

Principal's Message

It is with great pleasure that I present the Annual Report for 2025. This report outlines what we have achieved throughout the year, how well we are progressing, and the areas we will continue to focus on to strengthen outcomes for all students at Noranda Primary School. It provides a clear account of our performance and demonstrates how we have strategically used our resources to support high quality teaching and learning.

2025 marks the beginning of our new Business Plan cycle (2025–2027), where we have refined our strategic direction to focus on three key priorities: our students, our staff and our community. This year has been an important foundation year, where we have aligned our work to these priorities while continuing to build on the strong practices established in previous years.

Further below, I address our core business across the key domains of Student Achievement and Progress, Teaching Quality, Use of Resources, Leadership, Learning Environment, and Relationships and Partnerships.

Student Achievement and Progress: Throughout 2025, we strengthened our use of student data to inform teaching and learning programs. This enabled us to provide targeted extension and enrichment opportunities for students, including Mathematics enrichment, Primary Extension and Challenge (PEAC), and network-based opportunities. These experiences ensured that students were both supported and challenged, promoting continuous growth and achievement. Our NAPLAN data reflected the great gains we have made in all areas.

Teaching Quality: We continued to prioritise the development of student writing, with a whole-school focus on oral text structures to support consistent and connected practice across all year levels. We continued our focus on reducing students' cognitive load by ensuring connected practice and daily reviews, giving students targeted learning with multiple opportunities to learn key concepts.

Our newly established Mathematics Committee played a key role in researching best practices aligned with the Western Australian Curriculum, laying the groundwork for improved Mathematics outcomes. As a result of this work, we have committed to implementing Oxford Maths (Years 3–6), Maths Hero (Pre-primary–Year 2), and Matific as an online support program across all year levels from 2026.

We continued our instructional coaching to support individual staff development aligned to goals they established.

Use of Resources: Our resourcing decisions remained firmly focused on maximising student achievement. We continued to invest in Tier Two literacy interventions to support students requiring additional assistance and introduced Small Group Tuition in Mathematics in Semester Two. These targeted supports ensured that students received the intervention necessary to progress and succeed. We continue to prioritise the use of funds, which includes reserve planning for larger expenses predicted in years to come.



Principal's Message

Leadership: We maintained a strong focus on building leadership capacity across all levels of the school. Teachers were supported through initiatives such as the Morley Schools Network Future Leaders program, while education assistants were provided with opportunities to lead programs across the school. This distributed leadership approach continues to strengthen our collective capacity and supports ongoing school improvement.

Learning Environment: We continued to develop a positive and inclusive learning environment through our partnership with Real Schools, embedding restorative practices across the school. This approach has supported students to build strong relationships and resolve challenges in a respectful and constructive manner.

Student leadership opportunities were expanded beyond traditional roles, providing more students with meaningful opportunities to contribute to the school community.

Relationships and Partnerships: Our strong partnerships with the School Board and Parents and Citizens (P&C) Association remain a celebration area of success. The School Board continues to operate at full capacity and introduced a sub-committee to support our Cambodian sister school, Ang Serey Primary School, with the Angkor Foam Frenzy being a highlight of this work. Our P&C played a vital role in strengthening community connections through events such as the Christmas Market, bringing families together and enhancing our sense of community.

I would like to acknowledge the dedication and professionalism of our staff, whose commitment ensures that Noranda Primary School continues to provide high quality educational experiences for all students. I also extend my sincere thanks to our School Board, P&C, and wider community for their ongoing support.

Together, we continue to make Noranda Primary School a place where students are supported, challenged and inspired to achieve personal excellence.

Kristy Harrison
Principal



School Board Chair's Message

Noranda Primary School Board (the Board) was able to hit the ground running in 2025 with most members continuing their tenure from the previous year, helping us to carry out another smooth, well-functioning year as a board. It was a pleasure to welcome new staff representative Nicette Cohen, being the only change to membership, as she took over from the ever-helpful Kerry Fullarton whom we thank deeply for her time on the board.

We began the year by endorsing the 2025-2027 Business Plan for NPS. It was great to see the updated format which aligns with that of the Department of Education's Standard. The more streamlined approach making it considerably easier to read and the Board was happy to approve it.

All board members achieved 100% completion of all mandatory training resources. Achieving this helped us focus on the tasks at hand and continue to have productive meetings with the full confidence of all members.

Two of our parent representatives, Kelly Maher and Kalli Mills, organised, with the assistance of Year 6 students, a foam party day hosted at the school oval in March. This event not only served to raise funds for the Angkor Project through which we support our sister school, Ange Serey Primary School in Cambodia, but also raised the profile of the Board in the school community, giving board members a chance to wear their newly pressed name badges. The day was a success, raising over \$1600 for the Angkor Project. Congratulations must go to Kelly and Kalli for this particularly excellent initiative.

One way we sought to improve communication to the wider school community was to begin providing short-form reports following each board meeting via Class Dojo. This was done on a rotating basis with writing duties shared between the board members and would generally be available within the week for parents to access and read. This will continue as it is a great way to not only stay informed as a parent but also become more familiar with the people who make up the Board.

I look forward to reading these as a regular parent in 2026 as I finished my current tenure on the board at the completion of 2025, along with fellow parent member Celia McCarthy and staff representative Tracie Doherty. I leave the Board knowing it is in good hands with two new parent members, Melissa Wroe and returning former board chair Matthew Deaves, already selected to fill the parent roles; and Mr Patrick O'Callaghan elected to the staff vacancy.

Thank you.

School Board Chair 2025, Ned Hatswell





Staffing

The Noranda Primary School staff is highly skilled and committed to delivering quality teaching and learning programs for all students. All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of Western Australia.

In 2025, Noranda Primary School employed a total of 55 staff, comprising 3 leadership staff, 24 teaching staff, 13 education assistants, and 14 allied professionals and support staff. This staffing profile ensured a strong balance of leadership, classroom expertise and targeted student support across the school.

