years Two to Six on a Thursday lunchtime every week. 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.



Makerspace continued to be very popular in 2022, with between 20 to 30 students attending each week.

Software development company, Bentley Systems, donated to our school in 2022, allowing us to fully equip our space with technology and equipment such as a 3D printer, Lego EV3 robotics, Blubots, electronic kits and a Green Screen. We are hoping to register and compete in the Lego League competition for 2023 as we have purchased the Lego We Do and Spike Prime Kits. We want to 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.

Languages - Chinese

Mandarin was taught from Years Three to Six in 2022. The focal points of the classes were the four micro-skills of listening, speaking, reading and writing, as well as intercultural awareness. Chinese lessons allow students to develop a perspective for Chinese language, as well as Chinese culture. In addition to learning Chinese language through different topics, the students learned about Chinese history and culture with the focus on Chinese traditional festivals, e.g. Chinese New Year, Lantern Festival, Dragon Boat Festival and Mid-Autumn Festival. Lessons also helped our students explore ways Chinese language is used in current Chinese social and cultural contexts.

The 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, authentic learning opportunities were provided, ensuring students investigated real life topics, developed higher order thinking skills and expressed their learning in multidisciplinary ways.

2022 Programs

Physical Education

Noranda Primary School had an extremely successful Physical Education program in 2022. The curriculum for each year level exposed students to a range of different sports through modified games, skills and drills. Learning experiences provided an opportunity for students to improve their body management, locomotion and coordination skills. The modified games played, focused on developing communication, teamwork, knowledge of rules and comprehending strategies for a variety of sports. It was rewarding to see each Noranda Primary School student improve in all focus areas over the school year.

Noranda Primary School's two large intra-school faction events for the year were the Cross Country and the Athletics Carnival, in Terms Two and Three respectively. In the lead up to the events, the Physical Education curriculum focused on preparing students for the activities they would participate in. The Cross Country was a 1.5 - 2km race around the school, while the Athletics Carnival had a variety of athletics events and novelty team games. All students who participated in both events showed great resilience and enjoyment across the days. The event results were accumulated and Red was the victorious faction for 2022.



Following each intra-school event, Noranda Primary School sent a representative side to the inter-school cross country and athletics events. All students who represented Noranda Primary School at the Coolbinia Cross Country, Guildford Cross Country, Interschool Jumps and Throws and Interschool Athletics showed immense sportsmanship and teamwork and were great role models for the school.

While Covid19 restrictions cancelled some of the planned winter inter-school competitions, supplementary competitions were organised with Hillcrest Primary School for soccer, AFL, netball and basketball. Training and selection sessions were held across multiple days for all sports, which resulted in a competitive selection process. Students were selected across the four sports with the representative teams playing in high quality games. This was rewarded in the basketball and soccer teams being undefeated, while netball and AFL teams remained very competitive.

Noranda Primary School was successful in securing a few thousand dollars in grants from Sporting Schools Australia, which enhanced the Ultimate Frisbee, soccer and athletics programs. The generous grants enabled our school to purchase new equipment and secure specialist coaches for the above mentioned sports.

2022 Programs

Your Move

Your Move is a highly tailored, community based behaviour change program that focuses on providing local information and ongoing support to encourage our students and their families to be more physically active, utilise active and public transport, and increase community connectedness.

The objectives of Your Move at Noranda Primary School are to make small behavioural changes to reduce congestion and parking problems around our school, to contribute to reduced 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 writing and posting stories and photos of our active transport adventures on the Your Move website.

In 2022, the Your Move program started with a new student leadership team who sought to grow the program and raise awareness of active travel. This was achieved through regular events being held throughout the year and securing a \$2500 grant from the Department of Transport. We also saw the installation of a concrete floor in our bike cage with new bike and scooter racks and a schoolwide competition where six banners were created promoting active travel and increasing awareness of the Your Move program.

The year concluded with a hands up survey that showed a 13% increase in cycling, scooting and skating to school and an impressive 17% increase in walking to school with a 5% decrease in people driving to school.



Waste Sorted

During Term Three we undertook the process of becoming a Waste Sorted accredited school. This involved setting up a committee, training, a waste audit and creating a policy and plan for the school. We were successful in this process and are taking steps to build the schools waste profile and ensure that we make progress in this area.

The audit showed that we need to focus on waste from lunches and food scraps, which were the biggest contributors to our waste that was destined for land fill.

