



# 2023 ANNUAL REPORT

## Principal's Message

It is with gratitude that I present to you our 2023 Annual Report, encapsulating the collective achievements and spirit of excellence that define our school community. Serving as your Principal over the past three terms has been an honour, and I am immensely proud of the progress we have made together.

I extend my deepest thanks to our dedicated staff, resilient students, and supportive school board for their unwavering commitment to excellence. It is your collaborative efforts that have propelled us forward, making our school a beacon of innovation and opportunity. As we conclude this year, I look forward to supporting the transition to a new principal at the end of term 1, 2024. With your continued support, I am confident that our school will continue to thrive and inspire generations to come.

Claire Nicol  
Principal

## Board Chair Message

During 2023 the Treendale Primary School Board made a conscious effort to increase the profile of the school board and the profile of members to encourage new members for 2024, as a result the board received nine nominations.

The board conducted a survey of its members which 100% of the members took part in. The survey was to identify and acknowledge what the board does well and also the areas the board can improve. As a result, the board implemented strategies to some of those areas identified where the board could improve.

The board and more specifically the school, students and parents/carers saw the successful transition between two new Principals, Jason Romeo in Term 1 and Claire Nicol for the rest of the year. The board would like to thank both Jason and Claire for maintaining and keeping the school's governance and directions.

Dayle Hamilton

# Student Services - SAER

A big focus for improving Student Services in 2023 was upskilling staff in understanding and supporting students to regulate their emotions and behaviour at school. Staff took part in professional learning with Tamara Bushell from Untangled OT over the second half of the year and were offered feedback on their practise. The Student Services Team comprising of the Principal, SAER Deputy, School Psychologist and School Chaplain continued to meet on a regular basis to track and support students.

## **Highlights and Successes**

Pastoral Care – with a record number of referrals to our Chaplain received in 2023, we trialled timetabling an Education Assistant to support the pastoral care needs of younger students.

Literacy Intervention – continued to offer evidence-based programs for Tier 2 Literacy support (MiniLit Yr 1 & 2, MacqLit Yr 3 & 4), refining our processes for identifying and tracking students in those programs.

Speech intervention – continued to offer speech sessions with a trained EA to support Kindy-Year 2 students at their point of need, working in conjunction with Country Health Speech Therapists.

Transition Support – continued the transition process for all students through the Whole School Transition Day and offer extra support to special needs students with transition books and individual visits to classrooms prior to the first day of school.

Team Teach – another 6 staff were upskilled in Team Teach positive behaviour strategies.

MTSS – staff spent time reviewing our tiered systems of support for students in academic, behaviour and wellbeing categories.

## **Recommendations**

Student Services Team – re-introduce a Learning Support Coordinator role to provide further support for teachers and continue the Education Assistant pastoral care support role.

SAER Identification Processes – continue to streamline and communicate whole-school processes for identifying and monitoring students in need of Tier 2 and 3 support for academic and social-emotional learning challenges.

Positive Behaviour Support – start out PBS journey to help support all our students with positive behaviours.

Resilience Project - introduce across the whole school in 2024 to build resilience and improve mental health for all students.