A significant feature of 2025 was the introduction of six new teaching staff, representing the largest change in teaching personnel in several years. These staff joined us from a range of school contexts, bringing valuable experience, knowledge and fresh perspectives. They have contributed positively to our school through the sharing of their expertise, while also embracing the established practices and collaborative culture of Noranda Primary School.

Our staff continue to work collaboratively to support school priorities, build consistency in practice and enhance student outcomes. The combination of experienced staff and new team members has strengthened our professional capacity and contributed to a dynamic and supportive learning environment for both students and staff.





Professional Learning

Throughout 2025 we continued our whole school focus on school improvement and building capacity and consistency across our school through professional learning, planning and engagement. In addition to the development opportunities we provided at our school, staff also accessed the Morley Schools Network, of which Noranda Primary School is a member, to access professional learning through learning area network meetings.

Professional learning courses that were attended throughout 2025 included:

- Real Schools - Transforming and Enhancing Your School's Culture
- North East Metro Language Development Centre (NEMLDC) - Language Leadership Schools Series
- Trauma Informed Practice
- ADHD – The Science and strategies of teaching students with ADHD
- Kaartdijin (Compass) Training
- Whole school writing approach - Oral to Written Text (Persuasive Texts and Information Texts)

- Mathematics Curriculum – Maths Hero (Shaping Minds) and Oxford Maths
- Instructional Coaching Opportunities
- Development of the NPS Book Spine
- Development of the NPS Instructional Playbook
- Click View
- Daily Writing Reviews
- Graduate Teacher Modules
- WAPPA Conference





NAPLAN 2025 Results

Noranda Primary School Business Plan 2025 – 2027 Target: The progress demonstrated by the same cohort of students from Year 3 to 5 to be at or above the like school progress level.

Year 3 to 5 Stable Cohort	Target Achieved
Reading	Yes
Writing	Yes
Spelling	Yes
Grammar and Punctuation	Yes
Numeracy	Yes

Our stable cohort of Noranda Primary School students who sat the NAPLAN assessment in 2023 in Year 3 and again in 2025 in Year 5 have demonstrated pleasing progress. They have exceeded the progress level of like schools in all five of the assessed areas, as well as the progress level of WA Public Schools and Australian Schools.

Noranda Primary School Business Plan 2025 – 2027 Target: Year 3 and 5 NAPLAN results will be at or above the like school mean.

Year 3	Target Achieved	Year 5	Target Achieved
Reading	Yes	Reading	Yes
Writing	Yes	Writing	Yes
Spelling	Yes	Spelling	Yes
Grammar and Punctuation	Yes	Grammar and Punctuation	Yes
Numeracy	Yes	Numeracy	Yes

It is pleasing to note the continued trend in Year 3 results with all five assessed areas above like schools' means. Our Year 5 results have significantly improved, as the target has been achieved in all five assessed areas in 2025, as opposed to only in Numeracy, Reading and Grammar and Punctuation in 2024.



NAPLAN 2025 Results

Noranda Primary School Business Plan 2025 – 2027 Target: The percentage of students in the combined Exceeding and Strong proficiency levels will be equal to or greater than like schools in Year 3 and 5 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Year 3	Target Achieved	Year 5	Target Achieved
Reading	Yes	Reading	No
Writing	Yes	Writing	Yes
Spelling	Yes	Spelling	Yes
Grammar and Punctuation	Yes	Grammar and Punctuation	No
Numeracy	Yes	Numeracy	Yes

Although we did not achieve this target across all five assessed areas in Year 5, the percentage gaps were only slight. In Year 5 Reading, the combined Exceeding and Strong proficiency levels for like schools was 69%, as opposed to Noranda Primary School's percentage of 63%. Even more significantly in Year 5 Grammar and Punctuation, the combined Exceeding and Strong proficiency levels for like schools was 61%, as opposed to Noranda Primary School's percentage of 59%.



NAPLAN 2025 Results

Strategies for Improvement in Literacy and Numeracy:

- Continued use and refinement of the structured synthetic phonics program InitialLit, across PP-2.
- Continuation of Daily Writing Reviews – whole school.
- Continuation of the MiniLit and MacqLit literacy intervention program for identified Tier Two and Tier Three students.
- Continued use of the Kindergarten to Year 6 Noranda Primary School Book Spine to support the teaching of reading and writing.
- Continuation of the Heggerty phonemic awareness program in Kindergarten – oral focus first.
- Continuation of the Spelling Mastery program in Years 3 to 6.
- Continued teacher participation in the North East Metro Language Development Centre - Language Leadership Schools Series to enhance knowledge of oral language and the foundations of literacy, assessment, analysis and intervention strategies.



- Structured writing activities occurring four times per week.
- Whole school Brightpath writing assessment twice per year.
- Implementation of a whole school Mathematics approach, Pre-primary to Year 2 Maths Hero, Years 3 to 6 Oxford Maths.
- Continuation of the Mathematics Development Team structure to support the embedding of best practice numeracy curriculum and instructional practices.
- Development of a whole school approach to Daily Mathematics Reviews.
- Continuation of Mathematics Enrichment Program to senior students identified as higher ability.
- Continue to embed the COSIC framework for problem solving.
- Implementation of Matific as a whole school Mathematics online tool.





On Entry Testing 2025

During weeks 3 to 6 of Term One, teachers assess each Pre-primary students' skills and understandings of oral language, reading, writing and numeracy. This is compulsory in WA schools and we are funded for the staff release of this. Noranda Primary School extends this further and funds the On Entry assessment again in Year 1.

On Entry Assessment Analysis

On Entry Assessment data collected in Semester One, 2025 indicates that students at Noranda Primary School are performing at or above like schools and public school medians across all assessed areas.

Pre-primary (Module 1)

In Pre-primary, students demonstrated strong foundational skills:

- Numeracy: 442, above ICSEA decile (435) and public school median (429)
- Reading: 467, significantly above both ICSEA (450) and public school median (450)
- Writing: 210, consistent with ICSEA and public school medians

These results indicate that students are entering formal schooling with well-developed early literacy and numeracy skills, particularly in reading where performance is notably strong. Writing results are in line with like schools, suggesting a solid baseline from which growth can be targeted.

