Our School

In just one year Treendale Primary School is very proud of its achievements, growth, excellence and strong sense of community spirit.

2014 was an exciting and successful year for all involved in the school. Families embraced the opportunity to have their new local school open with state of the art facilities and staffed with highly dedicated and committed educators and support staff. Students relished in their new learning environments; safe, welcoming and colourful.

Treendale Primary School opened as an Independent Public school giving it autonomy and flexibility to meet the needs of the community and its children from the outset. Learning is within a wireless ‘Apple’ environment with access to iPads and Notebook technologies complimented by modern screens and inquiry based learning. We are proud of the developments made in such a short time with technologies well embedded into all learning programs and celebrated accordingly.

We are proud to say that in our first year many accomplishments were made setting the scene for ongoing success. A highly functioning School Board was established with 6 parent representatives, 3 staff and the Principal. The Treendale Playgroup grew with the keen interest of parents and now operates twice weekly in an Early Years classroom. A positive relationship was built with OSHClub, providing before and after school care. Community partnerships were strengthened with parents and local businesses; their support is vital to the ongoing growth of the school.

Student learning in an environment built on collaboration. Working together to achieve innovation, with creativity and inquiry led and modeled by all staff. Literacy programs have been based entirely around the History strand of the Australian Curriculum making for rich, authentic learning experiences. Specialist teachers in Japanese, Science, Health and Physical Education ensure a varied curriculum is delivered.

With such new foundations we have much to build on and to look forward to. Everything we do at Treendale Primary School is in the best interests of our students; building strong, confident, resilient learners of the future who will strive to achieve excellence in all that they do.

In a snapshot...
238 students Feb 2014

Principal
Leonie Clelland

Deputy Principal
Simone Boccia

Registrar
Karen Thomson

Total Teaching Staff 2014
13 in 11.4FTE

Education Assistants
6 in 4.2FTE

Support Staff
8 in 5.2FTE

Board Chair
Clair Panetta

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.
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

Satisfaction Surveys
In 2014 Year 5 & 6 students, all families and staff were invited to participate in the National School Opinion Survey for the first time. Response levels were disappointingly low with 93% of students, 66% of staff and only 16% of families completing the survey. Despite this, satisfaction across the board was high.

Parent Survey
✓ 95% of families believe that teachers expect their children to do their best
✓ 89% of families agree or strongly agree that their child feels safe at school
✓ 84% of families agree or strongly agree that student behavior is well managed

Student Survey
✓ 74% of students feel safe at school (strongly agree or agree) with 7% neither agree or disagree
✓ 82% of students like being at school (strongly agree or disagree) and 11% neither agree or disagree
✓ 92% of students think that teachers expect them to do their best (strongly agree or disagree) whilst 4% neither agree or disagree

Staff Survey
✓ 100% of staff believe that teachers expect students to do their best
✓ All staff believe students feel safe at school with 89% strongly agreeing and 11% agreeing
✓ 94% of staff agree or strongly agree that they receive useful feedback about their work with 6% neither agreeing or disagreeing

From the students…
“Treendale is great! I love doing sport and going to the science room.” Year 1 student
“I love doing experiments in Science and making new friends.” Year 2 student
“I like playing on the bright playgrounds and using the iPads.” Pre Primary Student

2014 Highlights
* Our very first day!
* Establishment of the Board
* ANZAC Service
* PJ Day
* Crazy Hair Day
* Open Night
* Japanese Exchange Visit
* Year 5/6 Camp
* Year 6 Graduation
* Harmony Day Family Picnic
* Treendale Playgroup
* Official Opening May 16th
* Fairy Tale Dress Up
* Bookweek Dress Up
* Mother’s Day Morning Tea
* Lapathon
* 100 Days of School Celebration
* Water Fun Day
* Easter Parade
* Pirate Day
* Tabloid Sports Day
* Footy Colours Day
* Faction Athletics
* Father’s Day BBQ
* Running Club
* Kindy Graduation
* Celebration Picnic
Academic Achievement & Reflection

The summary of 2014 NAPLAN achievement indicates the percentage of students who achieved at or above National Minimum Standard. As a new school, students attended Treendale for no more than 12 weeks before completing the assessment. With limited time to implement effective whole school practices, it is with no surprise that mean scores are consistently below state and national means, despite most children meeting the national minimum standard across the ten assessments (percentages shown).

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2014 NAPLAN data provides baseline information and a foundation to set realistic improvement targets for 2015 and beyond. We will seek to meet, then exceed National Means in all assessments. The graphs below are ‘longitudinal’ which demonstrate school performance in comparison to the state. Over time, these graphs will show improvement in both Year 3 and 5.

In addition to NAPLAN assessments, school based student performance data from Kindergarten to Year 6 was collected, tracked, monitored and used to inform planning. Quantitative data was collected in reading, spelling and mathematics. Significantly this data was used to set Improvement Targets across all year levels and learning areas for 2015.

Numeracy data from NAPLAN supports school based student performance where ‘PAT-Maths’, an ACER normed assessment tool, indicates we have much work to do to lift the achievement standards for the majority of students. Detailed data analysis, interpretation and planning coupled with meaningful, engaging lessons will ensure improvement is attained.

School based student performance data in Reading is collected using ‘Running Records’ and the ACER normed assessment tool ‘PAT-R’. These tools have assisted teachers to identify student needs and areas of teaching emphasis. Explicit reading lessons guide students to develop improved skills and comprehension of texts read. In 2014 54% of Pre-Primary students independently read the first 20 sight words and 34% of these students could spell the same words. This data, amongst other collected, sets the foundation for improvement.

