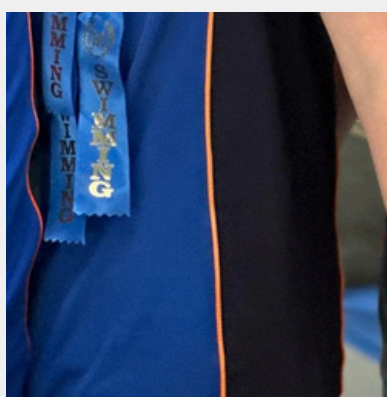
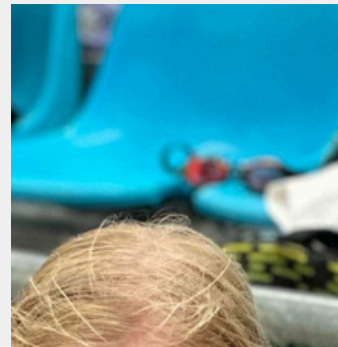




2024 Annual Report



Principal's Report

I am pleased to present this annual report on behalf of Claire Nicol (Term 1), Micaley Ross (Term 2) and Tamara Bromley (Term 3 & 4), reflecting on another successful year at Treendale Primary School.

Under the combined leadership and with dedicated staff, our school has continued to build on its strong foundations as a valued part of our local community. Their collaborative approach has created a supportive environment where students are encouraged to learn and grow to reach their full potential.

This year has seen positive progress across our school programs. Our students have shown steady improvement in their academic achievements, with literacy and numeracy results meeting our targets and demonstrating consistent growth. Our arts, sports, and community programs have provided valuable opportunities for students to explore their interests and develop new skills.

The commitment of our teaching and support staff, surrounded by our engaged school community, has maintained a learning environment focused on helping each child develop confidence and curiosity. Our inclusive approach ensures that all students feel welcomed and supported in their learning journey.

We value the strong relationships we have with families and our local community. These connections play an important role in supporting our students and reflect the collaborative spirit which has always been encouraged throughout the school.

Looking forward, we remain focused on continuing to provide quality student focused education while adapting to meet our students' changing needs and interests. On behalf of Claire Nicol, Micaley Roass and Tamara Bromley, I thank our school community for their ongoing support and involvement in our students' education.

Jayde Hewson

Presenting on behalf of the 2024 Leadership Team



School Board

On behalf of the Board, I would like to extend our gratitude to Dayle Hamilton who chose in early 2024 to end his tenure as Board Chairman and Member after several years of service. He provided a great deal of stability to the Board over the years for which we are all very appreciative.

I would also like to extend thanks and farewell to Claire Nicol, Micaely Ross and Dr Tamara Bromley who all served as Interim School Principals in 2024. Over the year they each made themselves visible and approachable to the whole School Community, on top of providing daily guidance, oversight and transition support to the School team. Their warmth and enthusiasm will be missed, and I wish them well in their future endeavours.

A special thanks is given to the School Deputies Simone Boccia and Lisa Tatham, and Services Manager Karen Thomson. The foundational support and continuity they have provided to the Interim Principals, the School Community and Board proceedings over the past year(s) has been incredibly valuable and effective - the impact of which cannot be underestimated. Thank you.

2024 was a busy year, with many new Board members completing their on-boarding training and settling into work. The School's 10th Anniversary was a highlight for which the Board was keen to contribute and participate. It was a delight to see just how many lives have been impacted and enriched by the School over the years, which is a testament to the hard work and dedication of the entire School Community.

The Board is eagerly looking forward to Jayde Hewson's return to the principal's chair at the start of 2025, and to the great achievements to come from the School in the year ahead.

Suchitra Jones
Board Chair



Literacy

2024 was another year of consolidating the current Literacy programs Talk for Writing, Promoting Literacy Development (PLD) and Letters and Sounds. We reflected upon current initiatives within the school and spent the year strengthening our teaching programs. An English audit was completed to analyse the programs in our school and check they aligned with the incoming updated and mandated English curriculum.

Highlights and Successes:

- The Literacy Committee welcomed new members and returning members to the team to help lead the Literacy direction within the school and provide staff with ongoing support.
- The 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.
- Some teachers participated in the Talk for Writing Professional Learning to consolidate their knowledge and implementation of the program.
- A range of resources were purchased to support the teaching of Writing, Letters and Sounds, PLD and reading; such as, good quality literature texts and decodable readers suitable for middle and upper years.
- Staff were provided with 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 continued 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. Years 1 and 2 students participated in MiniLit, while intervention in Year 3-6 was provided using the Macquarie Literacy Program (MacqLit).
- Pre-Primary – Year 2 teachers continued administering the PLD Spelling Test to meet the Phonics Initiative criteria and track student progress in Letters and Sounds.

