



2022 ANNUAL REPORT

Principal's Message

With the support of the Leadership team and staff at Treendale Primary School, it is with mixed emotions that I share with you that I will be leaving Treendale PS at the end of 2022 to take up the Principal position at South Bunbury Primary School in the new year. My journey at Treendale started in 2014 as a foundation classroom teacher and the school and its community have supported my growth as an educator and my development as a leader since then. I am truly grateful for the opportunity and the experiences I have had along this journey. I am sure I have learnt as much as I have imparted on others and I will always reflect on my time at Treendale PS with fondness. I will miss this school and these wonderful kids, however it is time for me to move on.

I would like to take this opportunity to thank each and every one of you for your support throughout my time at Treendale PS. We have achieved wonderful things, through challenging times and I am incredibly proud of the community we have built around our children to help them grow into confident and capable citizens.

Candice Barclay

Board Chair Message

During 2022 we started to see some normality return to the school after the Covid Pandemic. We welcomed to the school board new members, Cassie Wilson, David Groenenberg, Suchitra Jones, Chloe McGhie and Tracey King.

During our meetings we continually reviewed budgets, business plans, NAPLAN results, and other assessments completed by staff at the school to ensure the school is implementing strategies to achieve greater results for the children, and that the children are achieving improved results. We were kept informed about recent renovations to the school like the Dock, the yarning circle and keep informed about operational issues, like the leavers shirts, class numbers, staff movement. We said good bye to Mrs Candice Barclay who had been at the school since the school opened, starting as a teacher then accepting the challenge and roles of the Deputy Principal and Principal.

As a board we discussed having a greater visibility to the school and local community. We have ensured the schools website is up to date with board members profiles and are looking at other strategies to promote the board to the community.

Dayle Hamilton

Creating Excellence Together

Student Services - SAER

The Student Services Team comprising the Principal, SAER Deputy, school psychologist and school chaplain continued to meet on a regular basis to share information and track at-risk students. Assistance from the School of Special Education Needs was sought as required to support and upskill teachers and EAs working with Tier 3 children.

Highlights and successes

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

Speech intervention – continued to offer speech sessions with a trained EA to support students at their point of need, working in conjunction with Country Health speech therapists

Sensory Room – offered a safe space that can be used as a calming area for students in need of a break from the classroom, with support for them to regulate their emotions

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 – 18 staff were upskilled in Team Teach positive behaviour strategies

Resilience Project – continued to be used 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

Recommendations

Student Services Team – refine processes for identifying and tracking students across the school, including consistent documentation

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

Mental health – investigate a survey which can be used to better understand the state of students' mental health and wellbeing, in order to target learning appropriately

Team Teach – continue to upskill additional staff to better support students



Creating Excellence Together

Literacy

2022 was an exciting year with the introduction of our whole school Writing program Talk for Writing while still focussing on consolidating the whole school evidence-based programs Letters and Sounds and PLD.

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 implemented across all year levels to provide a consistent teaching approach to Writing that caters for all student abilities and builds upon all text types throughout successive years.
- A wide range of resources were purchased to support the teaching of Writing, Letters and Sounds, PLD and Reading such as good quality literature texts, decodable readers, fluency passages that support Letters and Sounds and PLD.
- Planning and assessment examples for Writing were shared by teachers with the whole staff to support effective implementation of the program.
- Staff were provided peer modelling, planning guidance and feedback within whole school literacy programs to help consolidate practises and ensure consistency across year levels.
- The Literacy Committee presented at Professional Learning days and staff meetings on topics such as Short Burst Writing, Shared Writing and Modelled Writing.
- Year 3-6 Teachers continued to be provided with professional learning for the delivery of PLD Phonics instruction and teaching practises continued to be refined through staff meetings and collaboration.
- 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).
- The Literacy Committee began researching different reading approaches to help drive our whole school Reading direction in the future years.

