

# 2021 ANNUAL REPORT



CREATING AND INSPIRING EXCELLENCE IN SELF AND OTHERS  
TOGETHER IN A SAFE, DYNAMIC AND ENGAGED COMMUNITY TO  
DEVELOP RESILIENT LEARNERS OF THE FUTURE.

# Our School

Catering for 580 students, Treendale PS staff pride themselves on developing a strong sense of community to ensure our families are active partners and contributors to further enhance our positive school culture. Treendale students are learning to be confident, curious, creative, collaborative, critical thinkers who are resilient and embrace change.

Treendale PS continues to embrace technology that adds value to all aspects of student learning through our BYOD program. Our Pastoral Care is built on the internationally recognised 'You Can Do It' program and is implemented across the school. The 'Five Keys to Success' of Confidence, Resilience, Getting Along, Organisation and Persistence are explicitly taught and reinforced at all opportunities. Our school behaviour expectations of Respect Self, Respect Others, Safety & Follow Instructions play a key role in promoting positive behaviour strategies.



**Creating Excellence Together**

# Principal's Message

In 2021, our 8th year, the strategic direction was to further develop consistency and strength in our teaching practice and ensure all students were supported to learn and grow. We also committed to further developing partnerships with parents, within the broader community and educational networks.

Our School Board continued to play an active role in the governance of our school and their contributions were insightful, assisting in ensuring the school continued to serve the needs of our students and wider school community. 2021 saw several changes to the administration team with Mrs Jayde Hewson, Substantive Principal, taking leave, affording me the opportunity to extend my leadership scope as Principal for the remainder of the 2021 school year. In addition Mrs Lisa Tatham, and Mrs Tracey King stepped into the admin team alongside Mr Simone Boccia for periods throughout the year, working around long service leave as well as backfilling the deputy role.

We held our first Treendale NAIDOC celebration with the support of the staff and community members of the Cultural Responsiveness Action Group. Their dedication to supporting the cultural responsiveness of our school and sharing the Noongar culture with our students is greatly appreciated.

2021 saw the arrival of Mrs Leslie Sinagra and the introduction of our Japanese Language program. In just one year, our students have learnt so much about the language and culture of Japan. We are looking forward to building on this over many more years as we welcome Mrs Sinagra as a permanent member of our teaching staff. We also had the joy of experiencing the musical talents of Miss Grace Gardner who joined us to run the music program for 2021. Our Taiko team, choir and Ukulele Band had many performance opportunities and I'd like to congratulate all our budding musicians on a terrific year.

Our Colour Run fundraiser was a huge success, and so much colourful fun had throughout the afternoon. R U Okay? Day was a timely reminder to look after our mental health as well as our physical health. It was a great opportunity for kids and their parents to try new activities that keep us connected to others, active and having fun. We also provided a range of opportunities for students to engage in extra-curricula activities in areas of interest. Including the Australian Maths Competition, Taiko On Workshop, Aqwest Photography Competition, Lego Robotics, Spaghetti towers and bridge building, and the Japanese Language Showcase, to name a few.

Staff Curriculum Professional Development focused on consolidating the synthetic phonics instruction across the school, developing teacher's competence in delivering an explicit and targeted whole school maths curriculum. We also engaged in Classroom Management Strategies (CMS) PL to ensure engaging and effective teaching was exemplified across the school through the use of CMS training and coaching sessions.

Despite the ongoing challenges that the Covid Pandemic continue to place before us, the dedication of our staff, the resilience of our students and the understanding and support provided by our community have ensured that 2021 was another successful year. On behalf of the staff and Executive Team at Treendale Primary School, it is with great pleasure that I present you the 2021 Annual Report.

**Candice Barclay**



**Creating Excellence Together**

# Creating Successful Students

## Student Services

The Student Services Team, comprising the Principal, SAER Deputy, LSCs, School Psychologist and School Chaplain, continued to meet on a regular basis throughout 2021 to share information in order to support and track at-risk students. The Learning Support Coordinators continued to share the role to support Lower (K-2) and Upper (3-6) year levels. Professional learning opportunities were provided to up-skill the LSCs in supporting staff and meeting legislative obligations including NCCD requirements.