We now also have paper and cardboard recycling collected fortnightly, with the arrival of two yellow top bins from the City of Bayswater. Containers for Change continued and grew as we educated the students of the right places for their rubbish to go. There was also the recycling of batteries in each classroom and aluminium coffee pods.

2022 Programs

Student Leadership

Our senior students took on roles in student leadership positions within the Student Council, as well as, Faction Captains (Year Six) and Vice Faction Captains (Year Five). In 2022 the Student Councillors and Faction Captains attended a virtual student leadership conference with hundreds of other student leaders from across Western Australia. This was a great opportunity for them to learn about leadership and the importance of being a good leader.

In our quest to provide opportunities for a large number of our students, we also have leadership development roles in other areas of the school. In 2022 these included, Worm Farm Monitors (Year Three), Energy Monitors (Year Three), the Your Move Team (Years Four and Five) and the Containers Champions (Years One to Six).



Peer Tutoring

The Peer Tutoring program has been running in the school for fourteen 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 '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 an additional language or dialect. It is also common to find tutors testing and drilling spelling words.

In 2022, twenty-five peer tutors were trained and worked with teachers from Years One to Four to support students. Some of the peer tutors were tutored themselves when they were in the junior grades. Tutoring sessions were usually after lunch for fifteen minutes twice a week.

2022 Programs

Running Club

Running Club recommenced at the beginning of May and continued for two mornings a week until November. Sessions were on Tuesday and Thursday mornings from 7.45am to 8.15am. Each session began with a short warmup to music before moving onto the oval to run.

This year a total of one-hundred and thirty-four participants completed 6,238 kilometres. This included twelve 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.

Sixty-nine students and three family members achieved 25kms; fifty-four students and three family members achieved 50kms; twenty-three students achieved 100kms; nine students achieved 150kms and two students achieved 200km. The Kilometre King ran a total of 213kms and the joint Kilometre Queens ran 177.5kms over the year.

There were four students who attended every session. We recognised one of our Year Six students who had attended Running Club from Year One.

The year finished with a shared breakfast.



Noranda Nippers

Noranda Nippers is a program that supports parents in reading to their pre-school children so that they can build their early literacy skills. Nippers aims to foster a love of books, stories and language through introducing 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.

The program in 2022 re-commenced in June and saw up to eighteen children ranging from two to three years of age attending the weekly sessions. Both parents and grandparents are very welcome to attend these story time sessions.

PEAC

In 2022 we had a number of students participating in the Primary Extension and Challenge (PEAC) enrichment program. We had one student in Year Five participate in the program and extend their learning with likeminded peers across the North Metropolitan Education Region. We also had five students in each cohort of Year One, Year Two and Year Three participate in the Early Years Extension (EYE) program facilitated by PEAC teachers at a PEAC Centre.

2022 Highlights

- Incursions by the Bike Doctor, Bully Zero, Musica Viva and incursions sponsored by the City of Bayswater in recycling, yoga and resilience.
- Year Six camp to Kerem Adventure Camp
- Year Six Dance Class
- Virtual Student Leadership Conference
- Mentally Healthy WA Week
- Grandparents Day assembly and picnic
- Parent Open Night
- NAIDOC Day with a performance by Yirra Yaakin Theatre Company
- AMC Mathematics competition
- Morley Schools Network Young Voices public speaking competition
- Excursions to Scitech and the WA Museum
- In-term swimming lessons



- Colour Run
- Faction Athletics Carnival
- Interschool Athletics Carnival
- Interschool Cross Country competitions at Coolbinia and Guildford
- Interschool Winter Sports competition with Hillcrest Primary School
- Flash Mob
- Book Week activities and parade
- Harmony Day celebrations and parade

National School Opinion Survey

In 2022 we conducted our National School Opinion survey with parents, staff and students from Years Three to Six. Our surveys indicated high levels of satisfaction across all three surveys. Noranda Primary School has a history of high satisfaction across surveys conducted biannually and we were pleased and proud to see this continue. The areas that we have recorded lower satisfaction in will be reviewed and attended to in 2023.