Recommendations:

- Ensure teaching and assessment practises align with the new Department of Education Phonics Initiative.
- Continue to provide support for staff to deliver Letters and Sounds, PLD and Talk for Writing consistently and effectively within the classrooms.
- Continue building upon resources for Talk for Writing and Reading.
- Continue researching a range of instructional reading strategies to inform the whole school future direction in preparation for implementation.
- Begin piloting components of researched and agreed upon future reading direction.
- Build staff awareness about future Reading direction



Numeracy

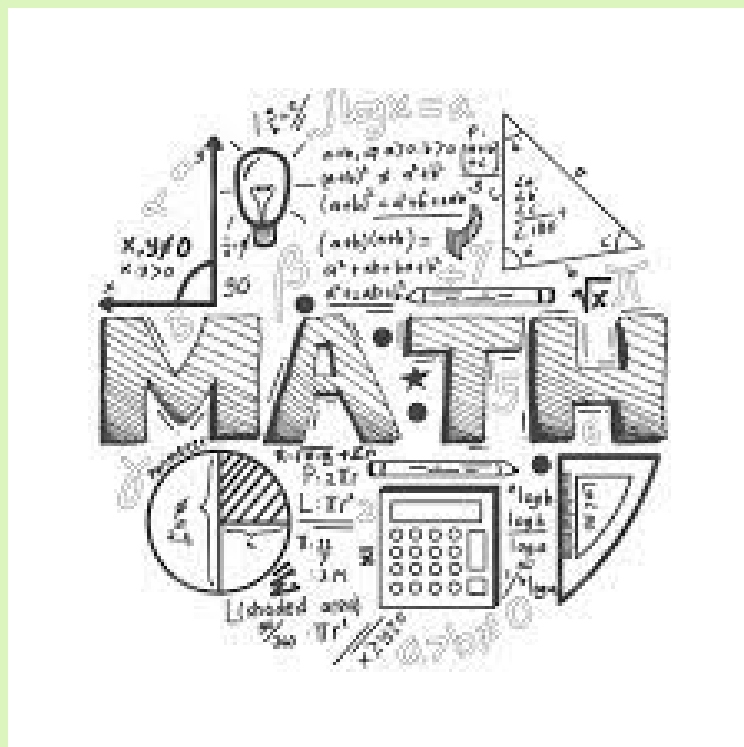
2022 saw the hard work of 2021 pay off, as staff and students hit the ground running in our second year of implementation of the Origo Stepping Stones program.

Highlights and Successes

- Staff reported the observable difference in and positive impact of the consistent vocabulary and systematic introduction of strategies in our whole school approach.
- Kindy began using the Origo 'Early Learning' Mathematics resources to maximise consistency across the school
- Staff continued to use a variety of assessments (PAT-M and Stepping Stones) to inform practice & student achievement. The Whole School tracking documents for these assessments were improved & updated.
- Year 3 and 5 NAPLAN data for 2022 showed our average score for Numeracy was 'Above Like Schools'
- Numeracy Trolleys were rolled out to every classroom in order to provide quick and easy access to fundamental manipulatives
- Maths committee continued to meet regularly
- For the second year in a row, a small group of staff attended the Mathematics Association of Western Australia's Annual Conference in November.
- Several staff joined the South West Maths Association meeting in Bunbury which focused on maths investigations.

Recommendations

- Curriculum Leader and Admin team continue to support staff through feedback in classrooms, providing professional learning opportunities and participating in collaborative planning discussions and data reviews.
- Purchase Intervention resources for Teachers and Education Assistants to trial, ready for further expansion and implementation in 2024.
- Provide further opportunities for students to engage with Mathematics outside their everyday classroom lessons (E.g.; competitions such as 'Have Sum Fun' & Australian Maths Competition, Numero & Combo Lunchtime Card Club, and research possible Mathematics Incursions such as 'World of Maths').



Learning Technologies 2022

Over the last year the Learning Technologies (LT) team has continued to upskill staff in the Technology Integration Matrix (TIM), in order to provide a framework of reference for teachers to reflect on and extend their technology use in the classroom. Unfortunately, due to the implementation of other whole school programs as well as industrial action that prevented staff meeting, time to develop this further with staff has been limited.