### Highlights and successes

- Social Emotional Learning (SEL) – collaborative time was provided for teachers to delve into the new curriculum support materials for Health and map with the You Can Do It program (K-4) and Resilience Project (5-6).
- The Resilience Project was trialled by Year 5 and 6 teachers to provide practical, evidence-based strategies aimed at building resilience and improving mental health for students in the upper years.
- A Playground reward system was introduced with Superstar tokens and icy pole rewards offered to promote positive behaviour during recess and lunch and reduce the number of office referrals for low level negative behaviours
- Intervention programs continue to offer evidence-based learning for identified students in the areas of SEL (Friends) and Literacy (MultiLit) as well as speech sessions with trained EA staff.

### Recommendations

- Continue to streamline and communicate whole-school processes for identifying and monitoring students in need of Tier 2 support for academic and social-emotional learning challenges
- Identify and trial a safe space that can be used as a calming area for students in need of a break from the classroom. The room to be fitted with cushions and sensory items including soft toys, fidgets and mindful colouring to help students regulate their emotions.
- Continue to monitor the effectiveness of intervention programs and refine processes for identifying and tracking students participating in those programs
- Consult with teachers and community about Health/SEL programs and promote the use of a common language to be used through the school day in supporting students to improve their social skills and mental health



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# Creating Successful Students

## Numeracy

2021 was an exciting year for Mathematics at Treendale, with the roll out of the Origo Stepping Stones program as a whole school approach to Mathematics and a focus on building a sustainable, effective practise that will deliver results in the years ahead.

### Highlights and Successes

- The Mathematics Committee welcomed some new members as well several returning members, whose role was to support staff in the teaching of Mathematics using the Stepping Stones program and to build the profile of Mathematics at Treendale.
- The Stepping Stones program was implemented in all P-6 classrooms, in order to provide staff and students with a consistent vocabulary and the systematic introduction to strategies that are built upon in successive years.
- A wide range of resources were purchased to support the teaching of Mathematics, including manipulatives and task card boxes for each year level. In addition, a storage system was developed to collect resources and create sustainability for future years.
- Teaching teams were engaged in collecting and analysing data from Stepping Stones assessments to inform teaching and reporting. A common spreadsheet was used to moderate grades and identify strengths and weaknesses in the different cohorts.
- More than 100 students from Years 3-6 participated in the Australian Mathematics Competition for the first time and two students placed in the top 20% for their year level.

### Recommendations

- Continue to collect data on student achievement as well as staff attitudes and practises in using the Stepping Stones program to support its effective use across the school
- Continue to research and trial options for intervention in numeracy and work with teachers to identify and support students using data to inform practise
- Purchase and trial the new early learning resources from Origo to be used in Kindy in order to develop further consistency across the school



# Creating Successful Students

## Literacy

2021 was a year of consolidating whole school evidence based programs. We reflected upon current initiatives within the school and spent the year strengthening our teaching programs.

### Highlights and Successes

- Letters and Sounds teaching practises were refined through staff meetings and peer modelling. A pacing guide was created and shared to guide teachers and ensure a sequential approach across Kindy - Year 2.
- Year 3s began PLD Phonics Instruction as their spelling program and relevant staff were provided professional learning.
- Year 3-6 Teachers continued to be provided with professional learning for the delivery of PLD Phonics Instruction and teaching practises were refined through staff meetings and collaboration.
- Year 3-6 teachers used a detailed PLD assessment tracking spreadsheet to group students by their needs and track student progress.
- We began the process of implementing a whole school evidence based approach to teaching writing. A few experienced teachers participated in Professional Learning which they then brought back to the Literacy Committee. Time was spent gathering and creating whole school resources that would help teachers transition to the Talk for Writing program in 2022.
- Teachers collaborated with other colleagues from our network schools to moderate student's writing.
- 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).
- All Year 3-6 teachers used the Probe reading comprehension assessment and Years 1-2 used PM Benchmarks as a common assessment tool to track student's reading progress. This gave them more detailed information about a student's ability to understand what they read and target teaching accordingly.

### Recommendations

- Provide Professional Learning for staff in implementing Talk for Writing program
- Continue to provide support for staff to deliver Letters and Sounds and PLD consistently and effectively within classrooms.
- Continue building upon resources relevant for Talk for Writing, Letters and Sounds and PLD.
- A common assessment task to be administered in Year 1-2 to inform teachers of student progress in Letters and Sounds.
- Begin researching a range of instructional reading strategies to inform the whole school future direction in preparation for full implementation in 2024.



# Creating Successful Students

## Learning Technologies

During 2021, the Learning Technologies team at TPS began implementing the Technology Integration Matrix (TIM) as a tool to integrate technology in the classroom in a meaningful way.