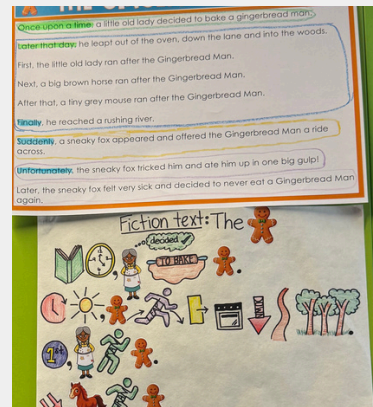
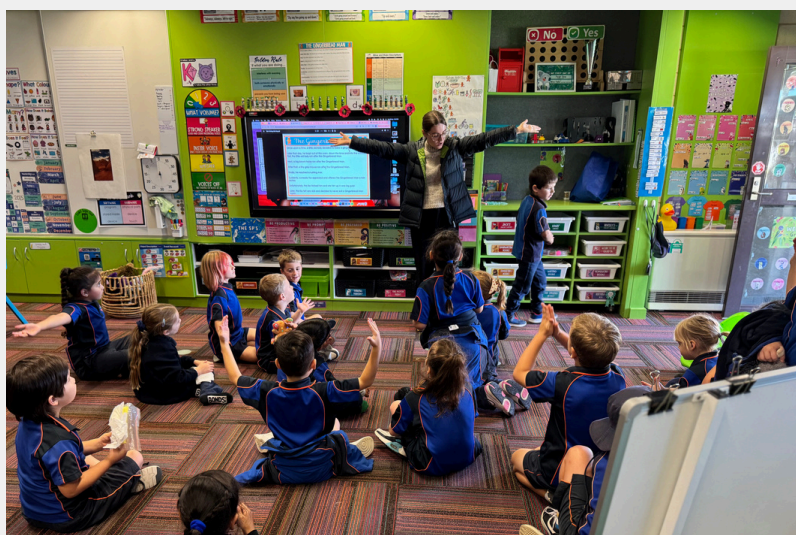


Literacy - continued

- K-2 teachers continued administering the Sparkle Reading Assessment which provided data on student's letter-sound knowledge and ability to decode words following a phonic scope and sequence.
- The Literacy Committee and staff in K-2 continued trialling the Heggerty Phonemic Awareness program and followed an assessment schedule. Teachers continued to find their students made 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 in future years.

Recommendations:

- Use the English audit to analyse whole school programs and adjust to suit the English curriculum and school context.
- Continue to provide support for staff to deliver Letters and Sounds, PLD and Talk for Writing consistently and effectively within the classrooms.
- All staff to participate in a Talk for Writing refresher course or the 2 Day Workshop.
- 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.



Numeracy

This year, we're proud to share some exciting achievements and ongoing developments in our Mathematics program at TPS. From strong student outcomes to innovative new interventions, it has been a year of progress, collaboration, and commitment to excellence in Numeracy across the school.

Highlights and Achievements:

- Since the successful implementation of the Stepping Stones Mathematics program in 2020, our whole-school approach to numeracy has continued to thrive. NAPLAN data revealed that TPS students consistently perform above 'Like Schools' in Numeracy, and we're now closing the gap on the national average - a testament to the hard work of our students and staff.
- The Mathematics Curriculum Leader role remains a key part of our success, with dedicated time allocated each week to support staff and drive improved student outcomes.
- This year, we also trialled the Bond Blocks Intervention Program in Year 2. With support from Network Funds, we were able to purchase physical resources and secure professional learning, setting us up for a wider rollout in 2025.
- Across the school, we continued to track and monitor progress using Stepping Stones spreadsheets, On-Entry assessments, and Brightpath Mathematics tools. Several staff also trialled the One-Minute Maths assessment, with positive feedback on its usefulness in identifying student needs.
- Students across various year levels enjoyed using Numbots and Times Tables Rock Stars to boost number sense and fluency. These programs were brought to life with certificates, trophies, and in-school rewards, and further strengthened by a professional development session with Bruno Reddy, CEO of Maths Circle and the creator of both platforms. We were proud to host staff from across the Greater Bunbury Region for this special event.
- Almost 100 students from Years 3 to 6 enthusiastically took part in the Australian Maths Competition in Term 3, with winners celebrated during our dedicated Maths Assembly in Term 4.
- Meanwhile, the TPS Maths Committee remained active, meeting three times each term to maintain momentum and guide planning.

