**Our logo** represents the Collie and Brunswick Rivers which join to form two natural borders of the Treendale Estate, the bushland surrounding the estate and the community coming together.

**Our motto** was developed through community consultation in July 2013; bringing together the words parents used for what they wanted their new school to be.

**Our vision** was developed by staff and endorsed by the School Board; it brings together the motto within the logo to capture the essence of our school.

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"I feel the school staff strive to work in partnership with families and I am so grateful for this as it means we can all achieve so much by working together."

Parent

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**Treendale staff believe students achieve excellence when...**

...their social, emotional and physical needs are met

...individual learning needs are catered for through differentiation

...they experience rich learning in safe, hands on, visually motivating and challenging environments

...they are encouraged to work collaboratively

...digital technologies are meaningfully embedded into learning to best equip them for the future

...they are supported to engage and learn by skilled, professional, collaborative and enthusiastic staff

...family and community are included, supported and supportive

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After only two years, Treendale Primary School continues to grow with the community whilst providing high quality educational programs for children in Kindy to Year 6.

The individual needs of students are catered for in a friendly, safe and exciting learning environment where children are supported to develop confidence and resilience whilst achieving their learning and social potential.

A culture of collaboration is strong between the school and community and within the school. Our staff work closely together to plan for exciting, rich and meaningful learning programs that enhance and develop young minds. All literacy learning is linked to the Australian Curriculum ‘History’ and ‘Geography’ descriptors ensuring rich and meaningful learning. 2015 saw the very successful introduction to whole school learning themes; the ANZAC tradition in Term 2, Rivers in Term 3 with our first whole school excursion to the nearby Brunswick River and Celebrations in Term 4.

The introduction of our very successful BYO iPad Program supported individualized learning and the development of curious learners. Students are supported to create and publish their learning in ways not previously possible.

The strong sense of community continued to grow in 2015 with attendance at assemblies and whole school events very high; picnics, celebrations, open afternoons, the Lapathon...all indicators of success.

As Treendale Primary School grows in size, it also grows in strength and its reputation as being a provider of excellence, creativity and innovation in education.
Self Assessment Reflection
In Term 4 staff used the National School Improvement Tool to reflect on the effectiveness and performance of the school against the 9 domains. Feedback indicated Treendale Primary School was achieving either the ‘outstanding’ or ‘high’ descriptors in all domains. 75% of staff felt the school met the ‘outstanding’ descriptors when considering how the school ‘creates a culture that promotes learning’, how the school is ‘developing an expert teaching team’ and how the school is ‘delivering differentiated teaching & learning’. 87.5% of staff felt the ‘high’ descriptors best described how we were ‘working towards analysis and discussion about data’. Staff were also asked to reflect on the effectiveness of the Administration Team. Comments provided by staff include:
“You set a great example to others. Your commitment to student learning and wellbeing is clearly evident. How you work through challenges and change together.”

Business Plan
The 2014-2016 Business Plan was finalised in 2015. The plan was developed in collaboration with the School Board and staff who made regular contributions. It was acknowledged by all that the plan reflected not only the future direction of the school, but also the successes and reflections from 2014. Four Strategic Focus Areas were identified keeping in theme with the vision statement, school motto and inline with the Department of Education’s Strategic Plan;
• Creating Successful Students
• Growing Excellence in Educators
• Developing Effective Partnerships Together
• Building a positive learning environment
In 2016 the Department of Education Services will conduct an in depth review of the School measuring success against the Business Plan and Delivery & Performance Agreement.

2015 Highlights
* Harmony Day Family Picnic
* Treendale Playgroup
* Chaplaincy Program
* Leadership Day with ASHS
* Eagles Excursion
* Bookweek Dress Up
* Open Night & Afternoons
* Lapathon
* Choir
* Year 5/6 Camp
* Year 6 Graduation
* Easter Parade
* Opening of the canteen
* Tree planting with Bunnings
* Fairy Tale Dress Up
* Rm 15 Adventure World
* Whole school River excursion
* Mother’s Day Morning Tea
* Running Club
* Taiko Drumming Group
* 100 Days of School Celebration
* Bouncing Castle Reward
* Tiny Treenies
* ANZAC Service
* P.J Day
* Footy Colours Day
* Crazy Hair Day
* Faction Athletics
* Father’s Day BBQ
* Science Club
* New playground
* Kindy Graduation
* Celebration Picnic
The summary of 2015 NAPLAN achievement indicates the percentage of students who achieved at or above the National Minimum Standard. In only the school's second year, it remains as no surprise that the Treendale mean scores in all ten assessment areas are lower than both the West Australian and Australian mean scores. Despite this, significant improvements are noted from 2014 to 2015 data with reductions in the gap between these scores. This is particularly so for Year 5 writing where the Treendale mean exceeded that of the state.