### Highlights & Successes

- Engaging staff in a number of Professional Learning sessions held throughout staff meetings in 2021 specifically focused on unpacking the different characteristics of the learning environment which directly relate to classroom instructional strategies.
- Developing 21st Century Learners by trialling new digital technologies that support and enhance teaching and learning programs and boost engagement for students - a 3D printer, Micro:bits, programmable drones and a 360 degree camera. Resources will be generated and shared with staff to support effective implementation of technology in their classrooms.
- Treendale PS continues to run the First Lego League robotics challenge, with the student teams achieving excellent placings in the 2021 finals. The introduction of the VR Oculus Quest as a break-time, faction token reward has also been a huge hit with the students.



### Recommendation

- Continue to unpack the TIM with staff alongside opportunities to practice using digital technologies in the classroom with 'out of the box' lessons

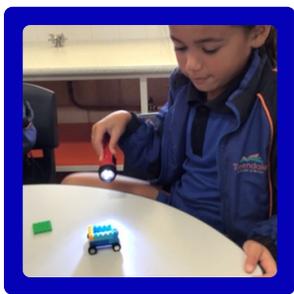


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# Creating Successful Students

## Specialist Science Program

Science at Treendale Primary School in 2021 has seen the addition of a new Junior Science Specialist teacher to assist with the increase of time allocated to teaching science. Science has been divided into 2 areas, Junior Year 1-2 and Upper Year 3-6 with the introduction of an online science teaching aid; Generation Genius. Junior Primary Science has adapted a new approach of hands-on learning with students being engaged in investigations and experiments to enhance their learning experience. Students in Year 3 to 6 participated in a technology based hands-on Science Program covering the skills and content areas of the Western Australian Curriculum. Students also completed various plugged and unplugged STEM projects.



### Key Highlights and Successes:

- A number of Year 5 and 6 students took part in the FIRST LEGO League Challenge. In December, our three teams competed with other students from both primary and secondary schools across the Perth and South West region. The competition was organised by Mrs Barclay and held at Treendale Primary School for the first time. It was an exciting and eventful day with over twenty visiting teams and their supporters. Two of our teams won awards for robot design and the Year 6 team were successful in progressing to the FLL State Finals in Perth.
- Due to the continued efforts of our students and school community, our school gained Waste Wise Schools' accreditation for 2021. Treendale Primary School has also received a Five Year Waste Wise Accreditation Award.
- During Science Week, all of the students in the pre-primary classes visited the Science lab to launch rockets and observe bubbling potions!
- All students were encouraged to enter the AQWEST Photography 'Water Art' Competition in Term Two. Some of our students were highly successful prizewinners and attended a presentation evening at The Lighthouse Hotel in Bunbury. Additionally, they had their winning photos published in the AQWEST 2022 Calendar.

### Recommendations:

- Promote and encourage student participation in engineering, robotics and environmental challenges or competitions.
- Increase student engagement and achievement in Science with relevant, hands-on plugged and unplugged practical and STEM activities.
- Encourage and support students with extracurricular and extension activities linked to Science and STEM.

# Creating Successful Students

## Specialist Japanese Program

2021 is the first year that Year 2-6 students have learnt Japanese at Treendale Primary. 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

- The school community showed curiosity and enthusiasm for the implementation of the new Japanese language program.
- Students embraced the “Hiragana Karate Club” as a way to master the Hiragana Alphabet. Students’ worked at their own pace and chose activities that suited individual learning styles to achieve different coloured belts. Many students attained their Green belts (by learning all 46 basic sounds) and made Hiragana cookies as a reward.
- Students explored different aspects of Japanese culture to enrich their understanding of the language, including making onigiri rice cakes and wearing kimono.
- A group of students attended Newton Moore SHS to participate in a Japanese Language Showcase and Interschool Quiz where they achieved 3rd place and built relationships with peers from other schools.

### Recommendations

- Continue to explore a variety of digital technologies that support students in their language learning and encourage students to learn Japanese outside of the Japanese room.
- Support classroom teachers to use Japanese in their own rooms and further embed Japanese into the school curriculum.
- Provide purpose for language use by developing students’ speaking and listening confidence by forging a Sister School relationship with a school in Japan and establishing regular Zoom conferences.
- Apply for a Japanese Language Assistant to help with small group extension and support and provide purposeful interactions with a Japanese native language speaker.



# Creating Successful Students

## Specialist Phys Ed Program

Physical Education at TPS in 2021 continued to engage students in a variety of physical activities and sports. Students of all ages and abilities are catered for through Fundamental motor skill sessions for lower school and through a "Game sense" approach in the upper school. There is a strong emphasis on effort, sportsmanship and fair play in all Physical education settings.