As we look forward to the coming year, TPS is committed to building on our strong foundation.

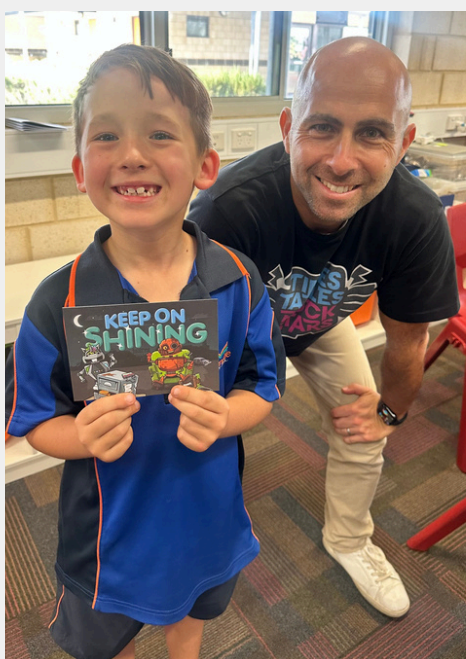


Numeracy - continued

Key recommendations:

- Continued collaboration with Bunbury North Network schools to support improved mathematical understanding for both staff and students.
- Whole-school professional development in Bond Blocks to support our intervention efforts.
- Implementation of the One-Minute Maths assessment school-wide each term, with consistent data tracking.
- Further expansion of the Bond Blocks Intervention Program with clear guidelines and timetabling.
- Deeper analysis of assessment data from Stepping Stones, Brightpath, and On-Entry to better address student misconceptions and identify needs for support or extension.
- Enhanced support from leadership, with the Deputy Principal and Mathematics Curriculum Leader(s) working closely to provide feedback, coordinate resources, plan collaboratively, and lead professional learning.

With these initiatives in place, we're excited for another year of Numeracy success at TPS!



SAER Report

Students At Educational Risk

The Student Services Team, consisting of the Principal, Deputy Principals, School Psychologist, School Chaplain and Wellbeing EA, worked together in 2024 to share information about, plan for and track at-risk students at Treendale Primary School.

Highlights and Successes:

- Literacy support – Continued to run evidence-based programs MiniLit and Macqlit to support Tier 2 students in Years 1, 2, 3 and 4.
- Numeracy support – Trialled Bond Blocks and JEMM as mathematics intervention in selected classrooms, targeting Tier 2 & 3 students.
- Speech Intervention – continued to offer speech session with a trained EA to support Kindy/Pre-Primary students at their point of need in conjunction with Country Health Speech Therapists.
- Sensory Room – Continued use of the safe space as a calming area for students in need of a break from the classroom, with support for them to regulate their emotions.
- SAER Processes – Updated and refined the Treendale Primary School SAER Processes and Procedures document to align with Student Services Team, whole school expectations and Department Guidelines. Introduced a Multi-Tiered Systems of Support (MTSS) Flowchart to assist teachers in identifying best support for students.
- Transition Support – Continuation of the Whole School Transition Day in Term 4 where students 'move up' year levels for the day. Extra supports offered to special needs students in the form of transition books and individual visits to classrooms prior to the first day of school.
- The Resilience Project (TRP) – Continued to be used by Year 5 and 6 teachers to provide practical application of resilience strategies to aid in improving Mental Health, along with Implementation of TRP across all classrooms from Pre-Primary to Year 6.
- Team Teach – Another six staff were upskilled in Team Teach positive behaviour strategies.
- Wellbeing Education Assistant (EA) – Continuation of Wellbeing EA to check-in with students with trauma and imputed disabilities to support students and families in crisis.



SAER - continued

Recommendations:

- Breakfast Club in Room 14 – Adding additional Breakfast Club mornings to create safe space for students to spend with Wellbeing EA and provide daily check ins and regulation.
- Learning Support Coordinator – Employing a Learning Support Coordinator (one day per week). Job role inclusive of supporting staff with writing IEP & SEN Plans, guiding staff with strategies and reflection, working with new staff as an additional middle leader to assist in supporting complex students and organising funded students' case conferences.
- Student Services Team – Continue to refine processes for identifying and tracking students at risk, including development of case management approach ready for adoption in 2026.
- Positive Behaviour Support (PBS) – Continue to work alongside the PBS Committee to support all our students with Positive Behaviours.