Parent Survey

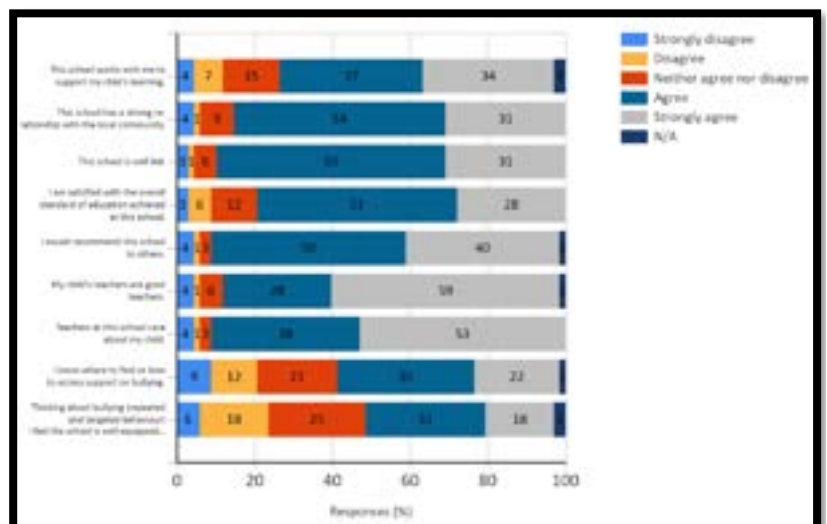
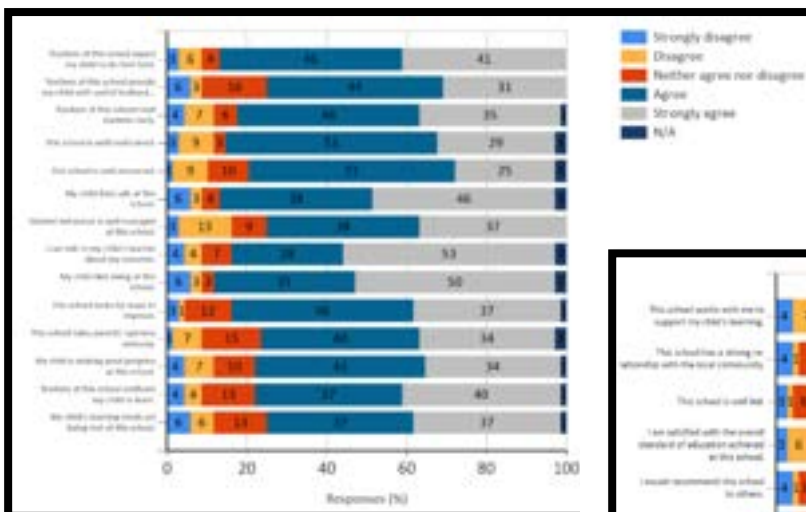
The highest rating areas we received in this survey were:

- “Teachers at this school care about my child” with 91% Strongly Agree or Agree
- “This school is well led” with 90% Strongly Agree or Agree
- “I would recommend this school to others” with 90% Strongly Agree or Agree

- “My child’s teachers are good teachers” with 87% Strongly Agree or Agree
- “Teachers at this school expect my child to do their best” with 87% Strongly Agree or Agree
- “My child likes being at this school” with 85% Strongly Agree or Agree
- “This school has a strong relationship with the local community” 85% Strongly Agree or Agree

Our areas for improvement were identified through lower ratings:

- “Teachers at this school provide my child with useful feedback about their schoolwork” 75% Strongly Agree or Agree
- “Student behaviour is well managed at this school” 75% Strongly Agree or Agree
- “My child’s learning needs are being met at this school” 74% Strongly Agree or Agree
- “This school works with me to support my child’s learning” 71% Strongly Agree or Agree