Year 1 (Module 2)

Year 1 results show continued strong performance and positive progression:

- Numeracy: 518, well above ICSEA (503) and public school median (503)
- Reading: 515, above ICSEA (502) and public school median (502)
- Writing: 450, well above ICSEA (430) and public school median (430)

These results demonstrate that students are not only maintaining but extending their achievement beyond expected benchmarks as they transition from Pre-primary to Year 1.

Progress and Impact

The growth from Pre-primary to Year 1 reflects strong value-adding practices within the school. The uplift across all areas suggests that:

- Targeted teaching and early intervention strategies are effective.
- Consistent whole-school approaches are supporting student development.
- Data-informed planning is enabling teachers to meet individual student needs.

The particularly strong gains in writing and numeracy highlight the impact of focused instructional strategies and intervention programs implemented across the early years.

On Entry Testing 2025

Summary

Overall, the 2025 On Entry data provides clear evidence that Noranda Primary School is:

- Achieving above like school and public school benchmarks.
- Demonstrating strong early years growth and progression.
- Effectively using data to drive improved student outcomes.

These results position the school strongly in achieving the targets outlined in the *Noranda Primary School Business Plan 2025–2027*, particularly in fostering year-on-year student growth and high expectations for all learners.

Data Review: Semester 1 2025

Module 1 (Pre-primary)	NPS	ICSEA Decile Median	NPS compared to ICSEA	Public School Median	NPS compared to public school
Numeracy	442	435	↑	429	↑
Reading	467	450	↑	450	↑
Writing	210	210	⚡	210	⚡
Module 2 (Year 1))	NPS	ICSEA Decile Median	NPS compared to ICSEA	Public School Median	NPS compared to public school
Numeracy	518	503	↑	503	↑
Reading	515	502	↑	502	↑
Writing	450	430	↑	430	↑





2025 Attendance

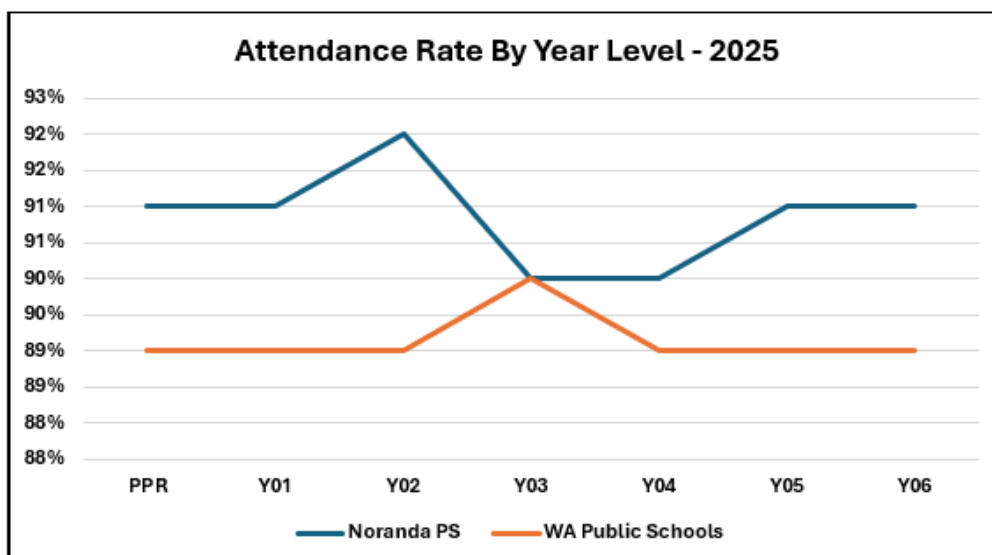
Noranda Primary School Business Plan 2025 – 2027 Target: The school will maintain an overall attendance performance at or above WA Public Schools.

Noranda Primary School’s attendance rate for 2025 (91%) remains above the WA Public Schools attendance rate (89.1%) and therefore our target for 2025 has been achieved.

Regular attendance for the year, which is students attending for over 90% of the time throughout the year, was 70.6% for Noranda Primary School and 64% for WA Public Schools. This was a slight improvement of the school’s regular attendance rate from the previous year of 70%.

As a school we continue to communicate to families the importance of regular attendance at school. Throughout 2025 school staff worked with families and external agencies to try and improve the attendance rates of a small group of identified students.

Attendance Rate		
Year	School	WA Public Schools
2022	90.4%	86.6%
2023	92.1%	88.9%
2024	91.6%	89.4%
2025	91%	89.1%



Year 6 Destinations

Destination Schools	Male	Female	Total
Ellenbrook Secondary College	0	1	1
John Septimus Roe Anglican Community	2	4	6
Morley Senior High School	8	3	11
Alta1	1	0	1
Hampton Senior High School	7	7	14
Mt Lawley Senior High School	1	1	2
Perth College	0	1	1
Mercedes College	0	1	1
Dianella Secondary College	1	0	1
John Forrest Senior High School	0	1	1
Churchlands Senior High School	0	1	1
Perth Modern	1	0	1
St George's College	1	0	1
Kiara College	1	0	1
Chisholm College	1	0	1





2025 Programs

Science

A standout for Science in 2025 was National Science Week. Our school enjoyed a fun and exciting celebration of Science, led by our Year 6 students. As part of developing leadership skills, the Year 6 students planned and ran a variety of hands on Science activities for students in Years 1–5. Students rotated through engaging experiments such as making lava lamps, erupting volcanoes, creating cloud dough and oobleck, writing secret messages with invisible ink and making slime. They also took part in exciting challenges including building boats, the egg drop challenge, cotton launchers and constructing towers using marshmallows.

The activities encouraged curiosity, creativity, teamwork and problem solving, while allowing students to learn through play and discovery. Year 6 students demonstrated responsibility and confidence as they supported and guided younger students throughout the sessions. National Science Week was a highlight for many students and created a positive, whole school enthusiasm for learning Science.