Cultural Responsiveness

Cultural responsiveness is a key focus in our school, ensuring that students develop an understanding and appreciation of diverse cultures, including Indigenous perspectives. Through classroom learning and whole-school initiatives, we provide meaningful opportunities for students to engage with different traditions, histories, and experiences.

Throughout the year, students participated in lessons that incorporate multicultural perspectives, reinforcing the importance of inclusivity and respect.

Our school acknowledges significant cultural events such as Harmony Day, NAIDOC Week, and Reconciliation Week, using them as opportunities for reflection, education, and connection. These occasions are marked by assemblies, guest speakers and interactive activities that encourage meaningful engagement. Students take part in discussions, storytelling, art projects, and collaborative work that highlight cultural traditions and histories.

Highlights and Successes:

- Whole-school NAIDOC celebration, fostering awareness and appreciation of Indigenous cultures through assemblies, activities, and guest speakers.
- Student leaders' participation in the Reconciliation Bridge to Bridge Walk, demonstrating leadership and commitment to reconciliation efforts.
- Acquisition of new cultural resources for the school, with plans to distribute them to staff, ensuring they have access to valuable materials that support student learning and engagement.
- Staff engagement in reviewing the Aboriginal Cultural Standards Framework (ACSF) to assess current practices and identify areas for growth, ensuring a more culturally responsive approach across the school.

Recommendations:

- Review of Acknowledgment of Country at special events, following staff participation in professional development to ensure meaningful implementation.
- Develop a clear process for whole-school cultural events, ensuring consistency, engagement, and strong participation across the community.
- Strengthening support for staff to integrate cultural perspectives into cross-curricular priorities and learning areas.
- Development of resources within the school, supporting staff and students in learning and engagement.
- Fostering and building connections with the community, engaging with local cultural groups, Elders, and community leaders to enrich student learning and strengthen relationships.



Early Childhood Education



ECE encompasses students from Kindergarten (Kindy) to Year 2. This phase of education emphasised play-based learning, social-emotional development and building the foundation for future Literacy and Numeracy learning.

In 2024, Early Childhood Education (ECE) at Treendale Primary School continued to build momentum.

Highlights & Successes:

- The Early Childhood Committee welcomed new and returning members, with a mixture of teachers and education assistants.
- Our school's ECE philosophy was finalised after an intensive process, with collaboration and feedback sought-after from staff, students, the School Board and the school community along the way.
- Six incredible playground pieces were purchased from Creative Play and installed within the school.
- A range of resources were purchased to support intentional play-based learning opportunities in Years 1 & 2.

Recommendations:

- Use student artwork to design and publish the philosophy.
- Look into fundraising opportunities and research grants to continue to develop the playgrounds and play spaces within the school.
- Create a matrix depicting what the philosophy statement looks like, sounds like and feels like in Kindy, Pre-Primary, Year One & Two.



"Treendale Primary School ECE balances explicit teaching with intentional play-based learning to foster curiosity, confidence and creativity. We value partnerships with family and community to collectively nurture and develop happy, successful children."



Technology

Technology is fully integrated into the curriculum, enhancing learning experiences across subjects. Platforms such as Seesaw facilitate communication and connection between teachers, students, and families, ensuring transparency and collaboration in learning.

To support staff and students, our Technology Support Officer assists in maintaining school technology, troubleshooting technical issues, assisting with device management, and ensuring the smooth operation of digital tools.

A variety of technologies and apps are used to engage students, including coding programs, educational applications, and interactive platforms. Our whole-school programs incorporate technology as a core component, with Times Tables Rockstars (TTR) and Numbots successfully rolled out across all year levels to support mathematics learning.

To ensure technology meets the needs of different age groups, the school provides updated app lists tailored to each year level.

Technology also enhances student engagement and motivation, with whole-school reward systems such as faction tokens and the super draw at assemblies leveraging digital tools to encourage participation and recognise achievements.