National School Opinion Survey

Staff Survey

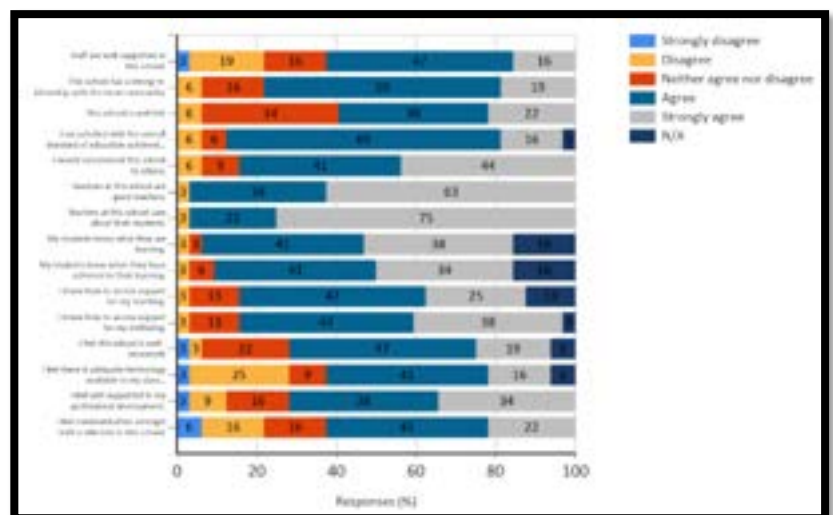
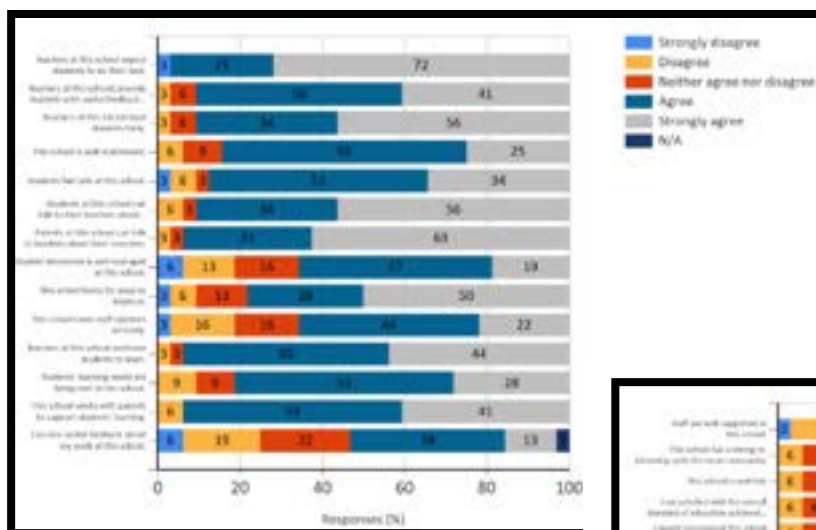
The highest rating areas we received in this survey were:

- “Teachers at this school are good teachers” 97% Strongly Agree or Agree
- “Teachers at this school care about their students” 97% Strongly Agree or Agree
- “Teachers at this school expect students to do their best” 95% Strongly Agree or Agree
- “Parents at this school can talk to teachers about their concerns” 94% Strongly Agree or Agree
- “This school works with parents to support students learning” 94% Strongly Agree or Agree

- “Teachers at this school provide students with useful feedback about their school work” 91% Strongly Agree or Agree
- “Teachers at this school treat students fairly” 91% Strongly Agree or Agree
- “Students at this school can talk to their teachers about their concerns” 91% Strongly Agree or Agree

Our areas for improvement were identified through lower ratings:

- “I feel communication amongst staff is effective in this school” 57% Strongly Agree or Agree
- “I feel there is adequate technology available to my class and across the school” 57% Strongly Agree or Agree
- “I receive useful feedback about my work at this school” 51% Strongly Agree or Agree



