



Treeby
PRIMARY SCHOOL

Annual Report
2024





School Overview

At Treeby Primary School, we believe that every child will learn and reach their full potential, when they are supported by adults who care for them, when they are connected to each other, and when there is a deep sense of belonging to our school and community.

It is our absolute privilege to work together and act on our potential to make a positive difference to our students. Our school community is proudly united in the shared belief that we are better when we are together, and when our decision making has students at its centre.

Treeby Primary School caters for children from early childhood education to Year 6. Our motto of 'Growing Precious Minds' encompasses our strong culture focused on high expectations, academic excellence and ensuring that all children have the skills needed to be active and resilient citizens.

Message from Principal

At Treeby Primary School we are committed to Growing Precious Minds and supporting all students to achieve high expectations.

Our 2024 Annual Report provides parents and members of the wider community with a summary of our school's performance over the last year. Within the report are details of student performance in academic and non-academic areas and an outline of our Business Plan. Also detailed in the Annual Report are celebrations of the major achievements and highlights of our 2024 school year.

Our school's dedication to high expectations is made possible due to the adults who strive to make a positive difference to our students every day. I'd like to thank all of our teachers, school support staff and students for their hard work over the last twelve months. It is through this shared commitment to developing the whole child that enables our students to progress and achieve more than they ever thought was possible.

I'd also like to thank our P&C, School Board and all the volunteers who have worked tirelessly to provide our students with greater opportunities within their wider school experience. It is the strong sense of belonging that exists within our school; and our collective responsibility for all our students, that makes our school a positive learning community.

I hope that all parents and community members enjoy reading the 2024 Annual Report. It reflects our commitment to working in partnership to ensure that every student is provided with the academic and social support they need to rise to the challenge of high expectations at Treeby Primary School.

Jane Wescott

Principal



Message from Board Chair

2024 has proven to be another successful year for Treeby Primary School. The school's enrolments continue to grow, academic results continue to improve, students are supported and cared for, and the community works in strong partnership with the school.

This success stems from fantastic school leadership, and dedicated staff who are committed to continually growing as professionals, so that they can offer the best education for the students. My thanks go to Jane Wescott, and every Treeby Primary School staff member, who are genuinely devoted to the motto of 'Growing Precious Minds'.

The school has established a strong connection with Murdoch University. School leadership staff have dedicated time as adjunct lecturers at the university and offer practical support and knowledge to those studying teaching. We have also had the pleasure of welcoming Dr Chad Morrison, Associate Dean of the School of Education as a community member of the school board.

A highlight of this year for myself and many others has been the Treeby Times podcast. What a fantastic opportunity for the Year 5/6 students to host discussions around what matters to them and the community, all whilst developing speaking and technical skills. Please catch up on the episodes if you haven't already.

This year, the school's canteen, the Treeby Lunch Bar, was established. This has provided fantastic lunch options for our students to keep them well fuelled for their learning. Thank you to the canteen staff, and the canteen sub-committee for their support with establishing the canteen.

Through the ongoing hard work of the P&C, the school has benefited in many ways. A huge achievement is the incredible amount of money raised as part of the Rainbow Run, that will go towards air conditioning in the undercover area. I thank all parents, students, staff, and community members who have contributed time and support for the various activities the P&C has carried out for this to be possible.

Throughout the year, the Board has continued its collaboration and support of the school with oversight of financial planning and carriage, consultation and input for strategic planning, and review of codes and action plans. We look forward to the school's future growth and will continue to support the school in growing the minds of our precious children.

The graduating classes continue to grow and provide excellent leadership to our lower-year groups. We congratulate the graduating class of 2024 and wish them much success and opportunity as they take the next step in their education. It is an exciting time for them, and we hope they enjoy and celebrate all they have achieved so far.

I certainly hold a true sense of pride about what the school offers and encourage you to express your gratitude to the incredible staff whenever you have the opportunity. I wish all the students and staff a restful and happy summer break and look forward to an exciting 2025.

Nicholas Visic

Board Chairperson



Student Numbers and Characteristics

The Semester Two 2024 census data indicated that TPS had 467 students, which was an increase of 111 students from 2023.

Of these students, over 52% speak at least two languages. There are 41 different languages, other than English, spoken by students at TPS.

The stability of these student characteristics, despite significant enrolment growth, is indicative of the Treeby's diverse and multicultural community.

Workforce Composition

With increased enrolments, the number of employees has also increased. In alignment with the school's Workforce Plan, recruitment has focused on building representation of the wider Treeby community, including culturally and linguistically diverse staff.

Total Employment FTE and Headcount

Year	Headcount	FTE
2021	1	1.0
2022	33	27.4
2023	53	41.6
2024	67	53.9

Diversity of Staff

Year	Culturally and Linguistically Diverse (CALD) staff	
	Headcount	FTE
2021	0	0.0
2022	5	4.1
2023	9	6.0
2024	15	10.8

Student Attendance Data

Attendance data trends will take three to five years to develop at TPS.

In response to the 2023 attendance data, the school increased communication about the importance of regular attendance to our families, which included a focus on the impact of in-term family holidays. The school also held Attendance Challenges focused on increasing the number of students arriving to school on time, while decreasing the absences not related to sickness.



We are not currently meeting the target that by the end of 2023, we will have decreased the percentage of students arriving 'late' to school compared to 2022 data.

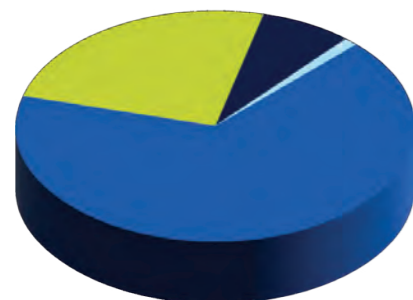
- 2022 data – 1559 instances of arriving to school late, from 170 students. This equates to 66% of students arriving late to school at least once during the school year.
- 2023 data – 2364 instances of arriving to school late, from 254 students. This equates to 72% of students arriving late to school at least once during the school year.
- 2024 data – 1908 instances of arriving to school late, from 303 students. This equates to 65% of students arriving late to school at least once during the school year.

The percentage of regular attendance has improved sufficiently that we are meeting Business Plan targets, however, there is still significant room for improvement.