Graphs below show the performance of Year 3 and 5 students in 2014 and 2015 when compared against the state. Whilst writing data demonstrates improvement in both year levels, reading and numeracy are of concern in Year 3, particularly in reading. It is important to note that this data is comparing different student cohorts.

In addition to NAPLAN assessments, school based student performance data from Kindergarten to Year 6 was collected, tracked, monitored and used to inform planning in line with the Assessment Schedule. The data collected in 2014 formed the basis for the 2015 Improvement Targets. Targets were set using NAPLAN data, PAT assessments, sight words, running records and other tools. Summary analysis of these targets indicates the following:

- Success in increasing the percentage of Year 5 students who achieved reading scores in the higher proficiency bands – 22% in 2015 compared to 15% in 2014
- Year 3 NAPLAN data in all areas except writing show poorer performance in 2015 than 2014.
- Year 4 PAT-Reading data demonstrated improvement in the percentage of students who achieved the mean score or higher; year 6 performance was slightly lower.
- Year 2 Running Records performance was much improved with 59% of students achieving level 22 or higher and 13% achieving less than level 12.
- Year 1 Running Records data demonstrated that 59% of students achieved level 12 or higher; an increase of 9% from 2014.
- Year 5 NAPLAN numeracy performance demonstrated improvement in performance when measured against 'like schools' with a higher percentage of students achieving in Bands 7 & 8.

The introduction of a whole school sight words program at the beginning of 2015 supported the much improved recognition of sight words across the school. By the end of 2015, 66% of Pre-Primary students were reading the ‘first’ 20 words; an increase from 34% in 2014.

Writing continues to be supported with hands on professional learning delivered by Dr Ann Morrice with a whole school implementation of ‘Literacy Cycles’. The success of this is evident in student performance data, however we must balance this with the delivery of PL for teachers in other core teaching areas to improve student performance.

Teachers set, monitor and analyze SMART Targets for their classes which are based on whole school performance targets. They meet with the Principal to monitor and adjust targets as needed.

2016 Improvement Targets will be set based on 2015 data acknowledging gaps and areas where targets were not specific or measureable.
Learning Technologies

Preparing children for an unknown future requires a skillset far different to that provided traditionally. Children need to discover, explore, inquire, create, collaborate and pose relevant meaningful questions in order to gather the answers needed. Using Apple technologies as the platform to provide an environment in which children can acquire these skills has proved to be highly successful for the students of Treendale.

Although students were provided with access, opportunity and effective use of technology with 54 iPads and 16 MacBooks available for all in Kindy to Year 6 on a daily basis in 2014, the new era of a ‘Bring Your Own iPad’ begun in 2015, with an impressive 83% uptake between Years 1 and 6 as of the end of Week 1, 2015 and 93% by the end of the year.

New teachers were supplied with an iPad and MacBook and along with all staff were provided with regular professional learning to support the effective use of the technology through after school iCafes. These forums allowed teachers the opportunity to enhance their own skills and understandings of the SAMR model; moving from using iPads as a substitution ‘tool’ task to ‘redefining’ learning.

As the skills and expertise of LT instruction by staff had increased, the Specialist teaching was only provided to students in Pre Primary on a weekly basis which was supported by the class teacher during the week.

The profile of the school’s success with the integration of technology had spread and requests from other schools to visit had begun. With our ongoing commitment to developing technology practices and sharing with others, we applied to become a Teacher Development School in Digital Technologies as well as the request to be acknowledged an Apple Distinguished Program. This will provide us with additional resources to grow as educators and share our successes and journey with others.

From the Board Chair, Clair Panetta

“Treendale Primary School grew significantly in 2015 but the core structures that were implemented in the schools foundation remained constant. Treendale sets clear high standards across all learning areas, staff performance and student achievement which is recognised, valued and endeavoured by all. As Board Chair I am proud of the growth and success our school has had in such a short amount of time. Treendale Primary School definitely lives up to its reputation of being one of the most high regarded schools in the state.”

Dayle Hamilton, Board Member

“Love seeing how much students have grown and developed in the last year which I believe is as a result of the partnerships between the students, teachers and family members.”