# Creating Excellence Together

# Literacy

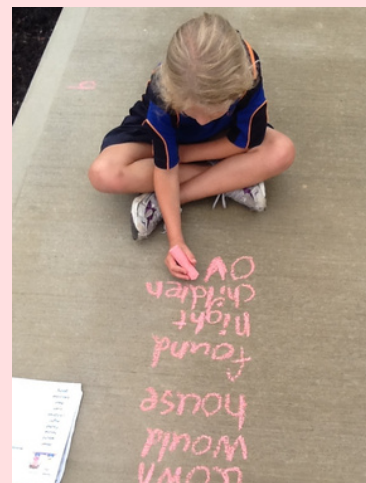
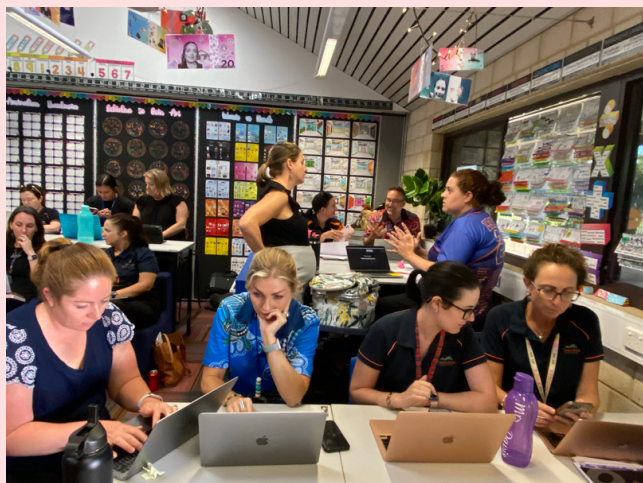
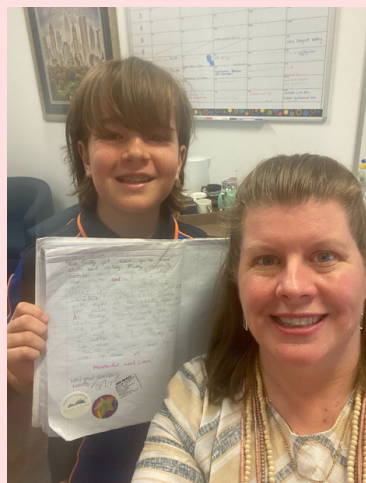
2023 was a year of consolidating the current Literacy Programs; Talk for Writing, PLD and Letters and Sounds. We reflected upon current initiatives within the school and spent the year strengthening our teaching programs.

## Highlights and Successes:

- The Literacy Committee welcomed some new members and some returning members to the team to help lead Literacy direction within the school and provide staff with ongoing support.
- Talk for Writing program was consolidated across all year levels to provide a consistent teaching approach to writing catering for all student abilities and building upon all text types throughout successive years.
- A range of resources were purchased to support the teaching of Letters and Sounds, PLD, writing and reading such as good quality literature texts, decodable readers and assessment kits.
- Staff were provided peer modelling, planning guidance and feedback within whole school literacy programs to help consolidate practises and ensure consistency across year levels.
- Year 3-6 Teachers continued to be provided with professional learning for the delivery of PLD Phonics instruction and teaching practises continue to be refined.
- Trained EAs continued working with small groups of students in Years 1-6 who were identified as needing additional support in literacy. They supported the delivery of Letters and Sounds in the lower years, while intervention in Year 3-6 was provided using the Macquarie Literacy Program (MacqLit).
- Pre-Primary – Year 2 teachers administered the PLD Spelling Test to meet the Phonics Initiative criteria and track student progress in Letters and Sounds.
- K-2 teachers administered the Sparkle Reading Assessment instead of PM Benchmarks which provided data on students letter-sound knowledge and ability to decode words following a phonic scope and sequence.
- The Literacy Committee and staff in K-2 trialled implementing the Heggerty Phonemic Awareness program and followed an assessment schedule. Teachers found their students made some great progress which was evident in their Writing, Reading and Spelling assessments.
- The Literacy Committee continued researching The Big 6 to guide the whole school's reading direction beginning in 2024.

## Recommendations:

- Continue to provide support for staff to deliver Letters and Sounds, PLD and Talk for Writing consistently and effectively within the classrooms.
- A one day refresher professional learning for Talk for Writing.
- Continue building upon resources for Talk for Writing and Reading.
- Create and follow an action plan for the implementation of the Big 6 of Reading.
- Build staff knowledge regarding the 'why' and 'how' of the Big 6 of Reading.
- Continue piloting the Heggerty Phonemic Awareness program in K-2 and administering the assessment to track student progress.