- 2022 Semester One regular attendance – 52% (impacted by COVID lockdowns)
- 2023 Semester One regular attendance – 63%
- 2024 Semester One regular attendance – 67%
- 2022 Semester Two regular attendance – 67%
- 2023 Semester Two regular attendance – 69%
- 2024 Semester Two regular attendance – 67%

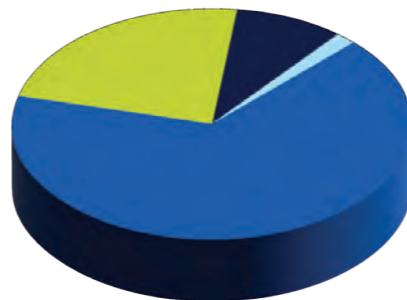
While there has been an improvement in regular attendance during Semester One, this still remains a concern and has the potential to negatively impact student academic and social development. As such, working in partnership with parents to address attendance concerns, for students with absences not related in sickness in particular, will remain a priority.

Attendance Profile 2024 Semester 1 Compulsory



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Attendance Profile 2024 Semester 2 Compulsory



Business Planning

The inaugural Business Plan was developed in collaboration with the staff of Treeby Primary School and the School Board in 2022. The Business Plan is a working document that guides the school's decision making, and the systems that underpin our whole school approaches. The Plan is informed by the Department of Education's Corporate Framework including the Strategic Plan for WA Schools and Focus documents, in addition to school performance data and the feedback of our school community. Following governmental changes to NAPLAN in 2023, the original Business Plan targets have been slightly refined to ensure that they are measurable throughout the Business Plan period.

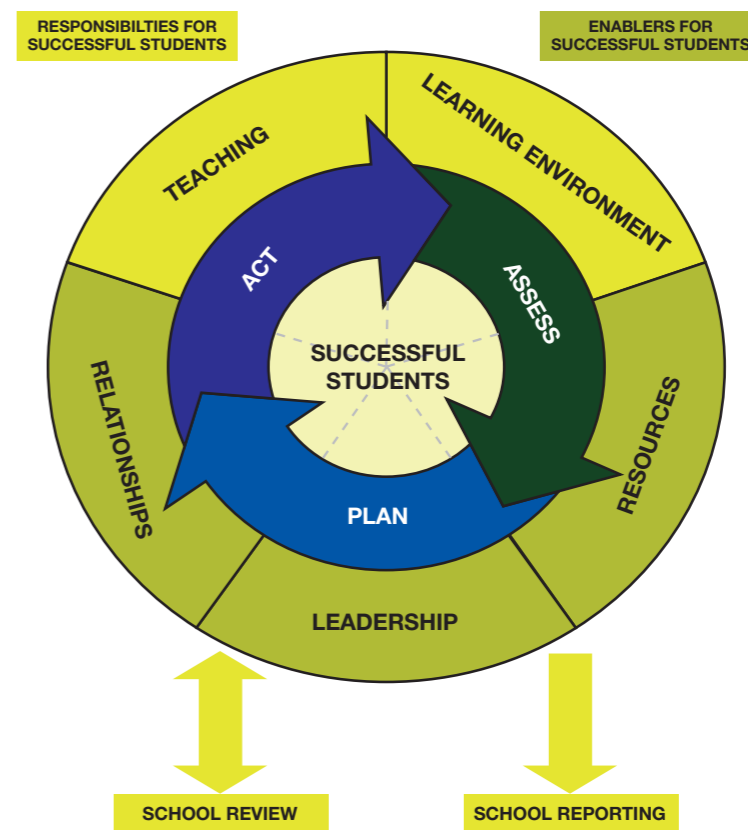
It is aligned to our school's Operational Plans that provide finer details and support the achievement of the Business Plan's Targets. These Operational Plans also form a clear link between the teachers' classroom planning and the overall strategic direction set out in the Business Plan.

Through monitoring of the Business Plan, we will be accountable for our school's commitment to 'Growing Precious Minds'.

School Improvement and Accountability Framework

At Treeby Primary School we utilise The School Improvement and Accountability Framework to support our self-assessment. This includes making judgements about our progress, the setting of targets, the development of strategies for improvement and the monitoring of improvements over time.

We recognise that the prerequisites for successful students are high quality teaching, and a learning environment focused on high expectations for every child and community member in our school. We further recognise that effective leadership, relationships based on trust and mutual respect, and the targeted use of school resources are the enablers for high quality teaching and positive respectful relationships to be embedded at Treeby Primary School.





Australian Student Wellbeing Framework

The Australian Student Wellbeing Framework underpins our beliefs about 'successful students' and drives our commitment to work together with our community to make a positive difference to our students, every day. This Framework affirms that long term student success is enhanced when wellbeing, belonging and interconnectedness are prioritised. The five elements of the Framework: Leadership, Inclusion, Student Voice, Partnerships and Support inform our whole school approaches, and the strategies outlined in the Business Plan.

Student Achievement and Progress

NAPLAN provides nationally comparable data to help governments evaluate how education programs are working and whether students are meeting literacy and numeracy standards. It also allows parents to compare their child's achievements to the national average of all students in the same year and against the proficiency levels.