The Science learning area comprises of two interrelated strands: Science Understanding and Science Inquiry. The Science Inquiry strand involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings, all of which are taught within Science lessons at Noranda Primary School. The Science Understanding strand comprises of four sub-strands: Biological Sciences; Chemical Sciences; Earth and Space Sciences; and Physical Sciences. All Science Understanding sub strands are taught and reported in from Pre-primary to Year 6.

Teacher judgements taken from the end of year reporting to parents showed that 87.6% of students in Pre-Primary to Year 6 received a C grade or better in Science and 33.9% of students received a B grade or better.





2025 Programs

Humanities and Social Sciences

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

All subjects of the HASS learning area were reported on in 2025 as allocated to each year level (as above).

Teacher judgements taken from the end of year reporting to parents showed that 92.8% of students in Pre-Primary to Year 6 received a C grade or better, which was an increase in last year's percentage of 88.9%. 44.9% of students received a B grade or better, which was a significant improvement to 2024's result of 31.3%.



Instructional Coaching

Instructional coaching at Noranda Primary School is a collaborative professional learning approach where a skilled teacher works alongside colleagues to strengthen classroom practice and improve student outcomes. Aligned with our Business and Operational Plans, coaching supports the consistent use of whole-school strategies such as explicit instruction, daily reviews, engagement norms, whiteboard routines and data-informed planning. Built on partnership rather than evaluation, coaching involves goal setting, modelling, observation and feedback, helping to build teacher confidence and ensure high-quality, consistent teaching across the school.



2025 Programs

MacqLit

In 2025 we extended our Tier Two and Three literacy intervention program to include MacqLit for Year 3 to 6 students. We started the year with five groups and 23 students. A number of students graduated out of the program throughout the year, and a few students were also added. The year finished with five groups and 17 students. This is the intention of the program for students to come and go as they reach the benchmarks for their year group.

MacqLit educators created a word wall throughout the year and at each lesson the students would learn the definition of new words that would come up during the sessions. Over the year, the students learnt 189 new words in total.

At the completion of the end of year testing, the results indicated that every student benefited from this program, with all students increasing their reading pace. Results also showed that seven out of the 17 students are now reading at their year levels benchmark.

At the end of the year students were asked for feedback on the program. Students commented:

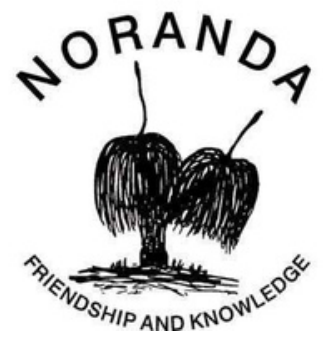
- It was fun;
- They have learnt to read better and now actually enjoy reading;
- I have learnt about the bossy 'e' it makes the vowel sound long;
- Sounding out the words has helped me to spell better;
- It helped me be more confident;
- They enjoyed writing the sentences and words.

We look forward to continuing the program in 2026 and the students experiencing further success with MacqLit.

MiniLit

Throughout 2025, we continued the MiniLit literacy intervention program for identified junior primary Tier Two and Tier Three students. In small groups, students worked for 45 minutes, four times a week, with the MiniLit educator. We started the year with six groups and 29 students. A number of students graduated out of the program in the first half of the year and the year finished with only 9 students requiring literacy intervention program support.

We look forward to continuing to support out Tier Two and Tier Three students again next year via MiniLit.



2025 Programs

Bush Wardens

In 2025, 30 students from Years 4 to 6 were selected to participate in Perth Zoo's Habitats for Wildlife pilot program as part of our Bush Wardens initiative. This exciting opportunity allowed students to learn about local ecosystems and take real action to support wildlife in our school environment.

As a group, students investigated ways to improve habitats for local animals and chose to focus on the Willie Wagtail, a bird commonly found in Noranda. The project included a visit to Perth Zoo, where students learned from experts about native species and habitat conservation. We were also fortunate to have a Perth Zoo representative visit our school to support students in planning and developing their project.

Students worked collaboratively to design and create a native garden aimed at attracting and supporting wildlife. They planted a variety of native plants, including boronia, creeping saltbush, flower girl and coconut ice, and installed a water bowl to provide an essential water source for birds and other animals.

To celebrate and share their learning, four students represented our school at Perth Zoo, where they presented the project to other schools and community members. This experience helped build confidence, communication skills and pride in their work.

Our native garden is now flourishing and regularly visited by a range of birds and pollinators. The Bush Wardens program has been a valuable learning experience, empowering students to care for the environment and make a positive difference in their community.





2025 Programs

Mathematics Enrichment

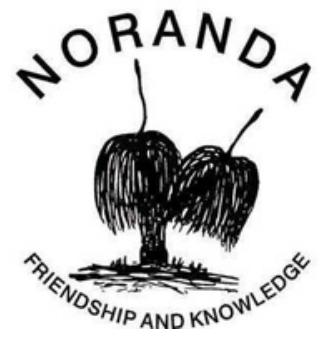
A selection of Year 5 and 6 students who were academically driven and had a passion for Mathematics were given the opportunity to participate in the 2025 Mathematics Enrichment Program. Students who embodied Noranda's core values of striving for personal excellence and challenging themselves were selected using whole school Mathematics data and a collection of ongoing teacher feedback.

Students participated in weekly lessons that further developed their understanding of mathematical problem solving, computational thinking and geometric reasoning. During this time, they were given challenging Mathematics problems to solve and were taught how to work around difficult Mathematics problems using Noranda's COSIC model. This model teaches students to break down difficult multi-step problems and look towards identifying strategies that can be used to effectively work towards finding solutions.

Mathematics Enrichment students also participated in the 2025 APSMO Mathematics Olympiad competition. The Mathematics Olympiad engages over 100 000 students from Australia, New Zealand and parts of Asia, with complex problems that require deep core-concept understanding and promote 'outside the box' thinking. Four times a year, students independently complete a connected test paper, each including five demanding multi-step Mathematics questions. These questions required not only high-level mathematical understanding, but also advanced problem solving and mathematical reasoning skills. All students who participated in the Olympiad received commendations for completing the rigorous papers, but there were also awards given for students that achieved in the top 20% and top 10% of all students. In 2025, one Noranda Primary School student achieved a distinction and two achieved a credit.