Attendance

<table>
<thead>
<tr>
<th></th>
<th>TPS Total Average Attendance</th>
<th>State Average</th>
<th>Treendale Regular Attendance (&gt;90%)</th>
<th>State Average</th>
<th>Treendale At Risk Attendance</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>94.8%</td>
<td>92.6%</td>
<td>86.5%</td>
<td>75%</td>
<td>13.5%</td>
<td>25%</td>
</tr>
<tr>
<td>2015</td>
<td>95.6%</td>
<td>92.7%</td>
<td>89%</td>
<td>78%</td>
<td>11%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Treendale Primary School’s average attendance is pleasing and higher than the state average at 95.6% compared to the state at 92.7%. However, concerning is the trait of high level ‘at risk attendance’; an average of only 81.1% of students attended more than 90% in Semester 2 2015. A large number of families take vacations during school term due to work rosters or simply because family vacations are cheaper during non-peak/school holiday times. An Attendance Policy will be developed in 2016 and broadly shared to support improved attendance levels across the school.

- creating excellence together -
Financial Review

In 2015 we managed a total budget of $3,219,032 with $2,548,248 expended on salaries. 73% of Voluntary Contributions were collected and $124,601 was rolled over at the conclusion of 2015. Significant purchases of furniture, technology, curriculum resources and establishment needs continued to be made.

The canteen facility was successfully tendered to ‘Jule’s Kitchen’ which provides a service to students and staff four days a week. The lease of the canteen provides income to the school.

Uniforms continue to be provided by Totally Workwear with the school operating its own uniform store. A profit of $1,953 was made during the year in uniforms with these funds staying within the uniform budget to assist in ensuring adequate stock is on hand.

As a result of school based fundraising, $13,047 was generated which contributed significantly to the installation of a new playground.
Social and Emotional Wellbeing

The “You Can Do It” Program continues to be implanted across the school from Kindy to Year 6 with explicit teaching of the ‘5 Keys to Success’; Confidence, Getting Along, Organisation, Persistence and Resilience. A common language is used by everybody and reinforced with clear signage and displays throughout the school. Every teacher awards a merit certificate at each assembly for the demonstration of one of the keys.

In 2015 we welcomed the commencement of our School Chaplain, Mr Geoff Harrison. Geoff joins us from Youthcare and provides an invaluable service to students and their families twice a week. In addition the School Psychologist supports our school in the provision of advice, assessment and counseling.

Positive reinforcement for appropriate behavior continue to be provided through the whole school faction token system with daily prizes leading to the fortnightly “Super Draw” and end of term “Super Duper Draws”.

Academic excellence and endeavor is supported through the presentation of merit certificates at each assembly as well as through the ‘iBook of Wonder’; teachers refer students to the office for a member of the leadership team to view the student work, question it and provide praise before being ‘entered’ into the “electronic” book. At the end of each semester students who have visited three times are invited to “Pizza with the Principals”.

From Student Leaders

“It was a huge privilege to be head girl for Treendale Primary School in 2015. Being voted in by many people who entrust you to do the right thing. It can be a difficult journey, you have many students and teachers watching, trusting and counting on you and I believe it made me a better, stronger, kinder person for carrying the responsibility for the year. If something in life is easy, it’s not a challenge and challenges make us better people!” Jessica Kemp, Head Girl

“I really enjoyed my role as Head Boy 2015 at Treendale Primary School. I loved being a good role model for the other students, helping them be confident and believing in themselves. It was very rewarding and I enjoyed every moment of it.” Muzzaffar Anuwar, Head Boy

The staff say...

“Treendale is an amazing school and every day is rewarding. As a new staff member, I walked into a committed, enthusiastic and dedicated school that within its foundation year created a culture of collaboration, equality and high professional standards. Being a new team member at Treendale, I am continually inspired by my colleagues and value the continual support for each other. Our desire to create excellence, encourages our team to look at learning from different perspectives, produce our best and meet specific needs. I am very proud to be part of this unique team.” Chrissy Borbas, Kindy Teacher

“High expectations and accountability is evident in all aspects of the school, ensuring we can continue to improve our teaching and strive for excellence.” Candice Barclay, Year 3/4 Teacher

“Working at Treendale really opened my eyes to the possibilities of what amazing teaching can be like. The environment, the teamwork, working with eager students and the community feel helped consolidate that teaching was for me. On the other hand, there was a lot of new professional learning (with LT) that had to be done, which at times caused a lot of stress. But now I see the importance of keeping the staff’s professionalism high as it shows around the school what a successful school community we are.” Chelsea Raisin, Year 1/2 Teacher