Students at TPS have had the opportunity to represent their faction and the school at several local and Interschool sports carnivals throughout the year, including swimming, Cross-country running, Winter sports and Athletics.

### Highlights and Successes

- Collaborating with the Australind Senior High School for coaching sessions and for support during the annual TPS Athletics Carnival.
- Year 6 students' successful participation in Netball, Soccer and Football at the Tuart North Division Winter Carnival.
- Fantastic individual results in both the Interschool swimming and Athletics carnivals.
- An increased number of students were accepted into elite sporting leadership programs (BEST and EXCEL) within local High Schools.
- Students accessing new sports throughout the year namely Ultimate disc, Spikeball and Sofcrosse.

### Recommendations

- Continue to identify and support students with potential to access elite pathways in sports.
- Further enhance our collaborations with local high schools, to support student transition in sporting areas
- Seek opportunities to enter teams or individual students into state-based sports competitions.



# Creating Successful Students

## Specialist Music Program

In 2021 we welcomed Miss Grace Gardner to lead our Music Program. Grace's extensive background in performing as well as her amazing singing voice ensured the music program was engaging and singing was a regular feature around the school.

### Highlights and Successes

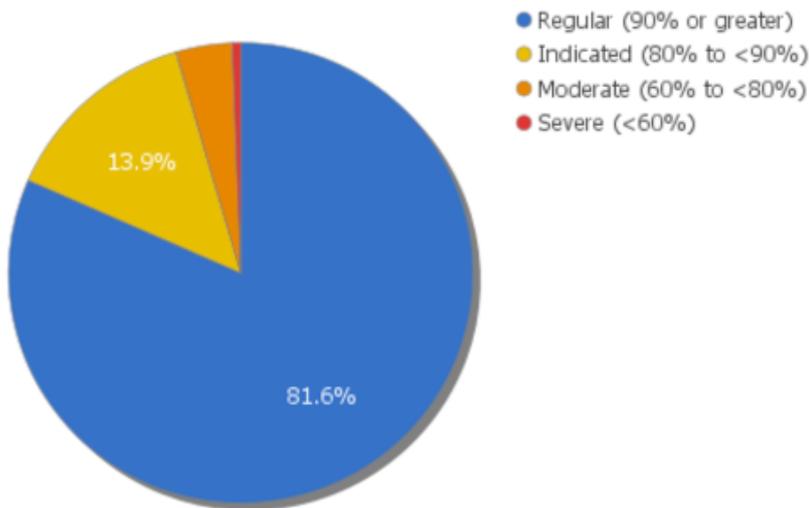
- Taiko students enjoyed the mentoring of Taiko-On, a professional Drumming ensemble, at a workshop and then had the honour of performing alongside them at the South West Japanese Festival.
- The Music Extravaganza in Term 3 was a fantastic opportunity for the students to showcase their musical skills and provide an avenue to refine their performance skills.
- Our Year 5 and 6 IMMS students continue to grow their musical skills in either flute, guitar or percussion and had the opportunity to showcase their progress in the IMMS recital in Term 2



# Attendance

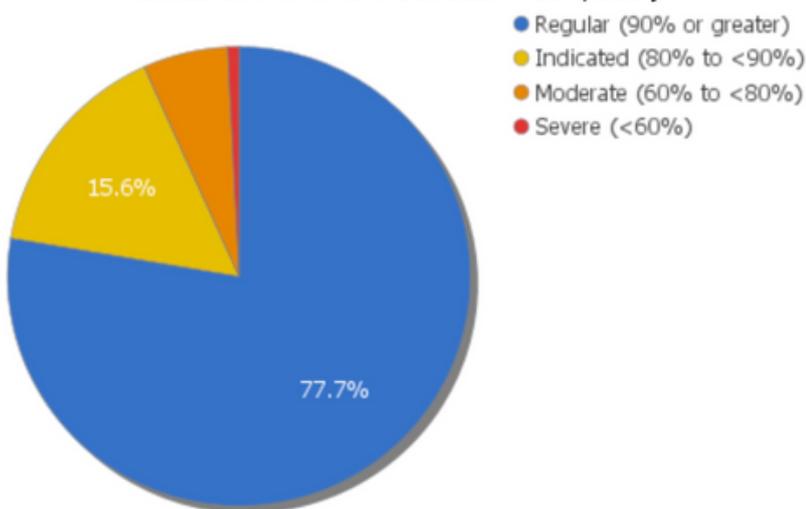
Attendance is an important factor in children achieving success at school. We have high expectations of all our students in regards to their attendance and closely monitor overall, cohort and individual attendance data to identify and plan interventions where necessary. In Semester 1 2021 student attendance returned to above 80% regular attendance, an increase on the previous semester, of 2%. However, this decreased in Semester 2 to 77.7% as stricter measures were enforced regarding students remaining at home if they have flu-like symptoms.