The LT team is continuing to support the development of 21st Century Learners within the school. A number of learning outlines were developed and shared with staff to support effective implementation of current technologies in their classrooms. In addition, Treendale PS hosted another First Lego League robotics challenge at the school and a couple of the LT team were able to present on 'Using Minecraft in the Classroom' at the It Takes A Spark STEM Conference.

Students and staff are supported on a regular basis to troubleshoot technology issues and the team continues to ensure the Department's policy requirements are met with regard to Third Party consent.

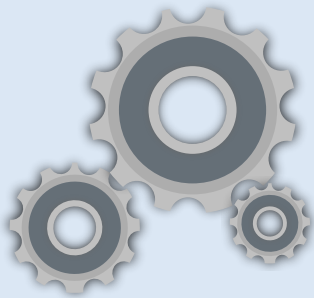
The introduction of the PS5, an update from the old Xbox 360 as a break-time, faction token reward has also attracted a lot of interest with students.

Highlights

- Unpacking the Technology Integration Matrix further
- Sharing digital resources and providing classroom support
- Further leadership development of the LT managers to support the school
- Supporting staff to integrate Engineering Design Process and relevant digital equipment to build students 21C learning skills

Recommendations

- Additional time with staff to further unpack and implement the TIM
- Reviewing the school-based Digital Technologies Scope and Sequence to align current technologies with the TIM



Upper School Science

In 2022, 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

- **Robotics.** This year, many students in Year 5 and 6 participated in the First Lego League robotics program. Our four teams had fun building and coding their robots whilst also working collaboratively on an 'Innovation Project'. In November, Treendale PS hosted our second FLL Robotics Regional Final with 19 teams in total from Treendale and other local primary schools. Two of our teams won competition trophies for their robot design and teamwork. One of our teams won the 'Rising Stars' Award and competed at Curtin University for the FLL National Championship West Final.
- **Sustainability.** Due to the continued efforts of our students and school community, our school gained Waste Wise Schools' accreditation for 2022.
- **Photography.** All students were encouraged to enter the AQWEST Photography 'Water Art' Competition in Term Two. Eight of our students were highly successful prize winners and attended a presentation evening at The Lighthouse Hotel in Bunbury. Additionally, they had their winning photos published in the AQWEST 2023 Calendar.
- **Art.** During Term Two, in Science, students were encouraged to enter the 'Ningaloo 2023 Solar Eclipse' Pin-Hole Viewer Art Competition. This competition was open to all students in Year 3-6 in all WA primary schools. Two of our Year 4 students, were successful winners. As part of the competition prize, Rick Tonello, Chief Astronomer at Perth Gravity Discovery Centre, visited the Science lab for an incursion in November. All students from Room 13 listened to an interesting presentation about eclipses and eye safety during a total solar eclipse. Both of the winning designs have been printed on card pin-hole viewers that will be given out to Treendale students early next year in time for the Total Solar Eclipse in Exmouth on 20th April 2023!
- **STEM.** In August some of our Year 6 students participated in a 'Science and Engineering Discovery Day' at Leschenault Leisure Centre. Our eight teams enjoyed completing a variety of STEM challenges such as 'Bridge Building', 'Mars Buggy' and 'Bionic Hand'. Our students competed against seven other primary schools from the South West and four of our teams won first place in their team challenges!
- **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

- 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.



Specialist Japanese Program

2022 is the second 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

- Mrs Junko Clothier joined our staff as a 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 established a Sister School relationship with Seta Elementary School in Japan and students participated in live cultural exchange lessons via Zoom. Students were very excited to have a real purpose for their language learning.
- A Japanese room has been established in T1 which has provided students with a space to explore Japanese cultural/art activities such as Shibori (tie dying). The room has a small kitchen and we have been able to experience making and tasting popular Japanese food and drinks.
- 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 student recently achieved his Gold Belt.
- We have introduced the Japanese Word of the Week to encourage both staff and students to use Japanese in their own classrooms and further embed Japanese language into the school curriculum.