National School Opinion Survey

Student Survey

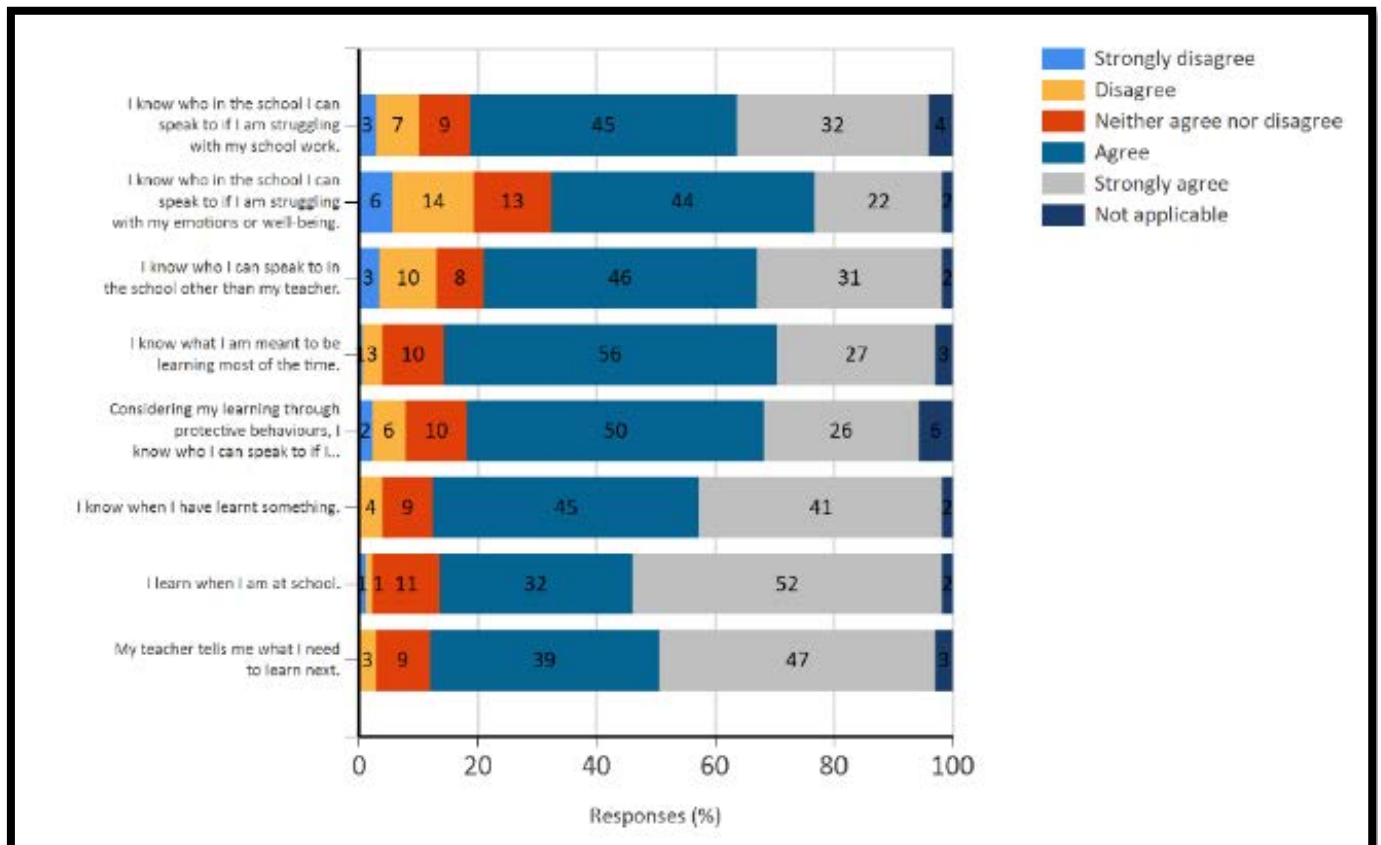
The highest rating areas we received in this survey were:

- “My teachers expect me to do my best” 91% Strongly Agree or Agree
- “My teachers motivate me to learn” 88% Strongly Agree or Agree
- “My teachers are good teachers” 85% Strongly Agree or Agree
- “My teachers care about me” 85% Strongly Agree or Agree
- “My school looks for ways to improve” 82% Strongly Agree or Agree

Our areas for improvement were identified through lower ratings:

- “I can talk to my teachers about my concerns” 72% Strongly Agree or Agree

- “I like being at my school” 69% Strongly Agree or Agree
- “My school takes students opinions seriously” 58% Strongly Agree or Agree
- “Student behaviour is well managed at my school” 54% Strongly Agree or Agree

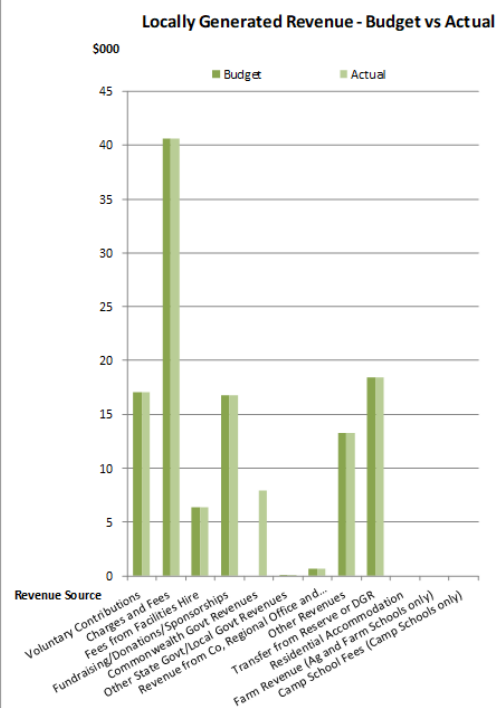
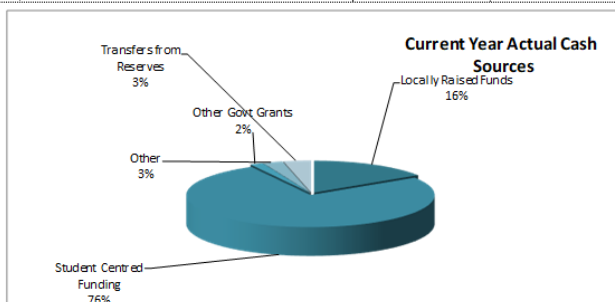