Highlights and Successes:

- Upgraded MacBooks for student use, providing improved access to quality devices for learning.
- Support whole school programs using technology; such as, the Numbots & Times Tables Rockstars roll out.
- Maintain Ratios for BYOD program

Recommendations:

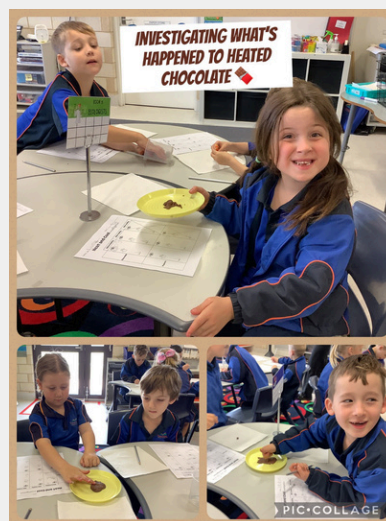
- Review robotics program
- Review integration of technology and teaching of technology across the school.

Science

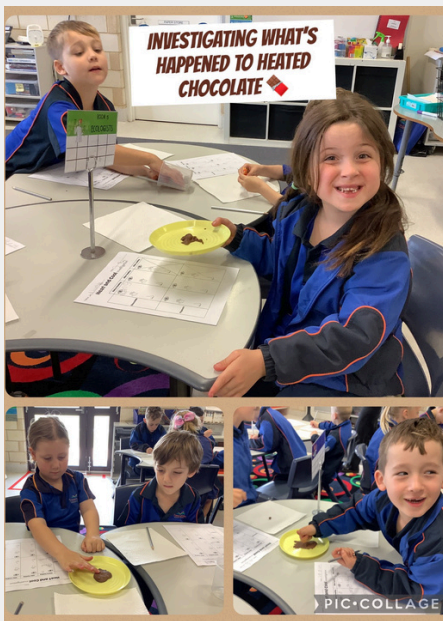
In 2024, students from Pre-Primary to Year 6 have continued to participate in a hands-on specialist Science Program to cover the skills and content areas of the Western Australian Curriculum. Following the evidence-based approach of inquiry-based learning, students have explored the four topics of Biological, Chemical, Earth and Space, and Physical Sciences. Through exploratory and formal investigations, students have communicated their understanding of scientific phenomena by reflecting on prior knowledge, posing questions, recording observations, and analysing and evaluating information.

Highlights and Successes:

- **Scitech Incursion:** On the 28th of February 2024, the Scitech Incursion provided an exciting opportunity for students to explore Science as a Human Endeavour. Lower Primary students participated in the 'Hands on! Science Show'. The show invited students to play a game to determine what scientific investigation would be completed which included defying gravity and chemical reactions. Upper Primary students attended the 'Mystery Hunters Science Show', exploring how scientists are always observing the world and trying to explain the way it works. The show astonished students with gravity-defying, colour-changing, mind-bending demonstrations. The incursion cost, \$1672, was paid for by Treendale PS using prize money from previous Aqwest competitions.
- **AusEarthEd Incursion:** On the 11th of September 2024, selected classes from Pre-Primary to Year 6 participated in the AusEarthEd incursion to investigate Earth and Space Sciences. Lower Primary students used their senses and inquiry skills to explore why a bead had changed colours. Upper Primary students completed the 'Fake a Fossil' activity, to explore geological time and fossil formations.
- **AusEarthEd Professional Learning:** Staff from Treendale PS and the Bunbury and Surrounds Science Teachers (BASS) Network were invited to complete the AusEarthEd professional learning to inquire into teaching strategies for teaching the Earth and Space Science curriculum using the Woodside Australian Science Project (WASP) and Primary Australian Literacy Mathematics & Science (PALMS).



Science - continued



- Science Week: Celebration of Science Week, 10th – 18th August 2024, with in-class activities relating to the theme 'Species Survival: More than just Sustainability'.
- ASHS: Eight Year 5 students were selected to participate 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.
- AQWEST Photography Competition: On the 17th of September 2024, Year 1 student Iylah Willcocks from Room 15 was invited to the Aqwest Photography Competition awards night where she won 3rd place in the Primary category. The theme for the year's competition was 'Water Art'.

Recommendations:

- Continue to collaborate with the Bunbury and Surrounds Science Teachers (BASS) Network to moderate assessments and develop well-sequenced teaching programs.
- Support Science teaching staff in completing curriculum-specific professional learning to enhance their understanding of the subject area and apply effective teaching strategies to develop engaging learning activities.
- Seek opportunities to collaborate with local Aboriginal and Torres Strait Islander community groups to share with students how First Nations histories, cultures, and languages embody deep understandings of science and the natural world.