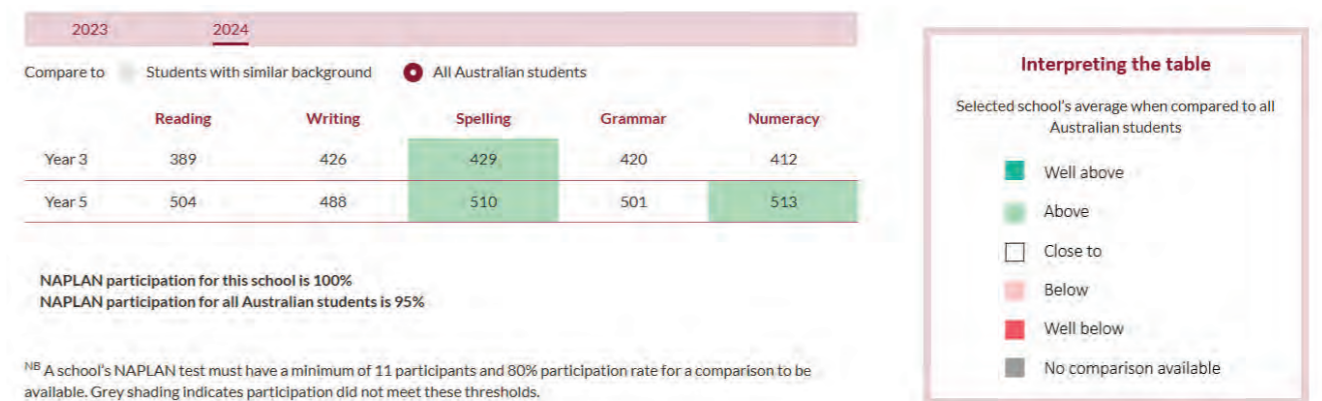


From 2023, new standards were introduced to NAPLAN reporting. This reporting replaces the previous numerical NAPLAN reporting bands and national minimum standards. As a result of changes to the measurement scale introduced with the new standards, data from 2023 onwards cannot be directly compared with results from 2008 to 2022.

The Business Plan target that relates to NAPLAN is:

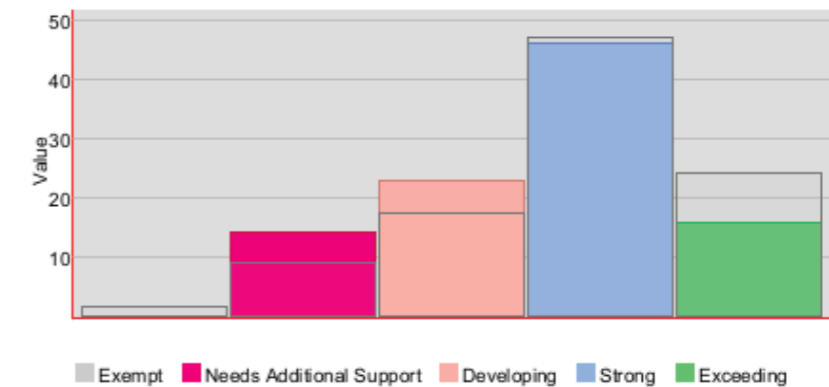
By 2025, Year 3 and Year 5 NAPLAN results will be above the national average in Reading, Writing, Language Conventions and Numeracy.

We are currently meeting this target.

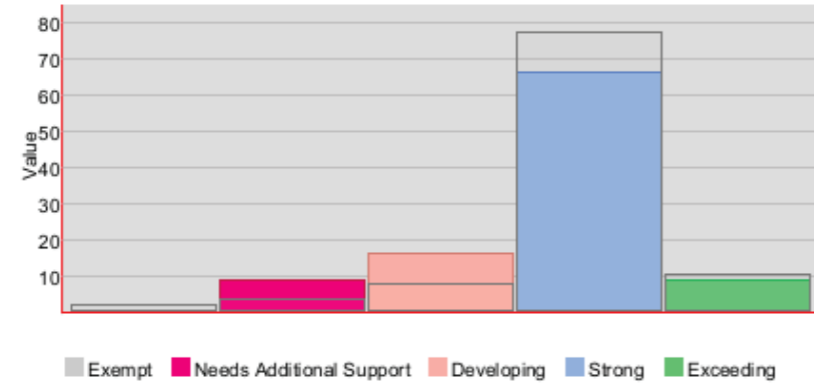


Year 3

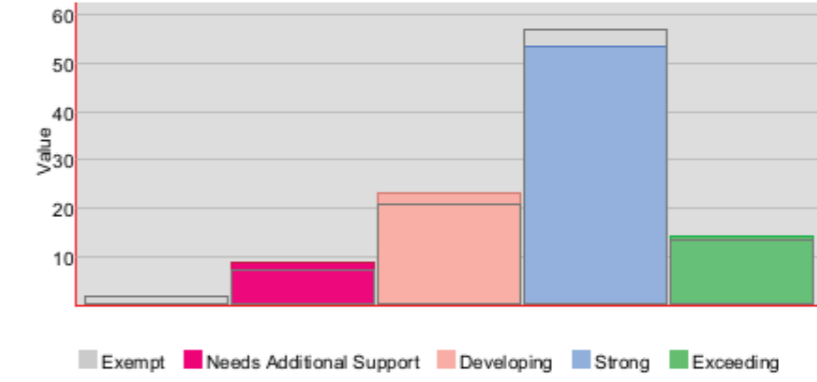
Reading - Proficiency Filters : All Students



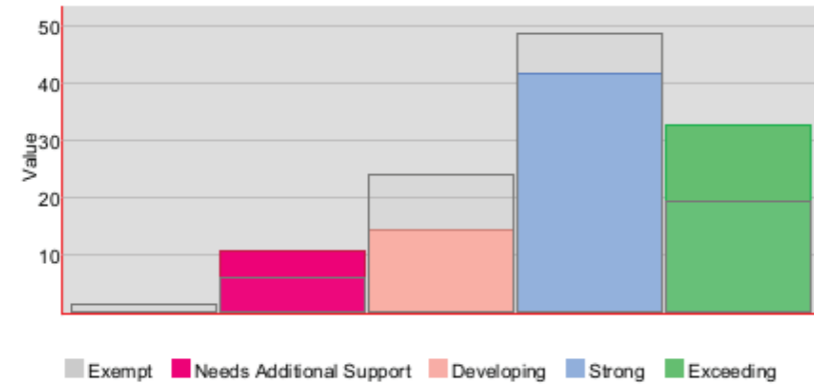
Writing - Proficiency
Filters : All Students