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.
- Support classroom teachers to encourage the use of Japanese in their own rooms and further embed Japanese into the school curriculum.
- Develop students speaking and listening confidence by nurturing the Sister School relationship and establishing regular Zoom conferences across all year levels.
- Work towards establishing further cross curricular links via staff information sessions and a Japanese Cultural Day.



Specialist Phys Ed Program

Treendale Primary Schools Physical Education program focusses on developing student's physical, fitness and game skills. The goal of the program is to nurture student's love for physical activity and instil an understanding of the importance remaining fit and healthy.

Treendale students have a number of opportunities to demonstrate their skills and game play in a variety of interschool sports events throughout the school year. These include; Swimming, Cross country, Winter carnival (Football, Netball & Soccer), and Athletics.

2022 was the first year that TPS had 2 PE teachers with Ms Kerry Hunter joining Mr Adrian Knight as the Junior PE teacher for the second half of the year.

Highlights and successes

- Overall Champion School Tuart Division- Athletics
- 3rd place SWPSSA Cross Country- School
- 3rd Place SWPSSA Swimming- School
- 3 x undefeated interschool teams Winter Carnival- Football, Soccer and Netball

Future recommendations

- Increase amount of year 6 students attending extension programs in High school- BEST, EXCEL, LEAP
- Link with local junior sports associations to increase the amount of TPS students engaging with junior sports.



Specialist Music Program

In 2022, students continued to build their musicianship through weekly Music lessons. With a strong focus on performing, students developed their rhythm and pitch through both singing and instrumental activities. Students also had the opportunity to participate in extra-curricula ensembles, including Uke/Guitar Band, Taiko Team, and Choir. Our IMSS students continued to extend their learning beyond the Music Room through specialised lessons on Percussion, Guitar, and Flute.

Highlights and Successes

- The Music Extravaganza in Term 3 gave all students an opportunity to perform for their families and peers, and celebrated their progress and learning.
- At our school NAIDOC celebrations, the choir performed and the whole school joined together to sing Wanjoo by Gina Williams and Guy Ghouse, a song entirely in Noongar language.
- The Taiko Team once again performed at the local South West Festival of Japan.

Recommendations

- Build ukulele skills in students in Year 3 so as to give them the capabilities to confidently participate in Uke Band in Year 4 should they choose to.
- Continue to integrate Noongar and other Aboriginal language songs into Music lessons to help develop and imbed an understanding and respect for Aboriginal cultures in students.
- Offer increased ongoing support to IMSS students and their families throughout the year with developing good practice habits and managing the difficulties of learning a musical instrument, so as to increase retention rates in the program.



Specialist Art Program

2022 is the first year that Treendale Primary have had a specialist teacher for Year 1 Visual Art. Students enjoyed learning about the different elements of art, such as colour, line and texture to create a range of 2D and 3D artwork. Students explored art using a variety of materials, techniques and processes, including using clay, plaster and recycled materials to produce some amazing 3D creations.

Highlights and Successes

- All year levels were offered the opportunity to have the art specialist come and support them to teach art lessons with their class during the year. Art support time gave teachers extra help to explore some more involved art processes, as well as be part of some whole school art projects.
- 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.
- Students from Pre-Primary, Year 1 and Year 2 each painted a design to formulate the bunting surrounding the new yarning circle. This protected the growing plants from being walked on, and gave them some ownership over this amazing new space in the school.

Recommendations

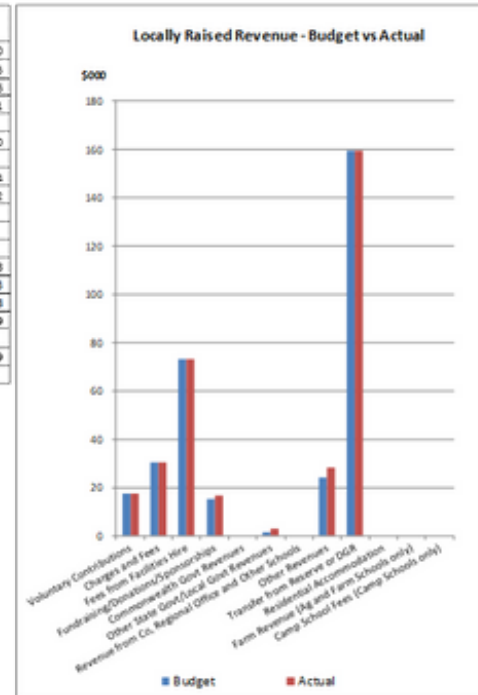
- Promote and encourage art within the school by continuing to offer assistance and support to teachers with art lesson ideas.
- Promote art within the whole school community by advertising local and community art competitions and encouraging student participation.
- Create a whole school permanent mural 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