Japanese

This year marked a significant milestone for Treendale Primary School's Japanese program. While 2024 was our fourth year delivering Japanese language lessons to students in Years 2 to 6, it was also the first time our Year 1 students joined the program. Our focus continues to be on fostering empathy, cultural appreciation, and building strong foundations in reading, writing, and speaking Japanese.

Highlights and Successes:

- Language Assistant Inspires Confidence - We are incredibly fortunate to have Mrs Junko Clothier as our Japanese Language Assistant. Each week, she shares her cultural knowledge and language expertise. She continues to work with small groups of students, providing both support and extension. Her contribution has had a noticeable impact on student and staff confidence, fluency, and pronunciation.
- Goodwill Exchange to Japan - One of our Year 6 students had the amazing opportunity to take part in the annual Goodwill Student Exchange between Bunbury and our sister city, Setagaya in Japan. The program included visits to the stunning Hakone region, a glimpse of Mt Fuji, a homestay with a Japanese family, and even a trip to Tokyo Disneyland! Students also showcased their talents in Setagaya schools and participated in cultural workshops, gaining insight into both traditional and modern aspects of Japanese culture.
- Hiragana Karate Club Success - Our much-loved "Hiragana Karate Club" continues to challenge and inspire students to improve their Japanese reading and writing. This year, two dedicated students earned their Gold Belts, demonstrating mastery of both the Hiragana and Katakana alphabets - an impressive achievement.
- Japanese in Everyday School Life - It's been wonderful to see students from Pre-Primary to Year 6 using Japanese throughout the school day. Whether through songs, chants, or simple greetings, the language is becoming a natural and enjoyable part of daily life at Treendale Primary.

Recommendations:

- Explore ways to integrate Japanese more widely across the curriculum.
- Create community connections and partnerships that give students access to real-world language learning opportunities.

Physical Education

At Treendale Primary School, our Physical Education program aims to cultivate confident, competent, and joyful movers who embrace a lifelong love of physical activity.

By fostering a physically literate school community, we empower students to develop fundamental movement skills, knowledge, and confidence to participate fully and safely in a wide range of physical activities. Through engaging and inclusive experiences, we inspire our students to lead healthy, active lives and reach their full potential.

Swimming lessons remain a valuable component of our annual program, aligning with the Health curriculum. These lessons focus on water safety, movement in various aquatic environments, and basic first aid skills.

Students had the opportunity to participate in a number of whole school events. Selected students also represented Treendale Primary School at Interschool competitions, including the Swimming Carnival, Winter Carnival, Cross Country, Jumps & Throws, and Athletics Carnival.

Highlights and Successes:

- 2nd Place – Interschool Swimming Carnival.
- Strong participation in the Tuart North Winter Carnival (AFL, Soccer, and Netball).
- Sporting Schools Grant secured for Touch Football and Softball.
- Emerald Faction crowned champions of the Athletics Carnival.

Future Recommendations:

- Continue partnerships with students from SEDA College WA, Australind Senior High School, and Eaton Community College to support athletic events.
- Compete in Basketball WA's School Slam Series.



Drama

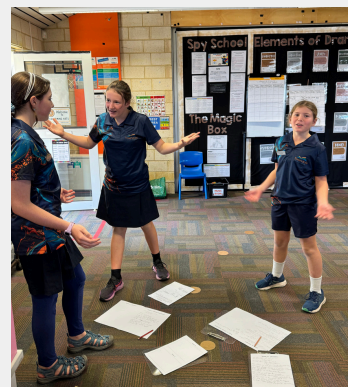
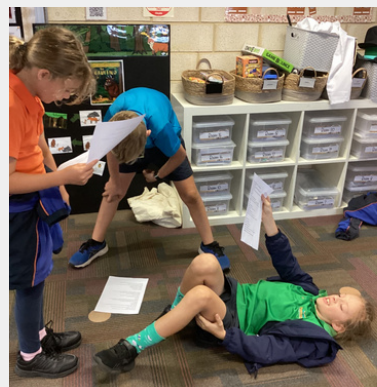
In 2024, our Arts program specialised in Drama, sowing the seeds of theatrical action and a love of the theatre. The IMSS program at Treendale continued to thrive, with selected students from Years 5 and 6 developing their skills, learning instruments such as the flute, guitar and percussion. Extra-curricular ensembles were a hit with students opting in to extend their musical knowledge in Uke Club and the School Choir.