# Numeracy

## Highlights and Successes

- Since implementing the Stepping Stones Mathematics in 2020, our NAPLAN scores have consistently been 'Above Like Schools'. In 2023, we continued this trend for the third year in a row.
- Mathematics Curriculum Leader Role continued to be funded 1 day-per-week to support staff in improving student outcomes.
- In Term One, Kate Williamson (Mathematics Curriculum Leader) presented to the School Board detailing our Maths journey, program, data and future focuses.
- 'Bond Blocks' and 'JEMM' Intervention Programs were funded and commenced as a trial with pleasing results.
- TPS Staff connected with schools from across the Bunbury North Network, participating in Paul Swan Mathematics Professional Learning and coming together to plan for Network Mathematics in 2024 and beyond.
- Kindergarten students participated in the first full year of a structured Mathematics Program at TPS, ensuring a smooth transition to Pre-Primary Mathematics.
- Whole School Mathematics Data continued to be tracked and collected through PAT-Maths and Stepping Stones Spreadsheet. (\*Please note that due to a change in norm references and expected scaled scores, it is no longer accurate to provide a 'Percentage of students achieving at or above the expected growth' in PAT-Maths as per the 2021-2023 Business Plan Goal).
- Brightpath Mathematics Assessments trialled by several staff members who found the data to be extremely useful for the range of report and tracking options it provides. In 2024, Year 2-6 Staff will move to the Brightpath Maths Assessments instead of PAT-Maths.
- Maths Committee continued to meet twice a term.
- Third year of small-group staff attendance at the Mathematics Association of WA (MAWA) Conference in November
- Further opportunities for students to engage with Mathematics outside their everyday classroom lessons were offered to students;
- 3 teams of 4 x Extension Year 6 Students were invited to participate in the MAWA 'Have Sum Fun' Competition held after school in Term 2.
- 108 Students from Years 3-6 opted into participating in the Australian Maths Competition.
- Years 3-6s were invited to a Recess 'Combo (card game) Club'.

## Recommendations

- Continue collaborating with schools from across the Bunbury North Network to improve Staff and Student Mathematical understanding and achievement.
- Implement Mathematics Intervention Programs with consistency and fidelity, with structured timetabling, and clear guidelines to identify students requiring support.
- Replace the PAT-Maths Assessment with the Brightpath Maths Assessment for Years 2-6, and Numeracy On-Entry for Year 1's. This will provide standardised scores external to the Stepping Stones program and a deeper insight into student achievement and progress.
- Further analyse collected Stepping Stones, Brightpath and On-entry data to address and rectify student misconceptions and difficulties.
- Mathematics Curriculum Leader and Admin continue to support staff through feedback in classrooms, providing professional learning opportunities and participating in collaborative planning discussions & data reviews.
- Apply for recognition as a 'Maths Active School' through the Mathematics Association of WA (MAWA)





# Learning Technologies 2023

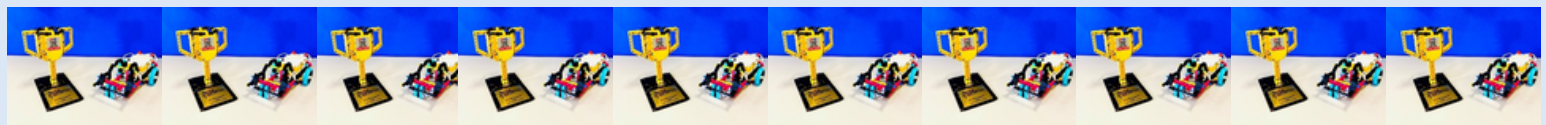
Throughout the year students have embraced specialised tools such as 3D printers, drones, Lego Spike and Microbits to enhance their STEAM experience. Technologies like Oculus and PlayStation 5 have been utilised alongside faction tokens as a whole-school reward system fostering positive behaviour. We have prioritised staff support, ensuring adherence to department policies including securing third-party permissions. Comprehensive guidance on responsible iPad usage and online safety has been provided to both students and staff, with resources also disseminated to parents and the wider community. With a steadfast focus on seamless LT (Learning Technology) management and integration, we are shaping a future where technology propels limitless learning opportunities.