In 2026, Noranda Primary School will continue to offer the Mathematics Enrichment program to students in Year 5 and 6. We are excited to give students this opportunity and to see the outstanding effort they will all apply to the 2026 Mathematics Olympiad.





2025 Programs

Australian Mathematics Competition

A total of 68 students in Years 3 to 6 participated in the annual Australian Mathematics Competition in Term Three. In this competition students solve 30 problems in one hour. The problems become more challenging as the students progress through the online challenge, in either the middle primary or the upper primary category.

The students are acknowledged for achieving at the distinction, credit, proficiency or participation level. 82% of our students achieved at the proficiency level or above. It is pleasing to note that seven of our students achieved a distinction, which puts them in the top 20% of achievement.

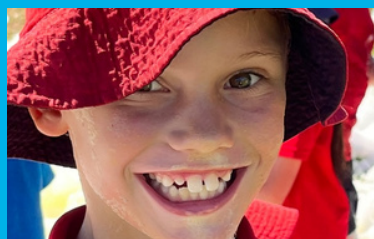
PEAC

PEAC offers a supplementary program for gifted and talented students and provides them with the opportunity to extend, challenge and develop their thinking skills. Statewide testing is conducted with Year 4 students for the identification to the PEAC program in Years 5 and 6. Selection is based on results from assessment tests completed in Year 4. PEAC students are given the opportunity to learn alongside their intellectual peers at PEAC, through a range of different courses.

In 2025, Noranda Primary School had a number of students attending in Year 5 and 6. The PEAC program provides opportunities for talented students in Years 5 and 6 to:

- socially interact with other gifted and talented children.
- enjoy an intellectually rigorous and challenging program.
- interact with practising experts.
- develop higher order process skills and in-depth investigation skills.
- work on open-ended activities which encourage choice and negotiation; and
- undergo self/peer evaluation and reflection of performance.

We also had students attending the Early Years Extension Program from Years 1 and 2.





2025 Programs

Music and Choir

Classroom Music Programs

Students across the school continued to explore music through a variety of practical classroom activities. Ukulele and keyboard lessons provided opportunities for students to learn chords, simple melodies and the fundamentals of playing in time with others. Bucket drumming also remained a popular activity, giving students an energetic and engaging way to develop their sense of rhythm. These hands-on experiences encouraged teamwork, listening skills and confidence building, while making music in a fun and supportive environment.

Community Singing

Singing together remains an important tradition at Noranda Primary School. Throughout the year students came together during assemblies to share songs as a whole school community. These moments help strengthen connections across the school and give students the opportunity to participate in music in a relaxed and enjoyable setting.

School Choir

The Noranda Choir had another successful year, representing the school at a number of special events. A highlight was once again taking part in the One Big Voice concert at RAC Arena, where students performed alongside thousands of primary school singers from across Western Australia. The choir also performed at the Noranda Christmas Market, providing festive entertainment for families and community members. These performances helped students build confidence, teamwork and pride in representing their school.

Instrumental Music School Services (IMSS)

The Instrumental Music School Services program continues to thrive at Noranda, offering selected Year 5 and 6 students the opportunity to learn brass, classical guitar and flute. Students participate in regular lessons and have opportunities to share their progress with the school community at assemblies and the end of year book awards ceremony.



2025 Programs

STEM / Makerspace

In 2025, Noranda Primary School continued to strengthen its focus on STEM across all year levels, providing students with meaningful opportunities to explore Science, Technology, Engineering and Mathematics through hands-on, inquiry based learning. Rather than learning these areas in isolation, students were encouraged to investigate problems, think creatively and work collaboratively to design solutions. Digital technologies also remained a key component, with students engaging in coding, robotics and digital systems as tools for exploration and innovation.

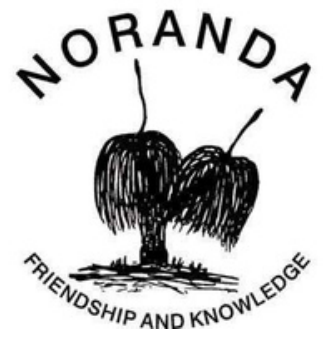
A highlight for STEM was the continuation of the popular Wednesday lunchtime Makerspace sessions for students in Years 3 to 6. These sessions created a vibrant environment where curiosity, creativity and experimentation were celebrated. Students were encouraged to follow their interests, test ideas and refine their designs through trial and error.

One engaging project involved students using VR headsets to explore a range of natural habitats around the world. After their virtual exploration, students worked in small teams to design and construct their own habitat models using recyclable materials. To extend the challenge, students used the school's 3D printer to create animals that would live within their habitats, combining digital design with physical construction.

In the second half of the year, students shifted their focus to robotics, working with LEGO WeDo and LEGO Spike Prime kits. Through these activities, students learned to build, code and test robotic creations while developing perseverance, collaboration and computational thinking skills.

Throughout 2025, Makerspace continued to provide a dynamic setting where students could imagine, design, build and share their creations, reinforcing the school's commitment to innovative and engaging STEM learning.





2025 Programs

Physical Education

2025 saw the implementation of the updated Health and Physical Education curriculum, which provided a clear framework for developing students' physical skills, game understanding and overall participation in physical activity. Throughout the year, lessons focused on building fundamental movement skills, teamwork and confidence through a range of activities and sports. The program aimed to ensure all students were regularly active while also developing the skills required to participate successfully in both school and interschool sport.

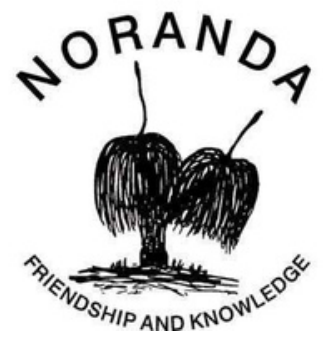
It was an exciting and progressive year for Physical Education as we officially entered the new Morley Schools Sporting Network. This transition created expanded opportunities for our students, with a 40% increase in participation in interschool athletics compared to our previous network. It was fantastic to see so many more students representing the school and embracing competitive sport.