Attendance Profile 2021 Semester 1 Compulsory



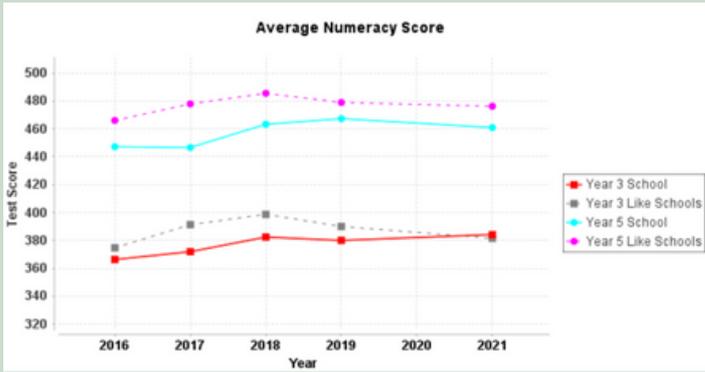
Breakdown	Attendance Rate %
<i>KIN</i>	93.3%
PPR	93.5%
Y01	92.2%
Y02	94.0%
Y03	94.6%
Y04	94.4%
Y05	94.1%
Y06	93.2%
<b>Compulsory</b>	<b>93.8%</b>

Attendance Profile 2021 Semester 2 Compulsory



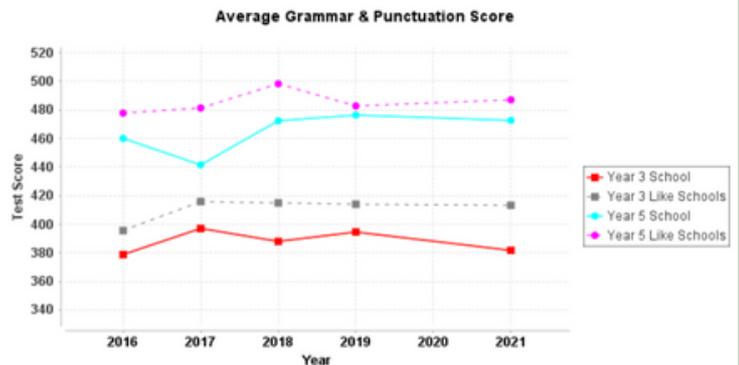
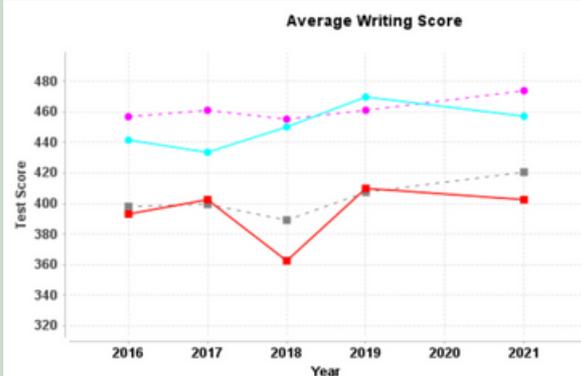
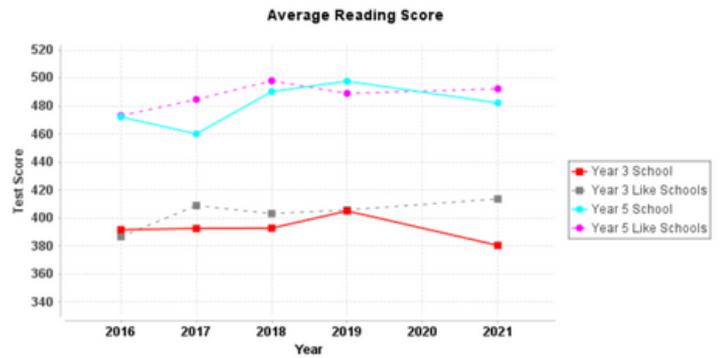
Breakdown	Attendance Rate %
<i>KIN</i>	89.5%
PPR	93.0%
Y01	90.8%
Y02	94.6%
Y03	92.9%
Y04	93.3%
Y05	91.7%
Y06	92.8%
<b>Compulsory</b>	<b>92.7%</b>