Highlights and Successes:

- The Music Extravaganza in Term 3 provided an opportunity for our IMSS and Ensemble students to display their learning and celebrate their progress in front of the whole school.
- Moving performances by the School Choir at our ANZAC Service, along with thrilling performances at both our 10 Year Anniversary Event and End of Year Celebration Picnic.
- The purchase of key technology-based resources and tools to cater for the modernisation of Drama performances. E.g. filming, editing and special effects, linking to other key curriculum areas.

Recommendations:

- Strengthen the connection between the Arts network in the Australind area. Working across schools to better resource, share ideas and collaborate on events.
- Create a more rounded Arts curriculum, with the inclusion of both Music and Dance cycles, along with Drama.
- Continue to align planning with whole school programs. E.g. Talk for Writing.
- Continue to integrate Noongar and other Aboriginal language songs into Music lessons to help develop and imbed an understanding and respect for Aboriginal culture in students.



Nurturing Hearts and Minds: Chaplaincy and Pastoral Care

As Chaplain, it has been a privilege to nurture the spiritual and emotional well-being of our school community this year. My door has been open to students navigating a diverse range of personal journeys, offering a confidential space to process emotions arising from negative self-talk, family transitions, grief, friendship challenges, and safety concerns. Witnessing their resilience and growth in these moments of vulnerability is truly inspiring. Beyond individual support, fostering a culture of connection and belonging remains a central focus. Our long-standing Buddy Program continues to shine as a powerful testament to peer support. By empowering our Year 5 students to be positive role models, the program sees our bright green-vested buddies actively engaging in the playground, providing a friendly presence and extending invitations to connect with those who might feel lonely. Their simple act of offering friendship provides an invaluable sense of belonging. Their commitment shone brightly as they assisted with the breakfast club during the COVID-19 disruptions and beyond, ensuring their peers started the day fed. The Buddy Program also serves as a fertile ground for future leadership, with many Year 6 student leaders having previously served as Buddies. Additionally, our dedicated small group sessions after lunch provide targeted support for students developing their social skills through engaging games and activities, equipping them with the tools to navigate interactions both in the classroom and beyond. It has been a joy to witness these initiatives flourish and to be part of the positive impact they have on our students' lives.

Geoff Harrison
Treendale Primary School
YouthCARE Chaplain.



Student Attendance

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	52.0%	35.5%	10.5%	2.0%
2023	67.3%	23.6%	7.0%	2.0%
2024	66.0%	24.8%	6.7%	2.4%
Like Schools 2024	61.4%	25.3%	10.0%	3.4%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	88.3%	88.4%	88.3%	87.9%	76.2%	69.5%	88.3%	87.4%	86.6%
2023	90.9%	89.4%	90.3%	89.7%	78.7%	74.3%	90.9%	88.6%	88.9%
2024	90.4%	90.3%	91.0%	89.7%	80.2%	74.3%	90.4%	89.3%	89.4%