Numeracy - Proficiency
Filters : All Students

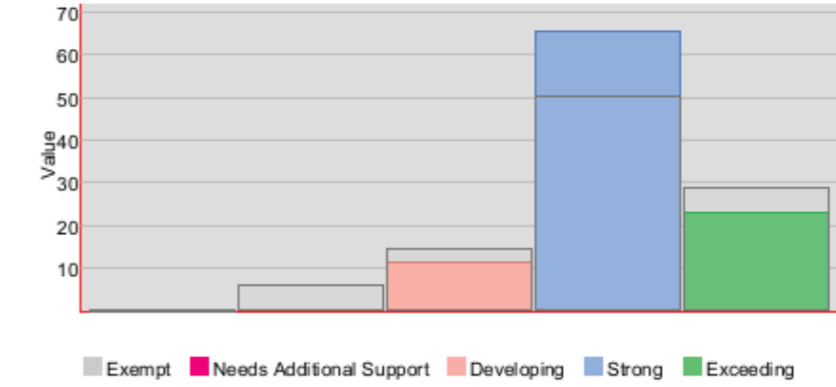


Spelling - Proficiency
Filters : All Students

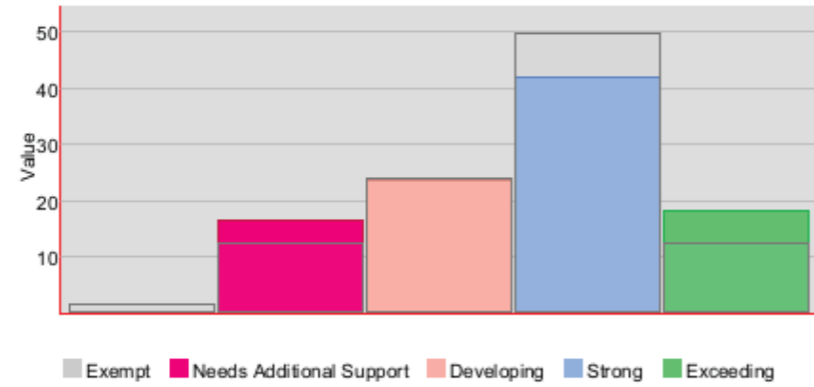


Year 5

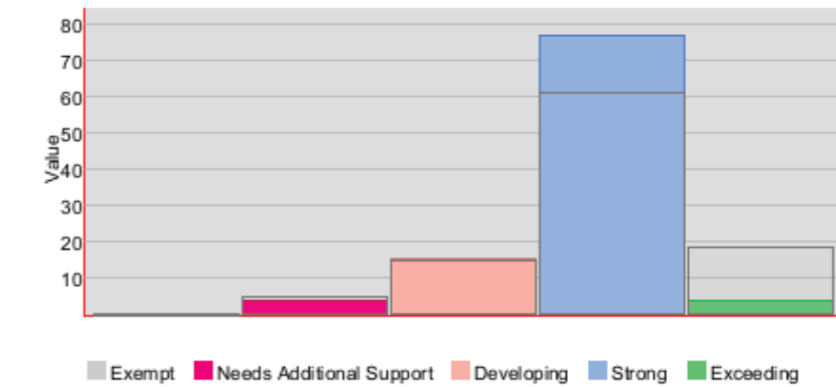
Reading - Proficiency
Filters : All Students



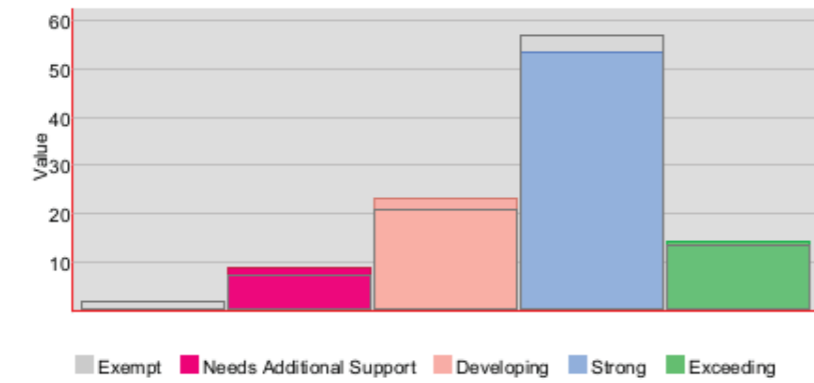
Grammar - Proficiency
Filters : All Students



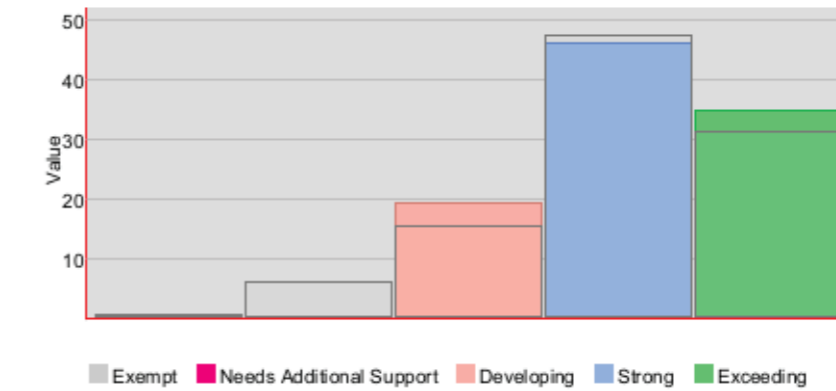
Writing - Proficiency
Filters : All Students