## Achievements:

- Two Year 5/6 teams participated in the SW Robotics Lego League.
- Student leadership has been fostered through training LT managers to support technology implementation across the school.
- Digital resources have been shared and classroom support provided to staff.

## Recommendations:

- Continue supporting staff in integrating technology across various learning areas.



## CRAG

This year the Cultural Responsiveness Action Group (CRAG) has embarked on a journey to cultivate a more inclusive and culturally responsive environment within our school community. We have explored strategies to support staff training effectively to utilise the new yarning circle. The CRAG has actively sought to strengthen ties with the community, laying the groundwork for future reconciliation excursions that honour Indigenous perspectives and histories, such as the Bridge-to-Bridge walk in 2023. In our commitment to sustained growth, we have begun developing resources for the seamless integration of cultural responsiveness into our curriculum. Through ongoing outreach efforts, we are empowering both our community and staff to actively support and contribute to the CRAG.

## Achievements:

- Student Leaders participated in the Reconciliation Week Bridge-to-Bridge walk in 2023.
- Whole school NAIDOC celebrations, including an assembly and incursion.

## Recommendations:

- Continue to engage and build connections with community members.
- Support staff in integrating cross-curricular priorities across learning areas to enhance cultural responsiveness.



# School Science

In 2023, students from Year 1 to 6 have participated in a hands-on Specialist Science Program to cover the skills and content areas of the Western Australian Curriculum. Actively engaging in the evidence-based approach of inquiry-based learning, students have explored the four topics of Biological, Chemical, Physical and Earth and Space Sciences. Conducting exploratory and formal investigations, the students have communicated their own explanations about scientific phenomena through reflecting on their prior knowledge, posing questions, participating in practical experiences, analysing and evaluating information.

## Highlights and Successes

**AQWEST Photography Competition:** All Year 1 to 6 students were encouraged to enter the AQWEST Photography 'Caring for Country & Water' Competition. Three students were highly successful prize winners and had their photos published in the AQWEST 2024 Calendar. The combined prize money of \$1050 enabled the school to purchase new microscopes.

**Science Week:** Celebration of Science Week with a whole school Science Fair and Science Week activities in Science lessons, made possible with grant funding from the Australian Science Teachers Association.

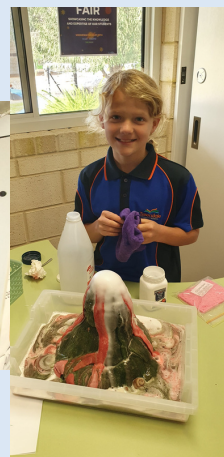
**Science Fair:** Students from Year 1 to 6 were invited to participate in the Treendale Primary School Science Fair to celebrate their expertise and knowledge in Science. Eighteen students from Year 1 to 2 crafted eye-captivating posters on a science topic of their choice. Posters delved into fascinating topics such as agriculture, how rainbows are formed, the Solar System, volcanoes and whale sharks. The Year 3 to 6 investigation category had eighteen students investigate a scientific question of their own. They researched and presented detailed reports that left readers inspired and awestruck. Investigation questions ranged from chemical reactions to bacteria and plant growth, design ideas and psychological tests. Awards were presented to first, second and third place for the Year 1 to 2 poster category and Year 3 to 6 science investigation category.

**Student Engagement:** Increased student engagement and achievement in Science with relevant, hands-on plugged and unplugged practical STEM activities.

**ASHS:** A group of selected Year 5 students participated in a Science Extension Program (SEEL) during Term Four at Australind Senior High School. This opportunity allowed them to experience exciting Science projects and deepen their understanding and learning.

## Recommendations

- Encourage and support students with extracurricular and extension activities linked to Science and STEM.
- Promote and encourage student participation in engineering, robotics and environmental challenges or competitions.
- To develop a learning progression framework for Science Inquiry Skills from Year 1 to Year 6.