# Student Performance

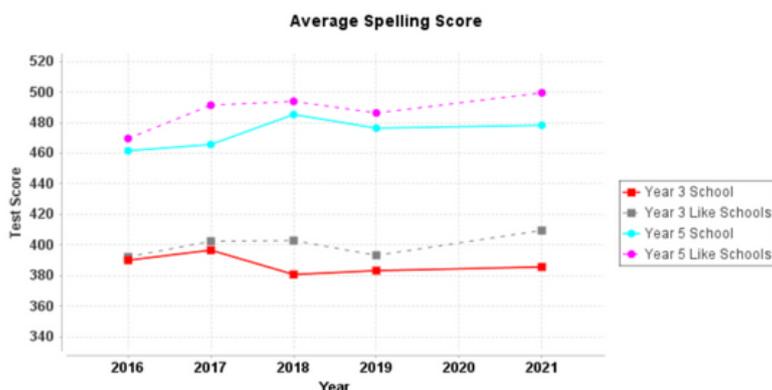


A general positive trend is noted in Numeracy achievement in year 3 with results now slightly above 'like schools'. A significant focus on a whole school approach to numeracy instruction which began in 2020 will continue, with a particular focus on identifying gaps in understanding within cohorts.

A significant decline in average Year 3 reading achievement was noted. The implementation of evidence-based phonics and writing programs over the past two years will work towards improving this data in the future, as will the inclusion of a review of current practice in reading instruction in the next business plan.



The overall decline in student achievement in writing and grammar and punctuation achievement has affirmed to the staff the need to review writing processes within the school, as indicated in our current business plan. The result has been a whole school commitment to implementing an evidence based writing program, Talk for Writing in 2022.

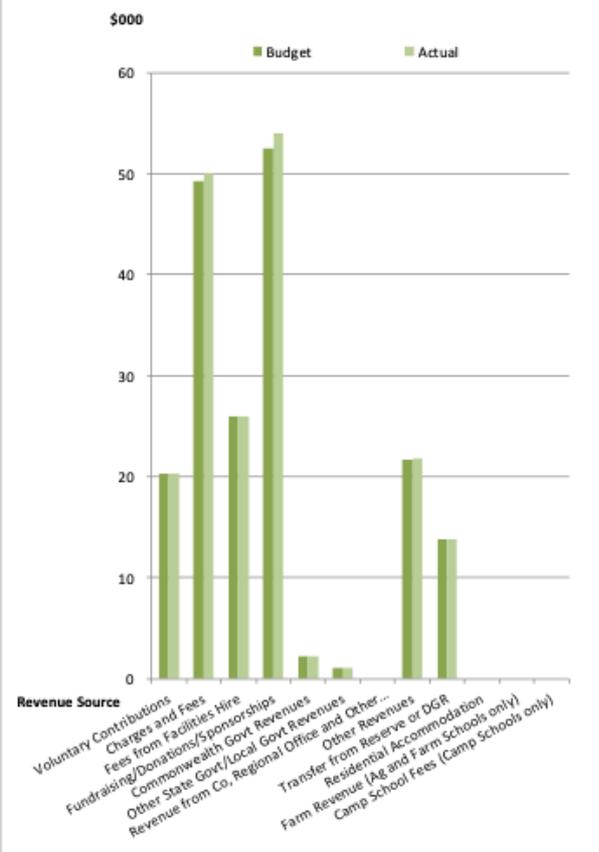


The average spelling scores in Year 3 and 5, while still below the 'Like Schools' data, shows a degree of positive gains across the cohort, an indicator that the whole school implementation of evidence based phonics instructions K-6 as well as Tier 2 intervention for students at risk, are beginning to improve student achievement in spelling.