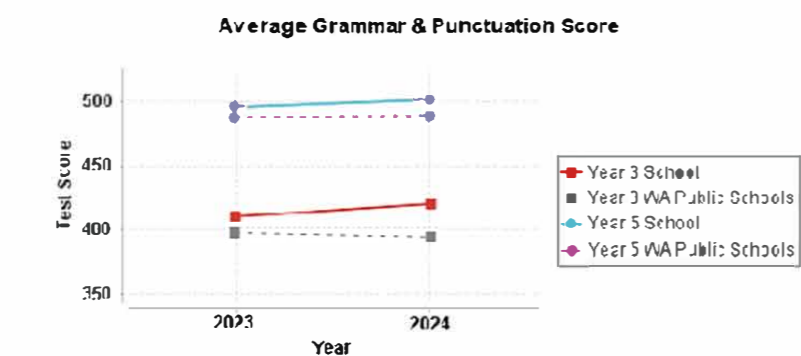
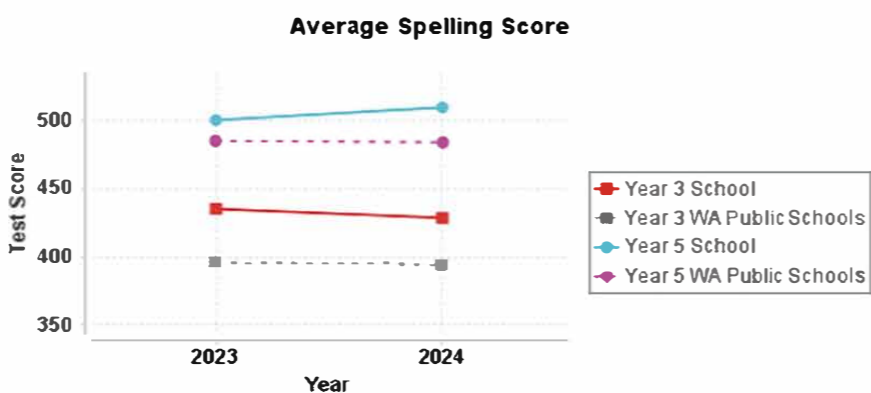
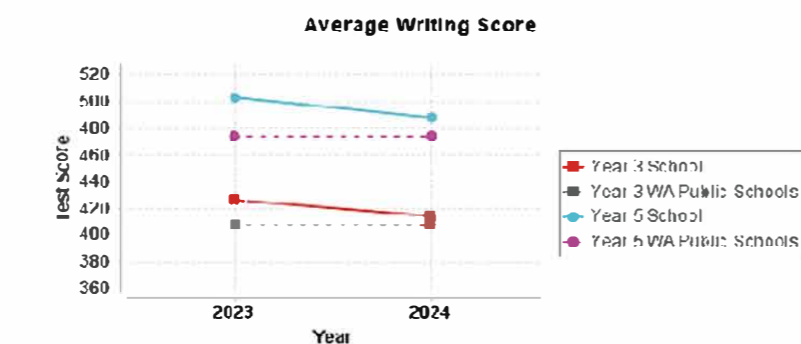
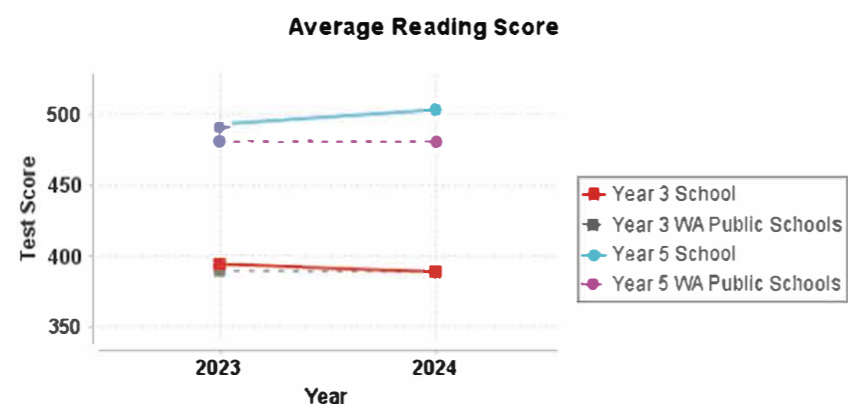
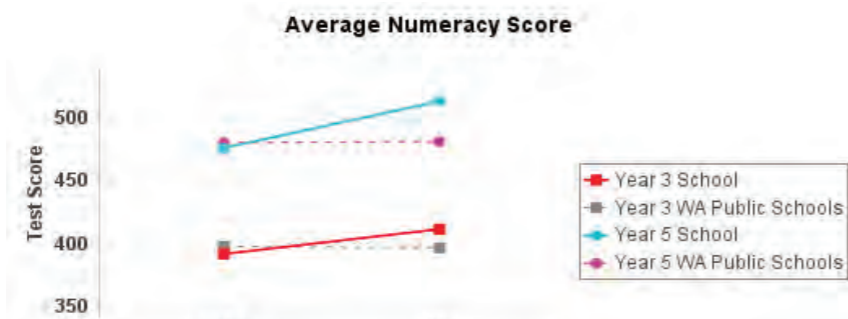


Numeracy - Proficiency
Filters : All Students



Spelling - Proficiency
Filters : All Students





Summary of Data

- Numeracy, Spelling, and Grammar & Punctuation are a strength in Years 3 & 5.
- Reading is also a strength in Year 5.
- TPS students achieved above the WA Public School average across all test areas.
- There is an under-representation of students achieving in the 'Exceeding' category in Year 3 and Year 5 Reading.
- There is an over-representation of students achieving 'needs additional support' and 'developing' proficiency in Year 3 NAPLAN – Reading.

Recommendations

- Class teachers to utilise Elastik to compare the student data collected in NAPLAN with other diagnostic information to identify and plan to fill gaps.
- Utilise school-based resource flexibility to appoint in-school coaches for English, Maths and Data Literacy.
- Class teachers case manage students who have not made expected progress and ensure that their progress is monitored closely.
- Class teachers are to identify those students who achieve 'very low' and 'low' achievement and formulate documented plans to meet their learning needs.
- Identify and implement whole school approach to teaching inferential and evaluation comprehension, including orally in the early childhood.

On Entry Data Analysis

On-Entry is a range of testing that is conducted in early Term 1 each year in Pre-Primary and is reflective of school readiness.

Module 1 Pre Primary Students 2023	ICSEA Decile Median (2)	Treeby PS Median	% of Students at or above Decile 2 Median
Reading	462	481	69%
Writing	210	176	41%
Numeracy	442	460	65%
Speaking and Listening	-		

Findings:

- The Pre-Primary results indicate that our median score is below that of Decile 2 schools in Reading, Writing and Numeracy.
- Results demonstrate that our percentage of students at or above Decile 2 Median was close in all areas.

Breakdown of Performance Summary Comparison

Scale Range and Score	Speaking and Listening		Reading		Writing		Numeracy	
	Statewide	TPS	Statewide	TPS	Statewide	TPS	Statewide	TPS
Below 250	7%	3%	2%	0%	80%	88%	2%	0%
Below 450	43%	22%	48%	26%	99%	97%	64%	45%
450 to 474	15%	19%	24%	17%	1%	1%	12%	10%
475 and Above	41%	59%	30%	57%	0%	1%	24%	45%



Findings:

- The results indicate that students are performing above to the State-wide results in all areas and scale range, except for Writing.
- 22 children (28%) are below the Reading Benchmark of 456. 53 children (68%) are above the Reading Benchmark of 456.
- There were more children in the 475 and above benchmark for all areas than the State-wide results.