A Whole School Home Reading Challenge was introduced in Term 1 to assist in developing a love of reading as well as to promote reading at home. With fortnightly incentives and certificates, the challenge has been embraced across the school. In 2015 the Challenge will be slightly modified to place a greater emphasis on students selecting texts for enjoyment as opposed to ‘Leveled Readers’ being the basis for the program.

The establishment of the school Library has been a challenge met with enthusiasm by staff and parent helpers. By the end of 2014 more than 1540 Fiction and Non-Fiction texts were housed on the shelves and available for borrowing by students. 2015 will see further expansion of the collection with an emphasis on Fiction texts.

Writing is supported across the school by visiting consultant Dr Ann Morrice. Ann works alongside teachers to model highly effective strategies including the “Literacy Cycle”. With high stimuli and rich language development, significant improvements in student writing was evident all year levels since Dr Morrice’s first visit in May.

Teachers across the school set SMART targets for Literacy, Numeracy and social improvement. These targets were monitored and reflected on with the school leadership team to ensure continued reflection and improvement in student achievement.
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. During 2014 each teacher was provided with an iPad and a MacBook to support their own learning whilst facilitating that of their students. Access, opportunity and effective use of the provided technology was a focus during 2014 with 54 iPads and 16 MacBooks available for all students in Kindy to Year 6 on a daily basis. Teachers 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. Specialist teaching was provided to all students from Pre Primary to Year 6 on a weekly basis with effective skill development the focus. These lessons took place in the ‘The Dock’ (Domain of Collaborating Kids) in an environment which made rich links to History through the creation of a Museum of Technology.

In order to provide further opportunity to students and personalize learning, a Year 1 - 6 BYO Parent Funded iPad program for 2015 was initiated with significant planning, research, policy development, training, communication with parents, workshops and a trial day all put in place ready for 2015. With significant support, preparations are now in place for this program’s introduction. It is without doubt an exciting space at Treendale.

Board Members reflect on 2014 at Treendale...

“Love the collaboration and partnerships between students, teachers, admin and parents.”

“Everyone feels welcome.”

“Love that there are such high standards and expectations.”

“Very proud to be a part of the school.”

“I love the whole school is the WHOLE school.”

From the Board Chair, Clair Panetta

“It has been a pleasure to be a part of the TPS board; helping to steer the school in the direction we all want it to take, upholding the high expectations that were put in place prior to the school opening and collaborate to propose, develop and update strategies to see the school strive to be the very best in all areas so that our children receive the best possible education.”

Attendance

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<th>Year 1</th>
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<th>Year 4</th>
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<tr>
<td>Treendale</td>
<td>95%</td>
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<tr>
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Treendale Primary School’s average attendance is pleasing and higher than the state average at 94.8% compared to the state at 92.1%. However, concerning is the trait of high level ‘at risk attendance’: only 82.9% of students attended more than 90% in Semester 2 2014. 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. A range of strategies are currently employed to reward, reinforce and remind families of the need for children to attend school everyday. These will be continued and reviewed in 2015.
In 2014 Treendale Primary School managed a total of $1,977,735 in salaries through Schools Flexible Salary Allocation. These funds were held centrally by the Department of Education with planning and management taking place at the school level. An establishment grant of $408,500 provided in 2013 with $365,155 rolled over into 2014 funds.

Significant purchases were made from October 2013 and through 2014 to ensure students had access to essential learning resources. All furniture, 'screens' and playgrounds were included as a part of the ‘build’. 72 iPads and 30 notebooks, concrete resources, reading books, library materials, administration equipment and stationery were amongst the items purchased from contingencies.

The school runs its own uniform store with Totally Workwear Bunbury as the supplier of all uniforms. During 2014 $106,956 was expended to establish the store and acquire stock with $55,953 in sales over the year. 79% of the school community paid Voluntary Contributions and $8,722 was generated by fundraising.
Social and Emotional Wellbeing

The “You Can Do It” Program has been introduced 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.

A Pastoral Care Policy was introduced in 2014 laying the foundations for high standards of student behavior. Rights and Responsibilities of students and staff are clear and reinforced with families informed of expectations and processes through a ‘Pastoral Care for Families’ Handbook.

Positive reinforcement for appropriate behavior is 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”. This process will continue in 2015 with some refinements to encourage all teachers to embrace it as a celebration of excellence.

From Student Leaders

“Being the Head Boy has not always been easy because there is a lot of pressure to be a role model. I have worked hard to be better at Getting Along like playing sensibly with others so younger students can see the correct way to behave.” Michael Te Puia

“I enjoyed the responsibilities expected of me as Head Girl, assisting with jobs and representing Treendale Primary School.” Sasha Henden

The staff say…

“2014 was an incredible journey as a foundation staff member; I am very proud to have been part of the team. We went from a group of individuals to a strong team that created a fantastic learning environment for our school community. It was an amazing first year that has laid the basis for a terrific future.” Teacher

“2014 was such a rewarding year, it was an honour to be a foundation staff member and be part of such an enthusiastic, fresh team. As a new school we were challenged in many different ways, but as with all challenges we met them all with confidence & persistence to ensure we created excellence.” Education Assistant

Looking forward to 2015

Strong foundations have been laid for ongoing and future success. With growth in the student population, additional staff have been appointed and processes put in place to ensure that as the school grows no one loses sight of the high expectations set or the excellence we seek to achieve. As an Independent Public School we will embrace the systemic changes to the funding of all schools and ensure physical, human and financial resources are maximized in the best interests of all students. We will continue to reflect on what we do, how we do it and our desired outcomes in order to ensure we move and adapt to not only a rapidly changing world, but also meet the needs of our changing community.

At Treendale Primary School we show and value the 5 ‘Keys to Success’