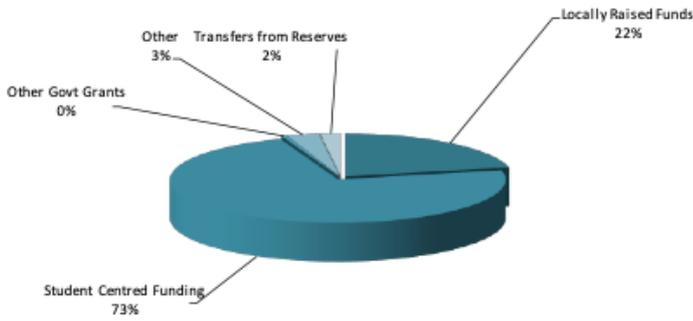
# 2021 Financial Summary

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 20,286.00	\$ 20,302.00
2	Charges and Fees	\$ 49,236.00	\$ 50,073.98
3	Fees from Facilities Hire	\$ 25,917.00	\$ 25,918.22
4	Fundraising/Donations/Sponsorships	\$ 52,491.00	\$ 54,056.00
5	Commonwealth Govt Revenues	\$ 2,253.00	\$ 2,252.83
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,665.00	\$ 21,766.42
9	Transfer from Reserve or DGR	\$ 13,820.00	\$ 13,820.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 186,768.00</b>	<b>\$ 189,289.45</b>
<b>Opening Balance</b>		<b>\$ 179,052.00</b>	<b>\$ 179,052.27</b>
<b>Student Centred Funding</b>		<b>\$ 507,682.00</b>	<b>\$ 507,780.93</b>
<b>Total Cash Funds Available</b>		<b>\$ 873,502.00</b>	<b>\$ 876,122.65</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 873,502.00</b>	<b>\$ 876,122.65</b>

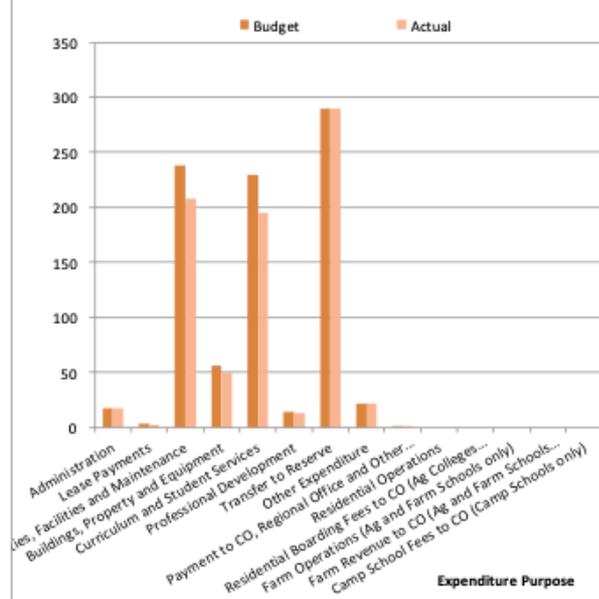
Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources

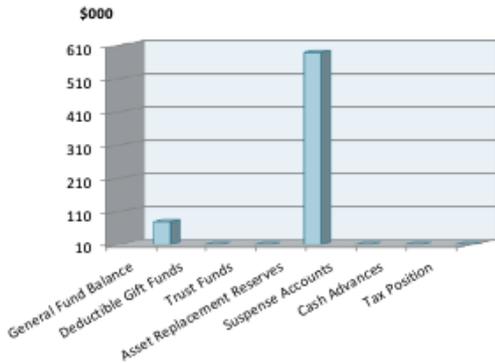


Goods and Services Expenditure - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 17,215.00	\$ 17,186.07
2	Lease Payments	\$ 3,000.00	\$ 2,640.04
3	Utilities, Facilities and Maintenance	\$ 238,327.00	\$ 207,696.53
4	Buildings, Property and Equipment	\$ 55,505.00	\$ 49,569.47
5	Curriculum and Student Services	\$ 229,143.00	\$ 194,933.82
6	Professional Development	\$ 13,500.00	\$ 12,734.31
7	Transfer to Reserve	\$ 289,600.00	\$ 289,600.00
8	Other Expenditure	\$ 21,789.00	\$ 21,834.31
9	Payment to CO, Regional Office and Other Schools	\$ 1,495.00	\$ 1,495.17
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 869,574.00</b>	<b>\$ 797,689.72</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 869,574.00</b>	<b>\$ 797,689.72</b>
<b>Cash Budget Variance</b>		<b>\$ 3,928.00</b>	

Cash Position



Cash Position as at:	
Bank Balance	\$ 661,680.46
Made up of:	
1 General Fund Balance	\$ 78,432.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 588,977.13
5 Suspense Accounts	\$ (1,768.60)
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (3,761.00)
<b>Total Bank Balance</b>	<b>\$ 661,680.46</b>