Although we joined a new network, many of our key events remained consistent. Jumps and Throws, Cross Country and the Winter Carnival (AFL, Soccer, Netball and Basketball) continued to run strongly throughout the year. A major addition was the Summer Carnival, introducing Touch Rugby, Cricket and European Handball. The new format added variety to the calendar and gave students different ways to get involved.

We were also fortunate to host quality incursions. East Perth Football Club delivered football clinics that were practical and engaging for students. We also had the privilege of welcoming players from the West Coast Eagles AFLW, who spoke honestly about their pathway to professional sport and answered student questions. Their visit had a genuine impact, particularly for those interested in high-level sport.

Overall, it was a year of strong participation and new opportunities for students through both the curriculum program and interschool sport. The transition into the Morley Schools Sporting Network has positioned the school well for continued growth in student involvement and sporting opportunities in the years ahead.





2025 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. Each session began with a short warmup to music before moving onto the oval to run.

This year a total of 169 participants completed 9,981 kilometres. This included 12 parents and family members. Students ranged from Kindergarten age to Year 6. A group of parents and family members and volunteer staff assisted by supervising on the course or recording the laps run by the students.

Participants were acknowledged at assemblies and received badges for completing 25kms, 50kms, 100kms, 150kms, 200kms and 250kms. At the end of the year, we also recognised two of our Year 6's who had attended Running Club every year from Year 1.

102 students and 5 family members achieved 25kms; 85 students and 3 family members achieved 50kms; 43 students achieved 100kms; 14 students achieved 150kms; 5 students achieved 200kms and 1 student achieved 250kms. The Kilometre King ran a total of 253.5kms and the Kilometre Queen ran 219kms over the year.

The year finished with a shared breakfast.

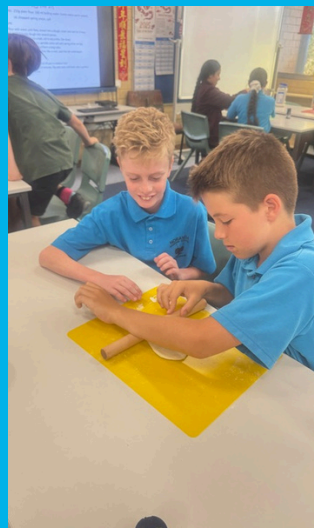


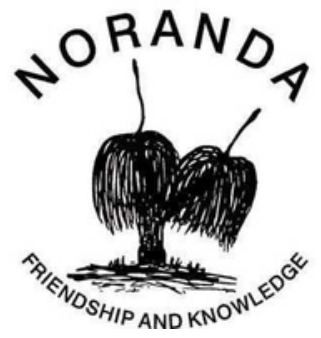
2025 Programs

Languages - Chinese

Mandarin was taught from Year 3 to Year 6 in Noranda Primary School in 2025. The focal points of the classes were the four micro-skills: listening, speaking, reading and writing, as well as intercultural awareness. The learning was inquiry based, meaning it considered and capitalised on the students' own questions, ideas and interests so that they were actively involved in their learning. Students were provided with the opportunity to explore how Chinese language is used in real-life situations. The topics included families, hobbies, body parts and clothing, houses and community places, as well as some important events in their life such as birthdays and important festivals. The Chinese Programme also allowed our students to explore the origin and use of some Chinese idioms. Year 5 and Year 6 students participated in a Chinese Idioms Poster competition and the winners were recognised and awarded.

In addition to learning language through different topics, the students also had the opportunity to learn about Chinese culture and traditions. In Term Two students participated in a Chinese Lanterns Painting Workshop. This was a great opportunity for our students to experience painting on Chinese lanterns, which are very important items in Chinese culture. Students showed great interest in this activity and were very creative in producing their work. In Term Three, our students made Jianzi in class and experienced this traditional Chinese sport - shuttlecock kicking. At the end of the school year, the students learned how to make a popular and traditional Chinese food - Scallion pancake. They followed the steps, working in pairs, to make the pancake and savoured the results of their efforts.





2025 Programs

Student Leadership

Our senior students took on roles in student leadership positions within the Student Council (Year 6), Faction Captains (Year 6), Faction Vice Captains (Year 5) and Bush Warden Leaders (Years 5 and 6). In 2025 the Student Councillors and Faction Captains attended the National Young Leaders Day at the Perth Convention Centre 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.

Further opportunities for student leadership included: Worm Farm Monitors (Year 5), Recycling (Year 4, 5 and 6) and the Tech Team (Year 6).

Peer Tutoring

Our Peer Tutoring Program offers targeted one-on-one support in literacy and numeracy for students from Pre-Primary to Year 4, led by carefully selected Year 6 students. Now in its 15th year, the program continues to have a meaningful and positive impact on both the tutors and the younger students they support.

At the beginning of each year, Year 6 students are invited to apply for the role of Peer Tutor. Those selected make a year long commitment to working alongside a younger student, helping to strengthen their confidence, fluency and foundational skills within a supportive and encouraging environment. Rather than acting as the 'teacher', our peer tutors take on the role of mentor and coach, reinforcing key concepts through structured practice and positive encouragement.

Students receiving tutoring are identified by their classroom teachers based on individual learning needs. All peer tutors participate in training sessions, where they learn how to effectively use flashcards and mastery folders to consolidate essential literacy and numeracy skills.

Tutoring sessions take place twice a week from 8:30am to 8:50am, ensuring that participation does not impact either student's core literacy learning time.

We are incredibly proud of the sustained success of this initiative and the strong, supportive relationships it builds between our senior leaders and younger students.



