



**Treeby**  
PRIMARY SCHOOL

Annual Report  
2023





**Treeby**  
PRIMARY SCHOOL



## 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

It is with tremendous pleasure that I present Treeby Primary School's Annual Report for 2023. This 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 2023 school year.

I'd like to thank our teachers, school support staff and students for the hard work, dedication and support they've provided.

I'd also like to take this opportunity to thank our P&C, School Board and all the volunteers who give up their time so willingly to support our students and school community. 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 2023 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 PS.

**Jane Wescott**  
Principal



## Message from Board Chair

What an incredible year we have had in 2023. I sincerely thank and acknowledge all the hard work that our school principal, leadership group, teachers, assistants, and support staff have done this year. The development and growth of our school and children are a testament to the excellent team we have here at Treeby.

Through the ongoing hard work of the P&C, the school has benefited from the installation of shade for bike racks and trampolines for the school playground, which the children are thoroughly enjoying. 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. Keep an eye out for more exciting activities that you can help with and support next year.

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 have participated in cultural awareness training to understand better and support the school in this area. We look forward to the school's future growth and will continue to support the school in growing the minds of our precious children.

It is lovely to see the growth of the natural elements of the school as we also see development in our upper primary years. The graduating classes continue to grow and provide excellent leadership to our lower-year groups. We congratulate the graduating class of 2023 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 wish all the students and staff a restful and happy summer break and look forward to an exciting 2024.

**Heather Chisholm**

Board Chairperson



## Student Numbers and Characteristics

The Semester Two 2023 census data indicated that Treeby PS had 356 students, which was an increase of 101 students from 2022.

Of these students, over 51% speak at least two languages, whilst 37% speak a language other than English as their first language at home. There are 34 different languages, other than English, spoken by students at Treeby PS.

The stability of these student characteristics, despite significant enrollment 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	3	2.9
2022	40	32.8
2023	56	43.4

Diversity of Staff

Culturally and Linguistically Diverse (CALD) staff		
Year	Headcount	FTE
2021	0	0.0
2022	6	4.9
2023	12	7.8

## Student Attendance Data

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

In response to the 2022 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. Additionally, four Badged Attendance Officers were appointed to case manage individual students' attendance.



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.

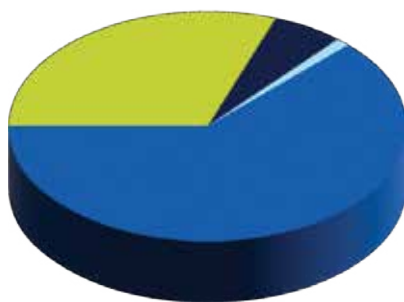
- 2022 data – 1559 instances of arriving to school late, from 170 students. This equates to 66% of students arriving late to school at least once during the school year.
- 2023 data – 2364 instances of arriving to school late, from 254 students. This equates to 72% of students arriving late to school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

Similarly, the percentage of regular attendance is not meeting Business Plan targets.

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

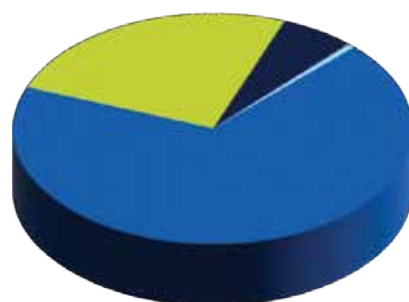
While there has been a slight improvement in regular attendance, this still remains a concern and has the potential to negatively impact student academic and social development. As such, working in partnership with parents to address attendance concerns, for students with absences, not related to sickness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

**Attendance Profile 2023  
Semester 1 Compulsory**



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

**Attendance Profile 2023  
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.

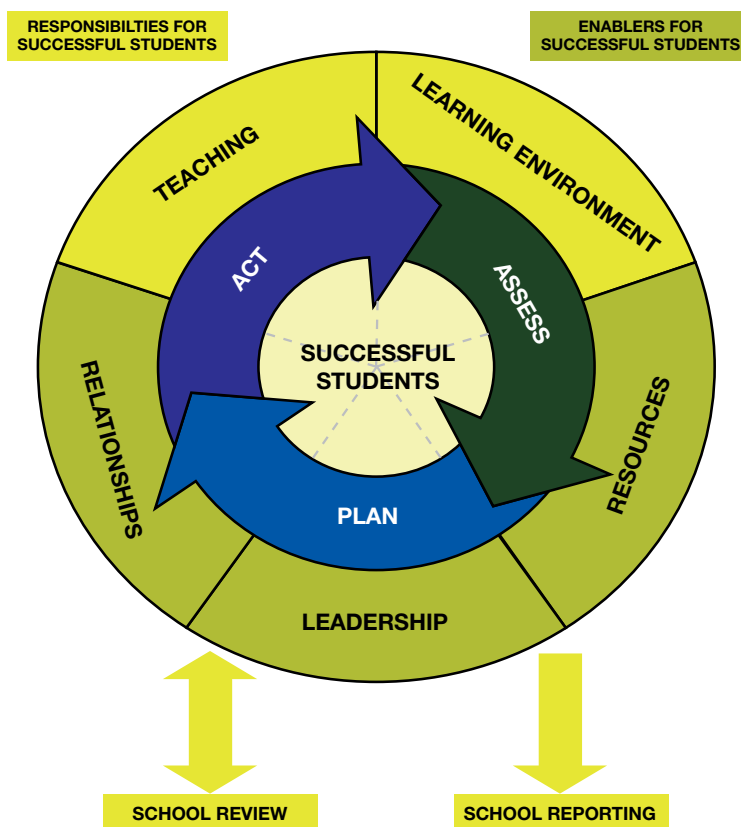
It is aligned to our school's Operational Plans that provide finer details and support the achievement of the Business Plan's Targets. These Operational Plans also form a clear link between the teachers' classroom planning and the overall strategic direction set out in the Business Plan.