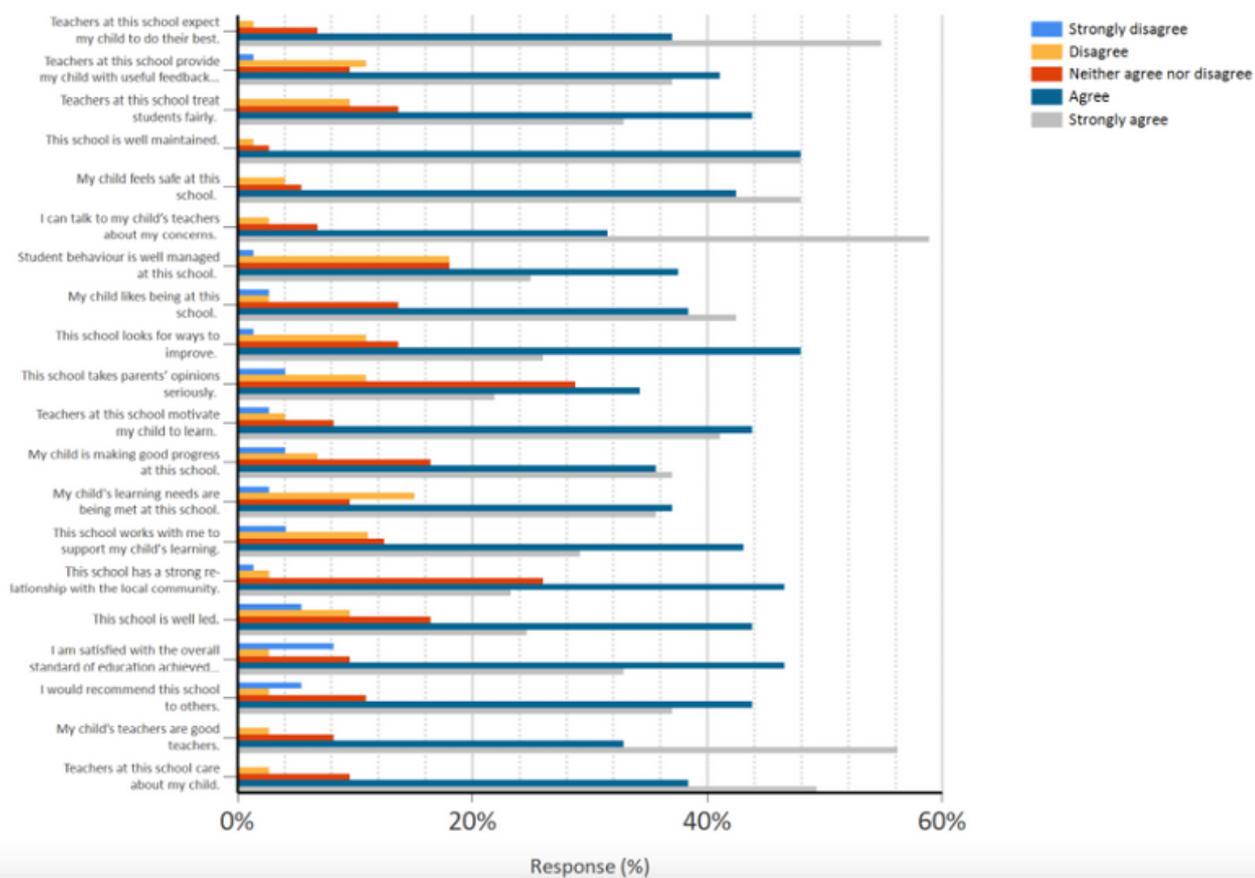
# Parent Satisfaction

The 2021 Parent Satisfaction Survey, responded to by 73 family representatives, shows that a vast majority of parents surveyed are satisfied with the school and the service it offers to the community. The relatively low number of parent responses compared with the total school population is noted and will be considered in future surveys conducted by the school.

Two areas identified as scoring highly on 'neither agree or disagree' were 'the school takes parent's opinions seriously' and 'the school has a strong relationship with the local community'. This may be due to the restrictions placed on community events and parent engagement in school activities. Three areas identified by the school as having the lowest overall score (between 3.6 and 3.7 in the average overall rating) were; 'Student behaviour is well managed at this school,' 'The school is well led' and 'The school takes parents opinions seriously.' Analysis of this data has been conducted by the Executive team with the aim to consider underlying causes, improve practices and seek further feedback in relation to these areas in the coming year.

A significant celebration was the overwhelmingly positive result in all areas regarding student's feeling safe and cared for by their teachers at the school.

2021 National School Opinion Survey: Community



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