2025 Programs

Breakfast Club

In 2025, we continued our before school Breakfast Club two mornings per week from 8:00-8.40am. This great support for our families was led by our Student Wellbeing Officer. Food was provided by Foodbank, a local bakery and other donations direct from parents and families of our school. The Breakfast Club was successful with between 15 and 30 students and one to three parents and younger siblings in attendance at each session - meaning our students were able to be full and ready to learn.

Noranda Nippers

Weekly sessions of Noranda Nippers were offered for children aged two to four years. Parents and grandparents are invited to attend and share in these sessions. In 2025, the program took place on Mondays from 9:00-10:00am, commencing in Term Two. This past year has seen up to 14 enthusiastic children and their parents attend.

Noranda Nippers is a supportive and stimulating initiative that encourages early literacy development in preschool children. Using a variety of engaging stories, songs, rhymes and practical activities, Nippers nurtures children's interest in reading and strengthens their language skills. Towards the end of the sessions, children are able to familiarise themselves with the outdoor equipment in the Pre-primary playground, further strengthening their gross motor skills.

In addition to developing key literacy skills, the program promotes social interaction, helping children build self-assurance and establish friendships. Through a welcoming setting that mirrors aspects of school life, Noranda Nippers assists children in transitioning smoothly into formal education while fostering meaningful parent-child learning partnerships.



2025 Highlights

- Incursions including A Stitch in Time - Rising Up Four Week Program for Year 6 students, Chinese Lantern Painting Workshop, Hampton Senior High School Boordakan Birdiya Dance Group for NAIDOC Week, City of Bayswater Library, Better Beginnings, Eagles (AFLW) and East Perth Football Club.
- Excursions to Perth Zoo, Parliament House and Electoral Commission, Resources and Technology Showcase, Hijinx Hotel, Swan Valley Adventure Camp, Pasta in the Valley, Lollipops Playground, STEM Challenge at Hampton Senior High School and Year 6 Graduation Lunch at the Atrium.
- Year 6 camp to Ern Halliday Recreation Camp
- Year 6 dance classes
- Student Leadership Conference
- Year 5 Zero2Hero Program
- Mentally Healthy Week, which included a catered staff morning tea and staff wellbeing jigsaw activity, Strength Heroes 'Attitude of Gratitude' workshop for students, a colouring in competition for students and Free Dress Friday - Just For Fun for staff and students.
- RU OK? Day staff morning tea
- World Educators Day
- Grandparents Day
- Parent Open Night
- Australian Mathematics Competition
- P&C Colour and Slime Run
- Angkor Project Awareness Day Foam Party
- Faction Athletics Carnival
- Interschool Athletics Carnival
- One Big Voice
- Morley Schools Network Young Voices public speaking competition
- Interschool Cross Country competitions at Camboon Primary School
- Year 5 and 6 Interschool Lightning Carnival
- In-term swimming lessons
- Book Week parade
- Harmony Day celebrations
- ANZAC Day ceremony

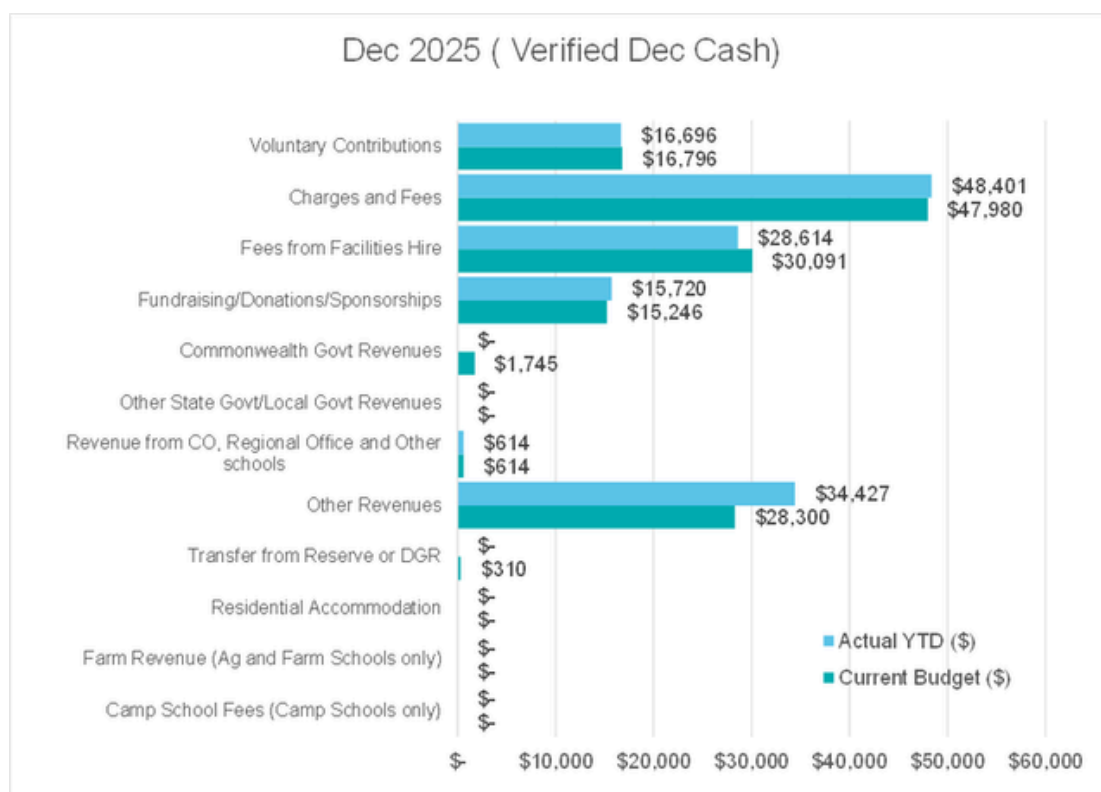
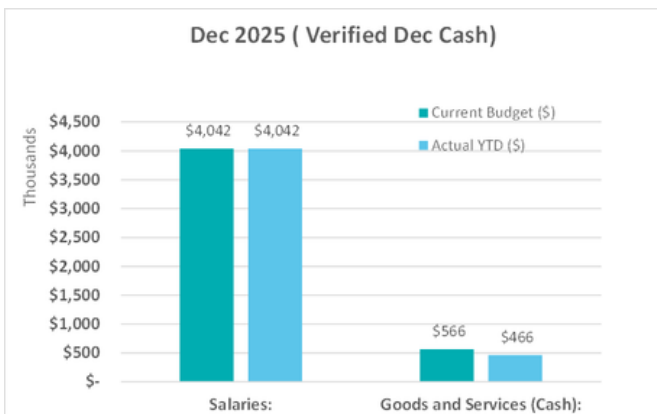