Literacy:

- Strength in Concepts of Print and Comprehension Strategies such as identifying how a main character feels and inferring how a character feels.
- Over half of the cohort can write their name with correct spelling, direction, and capitalisation. Ongoing targeted support in supporting students to write their names with correct spelling, direction and capitalisation required.
- Oral language and oral retells require further focus particularly sequencing 3 events from a story. Only 12% of the cohort were able to do this.
- Oral Language results indicate about half of the cohort demonstrated consistent or regular use of taking turns (53%), using effective body language (50%), speaking clearly and adjusting volume when participating purposefully and engaging actively in conversation (42%).
- 74% of the cohort used a range of appropriate vocabulary when engaged in conversation. Focus on developing students using a variety of vocabulary to effectively enhance meaning when engaged in conversation.

Numeracy:

- Strength in number recognition, counting backwards, counting principles (magnitude comparison), shape, and measurement (length).
- A focus on developing partitioning and problem-solving skills (less than 10).
- Continued practise on students identifying number before and after two-digit numbers.
- Ongoing focus in developing ordinal numbers and continuing a pattern with objects.

Recommendations






- Oral retell of the story to be continually revisited throughout Kindy and Pre-primary, with a focus on retelling a sequence of 3 or more events.
- All areas of writing require more focus (print organisation, text structure, sentence structure, sentence punctuation).
- Teachers to focus on number before and after set two-digit numbers, not just the sequencing of numbers.

AEDC

The AEDC is a national assessment conducted every 3 years to examine how children have developed by the time they start school. It looks at 5 areas of early childhood development: physical health and wellbeing, social competence, emotional maturity, language, and cognitive skills (school-based), and communication skills and general knowledge.

Findings:

- All domains resulted in over 70% of our Pre-primary students being on track.
- 'Physical health and wellbeing' and 'Communication skills and general knowledge' presented with over 20% of our Pre-primary students being at risk.
- The highest percentage of students who are considered vulnerable is in 'Social competence'.
- 'Language and cognitive skills (school-based)' scored the best with 96.1% of our students being on track and 3.9% being at risk.

	2009		2012		2015		2018		2021		2024	
	n	%	n	%	n	%	n	%	n	%	n	%
 Physical health and wellbeing	On track										59	76.6
	At risk										17	22.1
	Vulnerable										1	1.3
 Social competence	On track										62	80.5
	At risk										9	11.7
	Vulnerable										6	7.8
 Emotional maturity	On track										68	88.3
	At risk										7	9.1
	Vulnerable										2	2.6
 Language and cognitive skills (school-based)	On track										74	96.1
	At risk										3	3.9
	Vulnerable										0	0.0
 Communication skills and general knowledge	On track										57	74.0
	At risk										18	23.4
	Vulnerable										2	2.6

Recommendations:

- Raise awareness of the importance of early childhood development with parents through our 0-4 programs and Kindy Play sessions.
- Strengthen/develop parental engagement strategies for children who are 0-4.
- Reach out to the Treeby Playgroup that run every Friday in the Community Centre.
- Promote park-plays and extra-curricular activities with our Kindy students.



AVID

Highlights

- Visit from Dr Claire Brown, AVID Executive Director, to discuss ongoing implementation of AVID at TPS.

Recommendations

- Re-establish AVID Site Team in 2025.
- Embed AVID schoolwide, utilising WICOR in support of TPS Pedagogical Framework.

Early Childhood

Highlights

- The National Quality Standards Reflection tool indicated that Treeby Primary School is meeting all 7 Quality Areas. The reflection tool was completed by all Kindergarten to Year Two staff and demonstrated strength in the physical environment with a focus on purchasing educational play equipment that fostered the development of the student's fine motor and collaboration skills. The purchasing of more puzzles, building materials and DUPLO sets have the benefit of the students using their fingers and hands to assemble, stack, or create, honing their hand-eye coordination and finger control as well as engaging in tactile experiences provided by these toys to enhance sensory perception that benefits the students' ability to explore and comprehend the world around them.
- Play philosophy PL delivered to all staff from K-6 and implemented across the school in forms of STEM, Science, Maths, construction, fine and gross motor skills and structured, purposeful play.
- Two successful Kindy Cafes were attended by the new 2025 Kindy students and their families. The sessions offered families and their children the opportunity to get to know the school and the kindergarten staff, as well as engage with the school Nurse, representatives from the City of Cockburn, and other services such as OSHClub.
- Kindergarten students visited Fremantle with their teachers, EAs and parent volunteers. Children explored marine life using their five senses, built a sandcastle and learned about beach conservation. An experienced team member of Cicerellos got the marine creatures out of the tank for children to touch and explore. They then went beach combing for rubbish and discussed how rubbish impacts the beach, natural environment and the marine creatures.

- Year 1 and 2 students engaged in excursions that linked to community partnerships to the local Community Garden, the Treeby Parklands Care Community, and the Treeby Community Association. These year groups also visited Kalamunda History Village.
- Relationships with families were strengthened through the Kindy and Pre-primary teachers running Mother's Day and Father's Day afternoons.
- Identification of an experienced teacher to transition into the Graduate and New Teacher Mentor Leadership role in 2025.



Recommendations:

- Continue to embed the use of NQS in all Kindergarten to Year 2 classrooms focusing on areas identified for improvement in the Reflection Tool completed by all Kindergarten to Year 2 staff.
- Assist Graduate and New Teachers in the area of programming, planning, teaching and assessing in ECE at TPS.

English

By the end of 2024, 80% of our students who achieved above 440 in Pre-Primary On Entry Reading will achieve Level 8 in the Year 2 decodable reading assessment.

Highlights

- Surpassing the Business Plan Reading goal (above), with 85% of students who achieved above 440 in On-Entry Reading, achieving Level 8 decodable reading assessment at the end of Year 2.
- Established approaches continue to be embedded across the whole school as applicable.
- English Committee has grown to include representation of teaching staff from all areas of the school. This has allowed for increasingly robust conversations on the direction and focus of the English committee in 2024.
- The school undertook a year-long action through Leading Culture of Teaching Excellence which identified Reading Comprehension has an area for growth at Treeby Primary School.
- In response to teacher feedback, refinement of the English Handbook, with a process of staff consultation during Term 3.