# Specialist Japanese Program

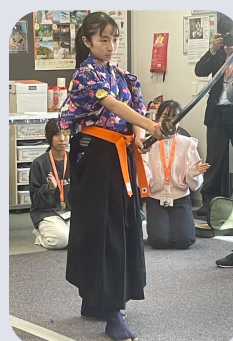
2023 is the third year students from Year 2-6 have learnt Japanese at Treendale Primary School. The program focuses on developing language learning strategies, exposes our students to authentic Japanese experiences and encourages the development of cultural empathy.

## Highlights and Successes

- Mrs Junko Clothier continued to engage our students through her role as Japanese Language Assistant. Each week she shares her knowledge of language and culture; helps out small groups with support and extension activities and has helped staff and students increase their fluency and confidence.
- We continued to foster our Sister City relationship by hosting a group of 14 exchange students and 5 staff members from Setagaya in Japan. Our year 5 and 6 students participated in a shared lunch with the group followed by cultural exchange lessons. Students were very excited to have a real purpose for their language learning. Community links were strengthened with the City of Bunbury who continue to coordinate these exchanges.
- A permanent Japanese room has been established with the arrival of a demountable on site. Room 23 is a larger space with flexible seating and has created opportunities for work displays, cultural/art activities and cooperative learning.
- Students continue to work towards improving their knowledge of the Japanese alphabet and many have attained higher levels in the “Hiragana Karate Club”. Our first students achieved his Gold Belt during the year having mastered the Katakana alphabet.
- The Japanese word of the week was established to help further embed Japanese use outside of the language classroom.
- A Japanese learning space “Sensei’s Site” was created to allow students easy access to digital links, games, Apps, age-appropriate activities, extension opportunities and remediation resources.
- Students from Year 3-6 participated in a joint Japanese/Music incursion further establishing cross curricular and community links with the incursion focusing on Taiko drumming and students later performing at the South West Festival of Japan.

## Recommendations

- Continue to explore a variety of digital technologies that support students in their language learning and encourages students to learn Japanese outside of the Japanese room.
- Continue to establish and expand the role of the Japanese Language Assistant to continue to improve language learning outcomes for students.





# Specialist Phys Ed Program

Treendale Primary School's Physical Education program is designed with a focus on developing students physical and interpersonal skills through a variety of activities and sport. Central to our curriculum is the acquisition of Fundamental Movement Skills (FMS), ensuring that each child develops essential motor skills that serve as the building blocks for a lifetime of physical activity. Students engage in activities that enhance their agility, balance, coordination and overall physical competence, laying the foundation for enduring physical well-being.

TPS's physical education program extends beyond skill development to provide students with exposure to a diverse array of sports including gymnastics, basketball, soccer, sofcrosse, AFL, athletics, cricket and many more. Our program allows students to explore a variety of sports with the view for future connection with a multitude of external local sporting bodies that will continue to enhance students skills and community interaction.

Treendale Primary School places a strong emphasis on whole-school events that unite the student body. Our annual participation in Interschools events such as Swimming Carnival, Winter Carnival, Jumps & Throws and Athletics Carnival create an atmosphere of camaraderie and friendly competition. These events not only showcase the skills and abilities of our students but also promote school spirit and a sense of belonging within the TPS community.

## Highlights & Successes:

- \* 4th place Athletics Interschool Tuart Division
- \* 2nd place Interschool Swimming Carnival
- \* Multiple individual race placings in Interschool Cross Country
- \* Successful participation in Tuart North Winter Carnival

## Future recommendations:

- \* Continue to build relationships with Sporting associations throughout the region
- \* Participate in Basketball School Slam Series Term 3





# Specialist Music Program

In 2023, our Music and Performing Arts program thrived, marking a year of remarkable achievements and artistic growth. Our school choir resonated with passion and harmony, captivating audiences with soul-stirring performances throughout the year. The rhythmic thunder of Taiko drums echoed across the oval and undercover area, showcasing the power and precision of our percussion ensemble. The Uke Band strummed melodies of joy and camaraderie, infusing every note with infectious energy. Additionally, the IMSS (flute, guitar, percussion) ensemble worked on their versatility and skill, demonstrating the breadth of talent within our student body.