Financial Summary as at 31 December 2022

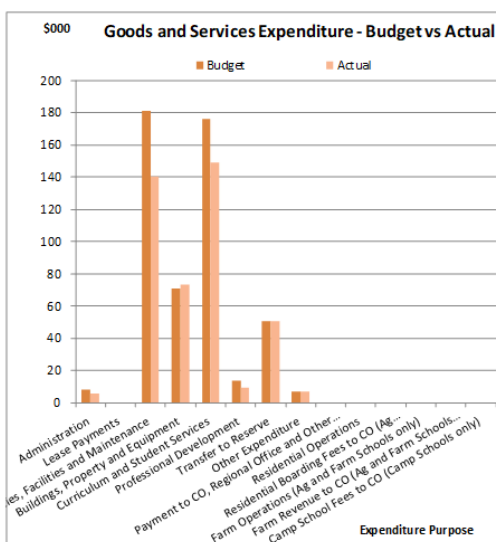
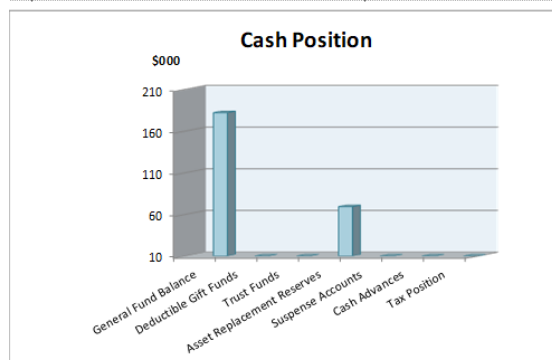


Noranda Primary School Financial Summary as at 31 December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,026.00	\$ 17,025.90
2	Charges and Fees	\$ 40,663.20	\$ 40,662.62
3	Fees from Facilities Hire	\$ 6,364.00	\$ 6,363.64
4	Fundraising/Donations/Sponsorships	\$ 16,739.45	\$ 16,739.70
5	Commonwealth Govt Revenues	\$ -	\$ 7,955.00
6	Other State Govt/Local Govt Revenues	\$ 29.00	\$ 28.50
7	Revenue from Co, Regional Office and Other Schools	\$ 682.39	\$ 682.39
8	Other Revenues	\$ 13,312.98	\$ 13,315.34
9	Transfer from Reserve or DGR	\$ 18,400.00	\$ 18,400.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 113,217.02	\$ 121,173.09
	Opening Balance	\$ 106,654.00	\$ 106,653.83
	Student Centred Funding	\$ 389,067.73	\$ 389,067.72
	Total Cash Funds Available	\$ 608,938.75	\$ 616,894.64
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 608,938.75	\$ 616,894.64



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 7,910.00	\$ 5,254.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 180,939.00	\$ 140,006.05
4	Buildings, Property and Equipment	\$ 70,483.30	\$ 73,418.24
5	Curriculum and Student Services	\$ 176,120.79	\$ 149,028.92
6	Professional Development	\$ 13,727.27	\$ 9,509.44
7	Transfer to Reserve	\$ 50,700.00	\$ 50,700.00
8	Other Expenditure	\$ 6,942.00	\$ 6,988.48
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 506,822.36	\$ 434,905.88
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 506,822.36	\$ 434,905.88
	Cash Budget Variance	\$ 102,116.39	



Cash Position as at:	
Bank Balance	\$ 223,013.98
Made up of:	\$ -
1 General Fund Balance	\$ 181,988.76
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 69,262.47
5 Suspense Accounts	\$ (698.80)
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (27,438.45)
Total Bank Balance	\$ 223,013.98

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