- Ongoing Letters and Sounds coaching by 2 'Train the Trainer' teachers, providing coaching to 6 Pre-primary to Year 2 teachers over the course of the year.
- Introduction of Heggarty Phonemic Awareness Program being trialled by 2 Pre-primary teachers.
- Mid-year progress data from Acadience reading assessments in Years 3-6 shows a positive impact in the Composite Score after the first full year of implementation.
- Book Week in Term 3, Week 6 culminated in our annual Book Week Parade. Throughout the week, there were many opportunities for our students to participate in a range of Book Week activities, including developing relationships across the school through organised buddy class reading sessions.

Recommendations

- All teaching staff to follow the updated Assessment Schedule for 2025, which reflects the updated English Handbook.
- Introduction of Heggarty Phonemic Awareness Program into all Pre-primary classrooms.
- Implementation of updated 2025 English Handbook.
- Implement range of updates for delivery of Letters and Sounds – this includes adhering to the updated Scope and Sequence and updated Letters and Sounds Tracking Booklets and assessment support package.
- Further professional development for new staff in Words, Grammar & Fun, Cracking the Code and Letters and Sounds.
- Ongoing professional learning and curriculum support for all teaching staff, particularly in relation to Reading Comprehension.

Mathematics

Highlights

- Successful implementation of Learning Through Doing (LTD) across the school from Pre-primary to Year 6.
- Mathematics moderation across the school in Semester 1 – Statistics and Probability and Semester 2 – Fractions.
- School Principal visits from Jandakot and Woodland Grove Primary School to observe LTD hands-on learning in action.
- Professional learning delivered by Mathematics Leader, E Cass, on maths strategies.
- World Maths Day – each block set up maths activities for recess and lunch in the block alcoves.
- Staff PL on Elastik to use reviews to support formative assessment of Maths 'big bubbles' identified in PAT tests and to assist in the plan-teach-assess cycle.
- The Mathematics Committee reviewed and revised the RUCSAC template based on RUCSAC moderation. E Cass delivered updates during a staff meeting.
- ROWCO and Numero clubs established during lunch time.
- 50 and 100 days of school for Kindy, Pre-primary and Year 1.
- ICAS assessments delivered by Associate Principal.
- Australian Mathematics Competition assessment delivered by Associate Principal.
- Identification of Senior Teacher to transition into the Mathematics Leadership role in 2025.

Recommendations

- More LTD professional learning to be delivered based on what's working well (WWW) and even better if... (EBI) from collaborative meetings.
- Continue to offer the Australian Mathematics Competition to families.
- Monitor Elastik results and how they inform plan-teach-assess cycle going forward.



Positive Behaviour Schools (PBS)

Highlights

- PBS Committee collected feedback from students about the GEMS Behaviour Matrix and used their feedback to inform updates for the 2025 Matrix.
- Whole school implementation introduced including Block Assemblies and targeted lessons.
- Whole school scope and sequence developed with teacher input.
- Faction GEMS tokens and visible token tubes purchased for each Block.
- Resources and Term 1 lessons for 2025 developed.
- Students collaborated on the development of GEMS certificates and rewards.

Recommendations

- Implement GEMS certificates in each Block.
- Dedicated area of each classroom for PBS focus learning and token tracking.
- Inform parents about PBS through the newsletters and Compass.

Health

Highlights

- Walk and Ride to School days.
- 'Dress Up Your Bike' competition.
- eSafe Kids delivered a workshop to Year 4, 5 and 6 students about being safe online and some of the dangers that are online.

Recommendations

- Book more workshops through eSafe Kids for students ranging from ECE to Upper Primary.

STEM

Highlights

- Term 3 STEM challenge for each class to participate in, linking to Science Week. STEM projects were on display in the Wet Areas for the classes to visit during learning time to see.
- Bee Hotels made by our Year 2 and 3 students in Bilby Block that were functional and able to be added to gardens, including the Treeby Community Garden.
- STEM Inquiry Model introduced to teaching staff and implemented for the STEM challenge.

Recommendations

- Continue the STEM challenge in 2025, linking to Science Week with the theme of 'Decoding the Universe – Exploring the unknown with nature's hidden language'.
- Teachers to provide feedback of the new STEM Inquiry Model. Professional learning to be delivered to assist teachers with implementing STEM in classes, linking to the school's play philosophy.
- Inform teachers of the STEM challenge and the Science Week theme early in Term 1 to allow for ample planning and collaborative time.



Student Voice

Highlights

- The Podcast Club continued to grow and achieved over 1000 downloads from around the world. The students also participated in an excursion to Murdoch University to record their podcast in a professional recording studio. The club continued to be inspired by student feedback which resulted in the introduction of a regular Maths segment which included audience participation.
- Three students represented Treeby Primary School at the Student Speaker competition, hosted by Yaz Mubarakai.
- The Year 4 students led the development of positive behaviour GEMS certificates, reward opportunities and organisational charts with other students across the school.
- Student Leader and Sports Captain democratic election process undertaken during Term 4, with announcement of successful students at our GEMS end of year concert.
- Students in Years 5 and 6 participated in a school-based leadership day.
- Treeby Primary School's Student Success Week included parents and community members with careers in STEM sharing their knowledge and interests with students across the school, which helped connect classroom learning to real-life careers.
- The GEMS morning tea, which took place each term, provided ongoing opportunities for students to express their thoughts and suggestions for the school. These were shared with the P&C, School Board, and wider community to inform our whole school planning.
- Year 6 Leaders participated in fortnightly Leader meetings with Mr Seggie.

Recommendations

- Continue to implement the Australian Student Wellbeing Framework to support student voice in both class and school decision making.
- Further develop role of Student Leaders within TPS.