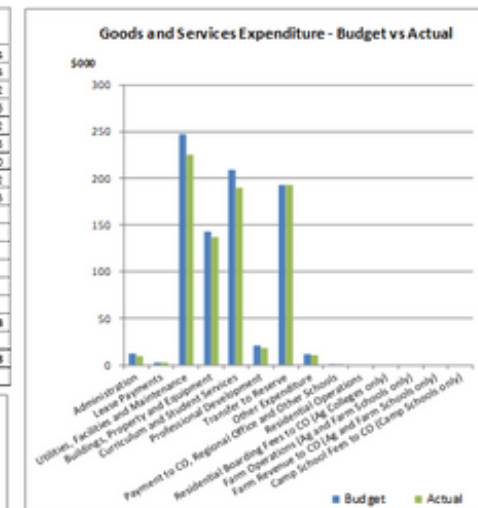
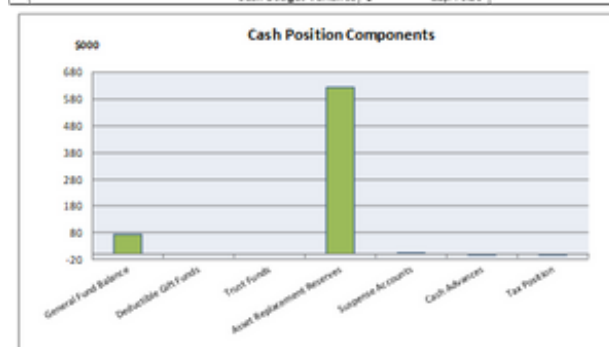
2022 Financial Summary

Treendale Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 17,340.00	\$ 17,580.00
2 Charges and Fees	\$ 30,345.00	\$ 30,442.55
3 Fees from Facilities Hire	\$ 73,279.00	\$ 73,202.76
4 Fundraising/Donations/Sponsorships	\$ 15,157.00	\$ 16,709.61
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 24,055.00	\$ 28,400.34
9 Transfer from Reserve or OGR	\$ 159,403.00	\$ 159,403.32
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 321,079.00	\$ 328,735.58
Opening Balance	\$ 78,432.93	\$ 78,432.93
Student Centred Funding	\$ 454,482.73	\$ 454,482.88
Total Cash Funds Available	\$ 853,993.73	\$ 861,654.39
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 853,993.73	\$ 861,654.39



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,400.73	\$ 9,511.14
2 Lease Payments	\$ 3,000.00	\$ 2,640.04
3 Utilities, Facilities and Maintenance	\$ 246,908.00	\$ 225,100.42
4 Buildings, Property and Equipment	\$ 142,679.00	\$ 137,026.96
5 Curriculum and Student Services	\$ 209,141.64	\$ 190,137.92
6 Professional Development	\$ 21,500.00	\$ 17,922.83
7 Transfer to Reserve	\$ 183,050.00	\$ 183,050.00
8 Other Expenditure	\$ 11,344.00	\$ 11,057.82
9 Payment to CO, Regional Office and Other Schools	\$ 1,200.00	\$ 286.65
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 841,225.37	\$ 786,733.78
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 841,225.37	\$ 786,733.78
Cash Budget Variance	\$ 12,770.36	



Cash Position Components	
Bank Balance	\$ 696,487.38
Made up of:	
1 General Fund Balance	\$ 74,920.61
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 622,623.81
5 Suspense Accounts	\$ 916.96
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (1,774.00)
Total Bank Balance	\$ 696,487.38