Financial Summary as at 31 December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	125,801	125,801
Carry Forward (Salary):	547,056	547,056
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,377,937	4,377,937
Locally Raised Funds:	141,082	144,472
Total Funds:	5,191,876	5,195,265
EXPENDITURE		
Salaries:	4,041,888	4,041,888
Goods and Services (Cash):	566,415	466,033
Total Expenditure:	4,608,303	4,507,921
VARIANCE:	583,573	687,345

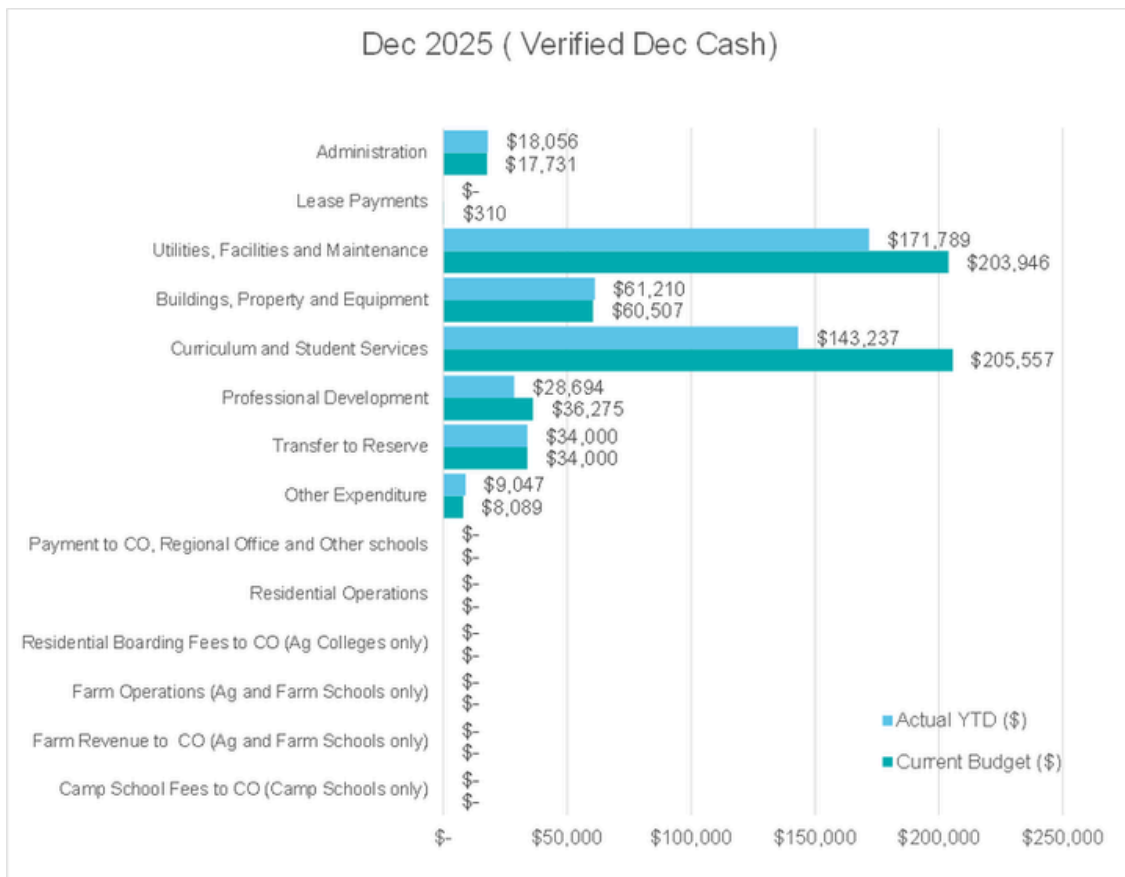
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	125,801	125,801
Carry Forward (Salary)	547,056	547,056
STUDENT-CENTRED FUNDING		
Per Student	3,064,595	3,064,595
School and Student Characteristics	864,462	864,462
Disability Adjustments	114,177	114,177
Targeted Initiatives	179,973	179,973
Operational Response Allocation	53,140	53,140
Total Funds:	4,276,347	4,276,347
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	103,899	103,899
School Transfers – Salary	(276,472)	(276,472)
School Transfers - Cash	274,162	274,162
Department Adjustments	0	0
Total Funds:	101,589	101,589
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	16,796	16,696
Charges and Fees	47,980	48,401
Fees from Facilities Hire	30,091	28,614
Fundraising/Donations/Sponsorships	15,246	15,720
Commonwealth Govt Revenues	1,745	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	614	614
Other Revenues	28,300	34,427
Transfer from Reserve or DGR	310	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	141,082	144,472
TOTAL	5,191,875	5,195,265





Financial Summary as at 31 December 2025

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,658,455	3,658,455
New Appointments	0	0
Casual Payments	383,141	383,141
Other Salary Expenditure	292	292
Total Funds:	4,041,888	4,041,888
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	17,731	18,056
Lease Payments	310	0
Utilities, Facilities and Maintenance	203,946	171,789
Buildings, Property and Equipment	60,507	61,210
Curriculum and Student Services	205,557	143,237
Professional Development	36,275	28,694
Transfer to Reserve	34,000	34,000
Other Expenditure	8,089	9,047
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	566,415	466,033
TOTAL	4,608,303	4,507,921





25 Walmsley Drive, Noranda WA, 6062
T (08) 9218 1550
E noranda.ps@education.wa.edu.au
ABN 97 827 437 282