Community Partnerships

Highlights

- Annual Harmony Day picnic and Learning Journey provided opportunities for the parents and families to build connections with their children's learning and with the wider school community. Food trucks were available for the parents and community to purchase from.
- To support the school's 0-4 strategy, Pre-Kindy aged children from local early childhood groups visited the school. During these visits they became familiar with the library, enjoyed listening to stories and explored the play equipment. Each group of students visited the school twice, allowing them to become familiar with the school. Year 6 students read to the students in the library.
- The Kindy Play sessions and Transition Day continued in Term 3 and Term 4 to support the school-readiness of the 2025 Kindy students. These sessions included opportunities for the children to play and make friends, while the parents learnt about school routines and build connections with the wider school community. This included school staff, out of school hours care, the school nurse, and the P&C.
- Continued to implement the school's Reconciliation Action Plan.
- Multiple groups of students visited the local community such as the Treeby Parklands Care Community and the local Community Garden, including class groups and the choir.
- 100 choir students participated in One Big Voice that was held at Perth Arena.
- Successful Junior and Senior Athletics Carnival. This was the first time running two separate carnivals. Parents reported positive feedback about the organisation of both days.
- The P&C continued to support the school, including through Mothers' Day and Fathers' Day activities, Halloween Bunnings Event and a highly successful fundraising Rainbow Run.
- Following an initial expression of interest, five parents working in STEM fields presented to students from Years 1 to 6. They shared real-life insights into careers in areas such as Engineering and Science.
- eSafe Kids delivered engaging workshops for both students and parents, addressing the current cyber safety needs of our community. These sessions provided practical examples and strategies to help students stay safe online, while offering parents valuable insights on how to protect their children in the digital world.

Recommendations

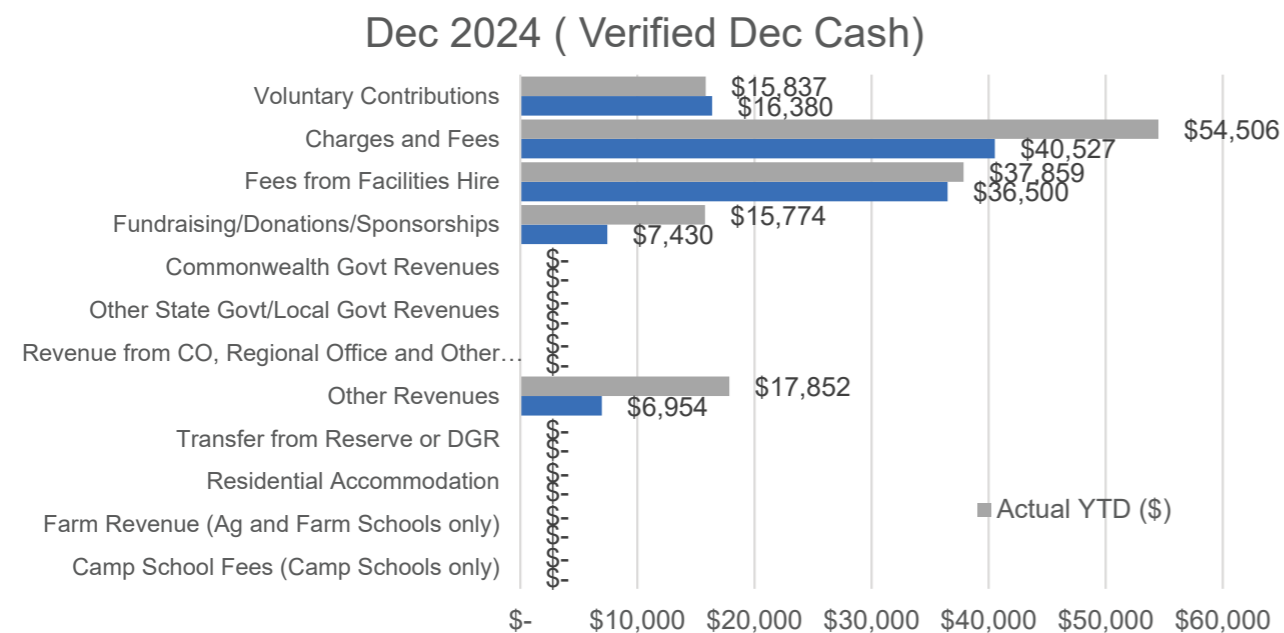
- The RAP Working Group will work with the community to re-draft the RAP to ensure that it remains a dynamic, living document.
- Expand the 0-4 Pre-Kindy familiarisation strategy by inviting additional groups of children to participate.
- Inform parents and the community of all the annual school dates such as the Harmony Day picnic, Learning Journey, and the athletic carnival days early in Term 1 via Compass, Facebook and the calendar on the Treeby Primary website.

Funding / Voluntary Contributions

Financial Statement

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	149,037	149,037
Carry Forward (Salary):	117,760	117,760
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,586,113	5,586,113
Locally Raised Funds:	107,791	141,828
Total Funds:	5,960,702	5,994,738
EXPENDITURE		
Salaries:	5,035,394	5,035,394
Goods and Services (Cash):	554,418	526,588
Total Expenditure:	5,589,812	5,561,982
VARIANCE:	370,889	432,756

Locally Raised Funds



In 2023, 59.83% of students voluntary contributions were paid by families. This percentage dropped in 2024 to 58.39%.



Glossary

AEDC: Australian Early Development Census. Conducted every 3 years.

AVID: Advancement Via Individual Determination. AVID is a system that is supported by university research. It incorporates the philosophy that if you hold students accountable to the highest of standards and provide them with the explicit targeted academic and social support they need, they will rise to the challenge.

Brightpath: A two stage method of assessing student work based on research by UWA focused on developing consistent teacher judgments of student achievement.

EAL/D: English as an Additional Language or Dialect.

ECE: Early Childhood Education.

GEMS: The acronym of our school's positive behaviour focus areas:

- **G**row and Thrive
- **E**xplore and Engage
- **M**odel Respect
- **S**trive to Succeed

LTD: Learning Through Doing. Detailed inquiry-based lesson plans which intentionally use hands-on learning activities with specifically designed resources.

NAPLAN: National Assessment Program in Literacy and Numeracy.

NQS: National Quality Standards is a national benchmark for early childhood education and includes seven quality areas.

On Entry Assessment Program: An assessment for learning, which provides teachers with information about students' early literacy and numeracy skills, including the understandings that they bring to school.

PAT: Progressive Achievement Test.

RAP: Reconciliation Action Plan

Science of Reading: Peer-reviewed and research-informed approaches to teaching reading.

STEM: Science, Technology, Engineering and Mathematics.

TPS: Treeby Primary School.

WICOR: Writing, Inquiry, Collaboration, Organisation and Reading.



Treeby
PRIMARY SCHOOL

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