Furthermore, the transition from Music to Drama in the Performing Arts department was seamless, with students seamlessly translating musical expression into theatrical storytelling, enriching our cultural landscape and fostering creativity. As we reflect on the successes of 2023, we celebrate the transformative power of music and the performing arts in shaping our students into confident, expressive individuals.

- **Exploring Different Stories:** We've had a blast discovering all sorts of stories, from improvised fairy tales to funny plays. By acting them out and talking about them, we learned a lot about storytelling.
- **Becoming Characters:** We practiced pretending to be different characters, like pirates or princesses. It was super fun learning how to use our voices and bodies to act out their feelings and actions.
- **Playing Together:** We've been working as a team in lots of activities and games. It's been great learning how to listen to each other and support our friends on stage.
- **Reflecting and Growing:** After each activity, we talked about how it went and what we liked. This helped us get better and feel good about our progress.

## Recommendations:

- **Expand Opportunities for Student Involvement:** In the upcoming year, we recommend broadening the scope of opportunities for student involvement in performing arts activities.
- **Strengthen Integration with Curriculum:** To enhance the educational value of performing arts experiences, we suggest strengthening integration with the primary school curriculum. This can involve aligning performances and projects with classroom topics, incorporating elements of drama, music, and dance into lesson plans and fostering cross-disciplinary collaborations.
- **Foster a Culture of Inclusivity and Diversity:** In 2023 we aim to foster a culture of inclusivity and diversity within the performing arts program. This involves actively promoting equity and representation in casting, repertoire selection and leadership roles. Additionally, we encourage initiatives that celebrate cultural diversity through performances, guest artist residencies and community collaborations. By embracing and celebrating the diverse talents and backgrounds of our students, we can create a more vibrant and inclusive performing arts community.





# Specialist Art Program

This year the Year 1 students participated in Visual Art lessons as a specialist subject, once a week. Students enjoyed learning about the different elements of art, such as colour, line and texture to create a range of 2D and 3D artwork using a variety of mediums. They were given opportunities to experiment with paper mache, clay and mixed media collage. Lessons were inspired by famous artists from around the world; allowing students to print, paint, draw and create some amazing designs.

## Highlights and Successes

- Visual Art is a subject area often overlooked when there is a schedule to fit core curriculum subjects into the day. Providing a Visual Art specialist allowed students a safe space to explore and discover their own creativity. Many students thrived in this environment, enjoying lessons and creating artwork they were proud of. The Visual Art lessons were inclusive for every student to join in and complete tasks at their own level. There were many students who might not have had success in other subject areas, who excelled in visual art, giving them confidence and a sense of belonging.
- A showcase of 2D and 3D student artwork from around the school was displayed in the Brunswick Show art exhibition. Students and families attending the Brunswick Show enjoyed visiting the art display, showcasing the artwork made by talented and creative Treendale Primary students.

## Recommendations

- Promote and encourage art within the school by continuing to offer assistance and support to teachers with art lesson ideas.
- Promote art within the whole school community by advertising local and community art competitions and encouraging student participation.
- Create a whole school permanent mural within the school grounds, requiring all students in the school to contribute in some way.
- Showcase student artwork in an annual school art exhibition aligning with the same day as the music extravaganza.





# 2023 Financial Summary

## ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	74,921	74,921
Carry Forward (Salary):	225,879	225,879

## INCOME

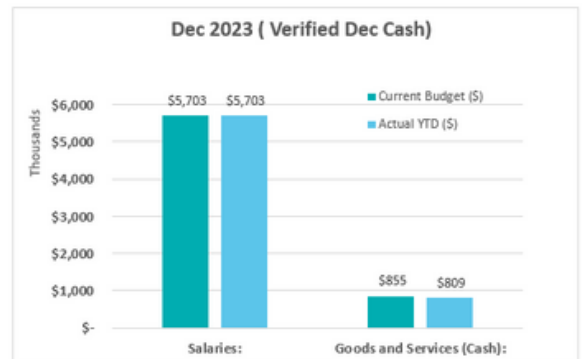
Student-Centred Funding (including Transfers & Adjustments):	6,063,517	6,063,517
Locally Raised Funds:	402,467	409,692
<b>Total Funds:</b>	<b>6,766,784</b>	<b>6,774,010</b>