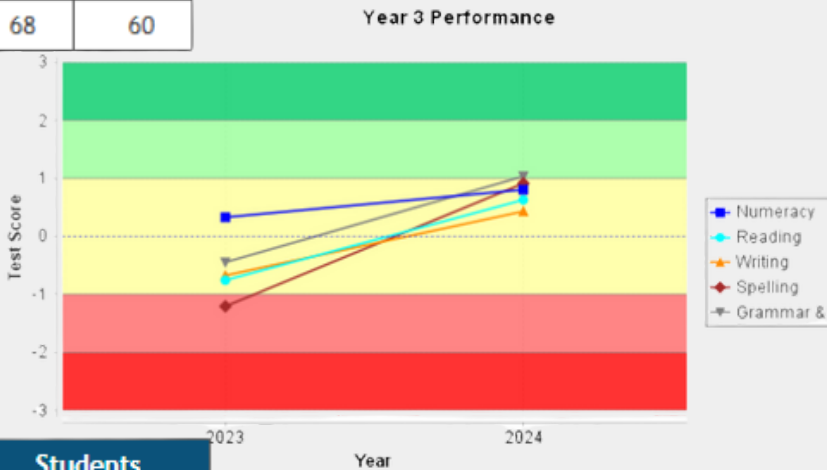


NAPLAN Results

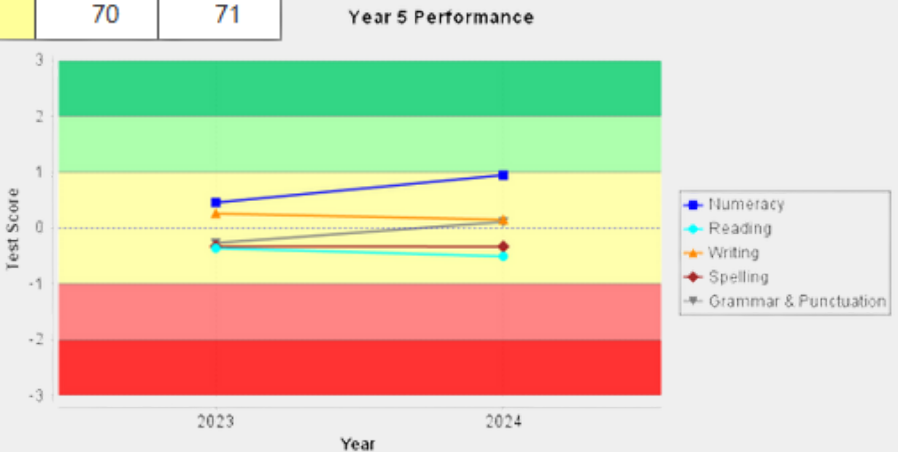
Our NAPLAN results show fantastic growth in all testing areas for Year 3 students. This is a direct result of consistent teaching across the Early Years and evidence based whole school learning sequences.

Our Year 5 NAPLAN data shows stability across the testing areas with growth in Numeracy and Punctuation and Grammar. Reading, Writing and Spelling will continue to be a focus through the next business plan as we refine the delivery of each Whole School program.

Year 3	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.3	0.8	67	60
Reading	-0.8	0.6	67	62
Writing	-0.7	0.4	67	61
Spelling	-1.2	0.9	68	60
Grammar & Punctuation	-0.4	1.0	68	60



Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.5	0.9	70	70
Reading	-0.4	-0.5	70	72
Writing	0.3	0.1	70	72
Spelling	-0.3	-0.3	70	71
Grammar & Punctuation	-0.3	0.1	70	71



Financial Report

ONLINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	65,189	65,189
Carry Forward (Salary):	196,271	196,271
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,240,328	6,240,328
Locally Raised Funds:	322,588	319,477
Total Funds:	6,824,376	6,821,265
EXPENDITURE		
Salaries:	5,949,325	5,949,325
Goods and Services (Cash):	656,389	579,446
Total Expenditure:	6,605,715	6,528,771
VARIANCE:	218,661	292,493
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	65,189	65,189
Carry Forward (Salary)	196,271	196,271
STUDENT-CENTRED FUNDING		
Per Student	4,474,160	4,474,160
School and Student Characteristics	1,507,983	1,507,983
Disability Adjustments	91,379	91,379
Targeted Initiatives	135,480	135,480
Operational Response Allocation	20,614	20,614
Total Funds:	6,229,616	6,229,616
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	16,000	16,000
School Transfers – Salary	(273,653)	(273,653)
School Transfers - Cash	271,054	271,054
Department Adjustments	(2,689)	(2,689)
Total Funds:	10,712	10,712
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	17,820	19,253
Charges and Fees	50,616	54,061
Fees from Facilities Hire	39,396	29,400
Fundraising/Donations/Sponsorships	7,721	8,028
Commonwealth Govt Revenues	2,421	2,421
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	6,260	6,320
Other Revenues	38,614	40,255
Transfer from Reserve or DGR	159,740	159,740
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	322,588	319,478
TOTAL	6,824,376	6,821,266
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,227,088	5,227,088
New Appointments	0	0
Casual Payments	720,167	720,167
Other Salary Expenditure	2,071	2,071
Total Funds:	5,949,326	5,949,326
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	19,920	12,307
Lease Payments	11,945	9,550
Utilities, Facilities and Maintenance	252,195	227,275
Buildings, Property and Equipment	125,840	123,378
Curriculum and Student Services	185,968	152,061
Professional Development	34,500	28,025
Transfer to Reserve	19,621	19,621
Other Expenditure	5,180	5,275
Payment to CO, Regional Office and Other schools	1,220	1,955
Residential Operations	0	0
Residential Boarding Fees to CO (Aa Colleges only)	0	0
Farm Operations (Aa and Farm Schools only)	0	0
Farm Revenue to CO (Aa and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	656,389	579,447
TOTAL	6,605,715	6,528,773



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5 Opal Dr, Australind WA 6233



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