## EXPENDITURE

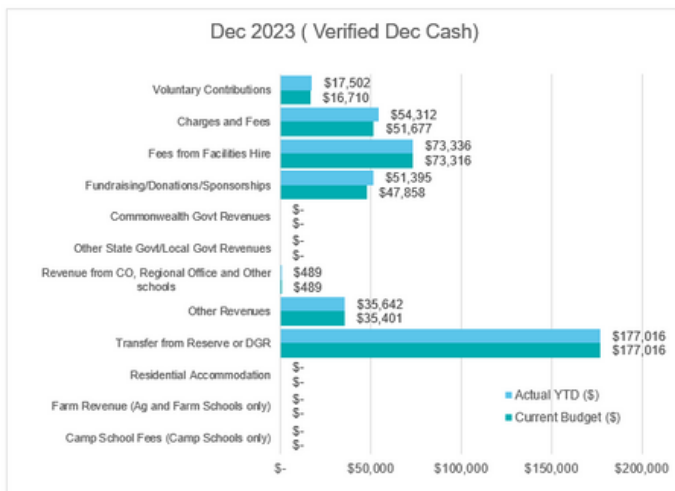
Salaries:	5,703,415	5,703,415
Goods and Services (Cash):	855,096	809,134
<b>Total Expenditure:</b>	<b>6,558,511</b>	<b>6,512,549</b>

<b>VARIANCE:</b>	<b>208,274</b>	<b>261,461</b>
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## Goods and Services vs Salary expenditure



## Locally Generated Revenue - Budget vs Actual



## EXPENDITURE - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	5,017,233	5,017,233
New Appointments	0	0
Casual Payments	684,224	684,224
Other Salary Expenditure	1,958	1,958
<b>Total Funds:</b>	<b>5,703,415</b>	<b>5,703,415</b>

## GOODS AND SERVICES (CASH EXPENDITURE)

Administration	19,463	16,699
Lease Payments	3,140	3,133
Utilities, Facilities and Maintenance	236,500	214,885
Buildings, Property and Equipment	162,509	168,998
Curriculum and Student Services	228,305	207,052
Professional Development	26,734	23,427
Transfer to Reserve	152,745	152,745
Other Expenditure	24,500	21,509
Payment to CO, Regional Office and Other schools	1,200	685
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
<b>Total Funds:</b>	<b>855,096</b>	<b>809,133</b>

<b>TOTAL</b>	<b>6,558,511</b>	<b>6,512,548</b>
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## INCOME - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	74,921	74,921
Carry Forward (Salary)	225,879	225,879

## STUDENT-CENTRED FUNDING

Per Student	4,467,880	4,467,880
School and Student Characteristics	1,316,873	1,316,873
Disability Adjustments	69,393	69,393
Targeted Initiatives	174,735	174,735
Operational Response Allocation	21,600	21,600
<b>Total Funds:</b>	<b>6,050,481</b>	<b>6,050,481</b>

## TRANSFERS AND ADJUSTMENTS

Regional Allocation	10,000	10,000
Transition Adjustment	0	0
School Transfers - Salary	(321,639)	(321,639)
School Transfers - Cash	332,500	332,500
Department Adjustments	(7,824)	(7,824)
<b>Total Funds:</b>	<b>13,037</b>	<b>13,037</b>

## LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	16,710	17,502
Charges and Fees	51,677	54,312
Fees from Facilities Hire	73,316	73,336
Fundraising/Donations/Sponsorships	47,858	51,395
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	489	489
Other Revenues	35,401	35,642
Transfer from Reserve or DGR	177,016	177,016
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>402,467</b>	<b>409,692</b>

<b>TOTAL</b>	<b>6,766,785</b>	<b>6,774,010</b>
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## Goods and Services Expenditure - Budget vs Actual