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 PS 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 PS.



## 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. It is also of note that in 2023, the tests moved to Term 1, when in previous years it was traditionally conducted in Term 2 (SCSA 2023).

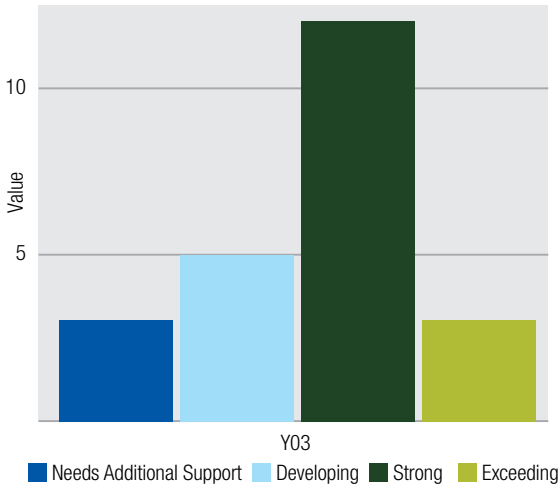
In response, the School Board discussed the Business Plan and decided to modify the original Targets to:

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

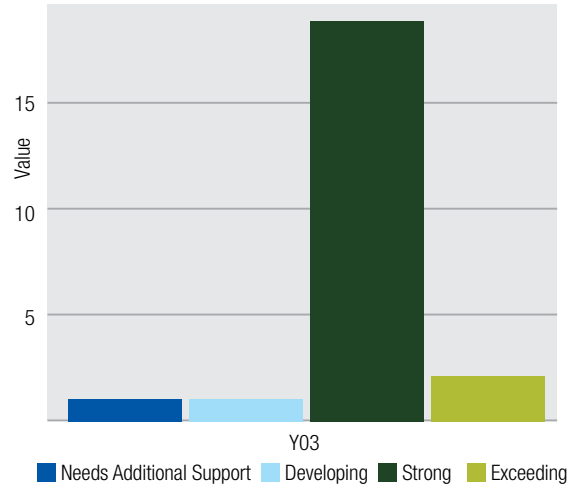
By the end of 2024, 80% of our students who achieved above 440 in Pre-Primary On Entry Reading will achieve Level 8 in the Year 2 decodable reading assessment.



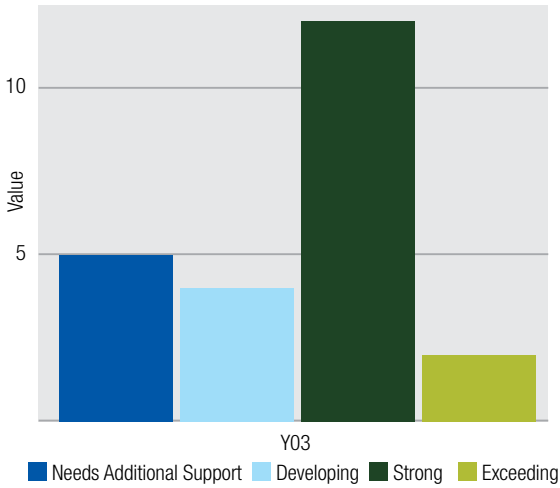
**Cohort: TREEBY PRIMARY SCHOOL Year 3 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Reading**  
 Results including data from other schools



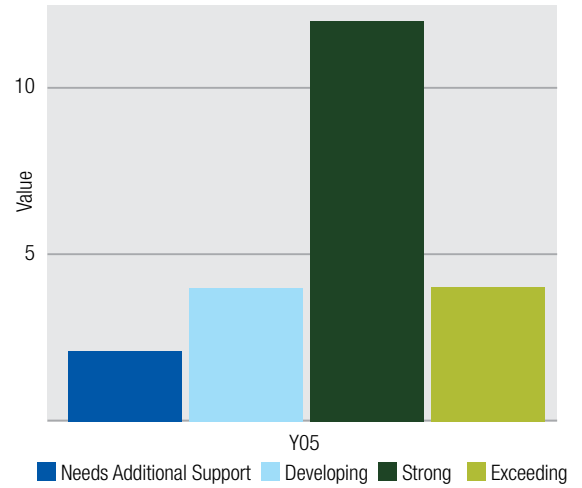
**Cohort: TREEBY PRIMARY SCHOOL Year 3 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Writing**  
 Results including data from other schools



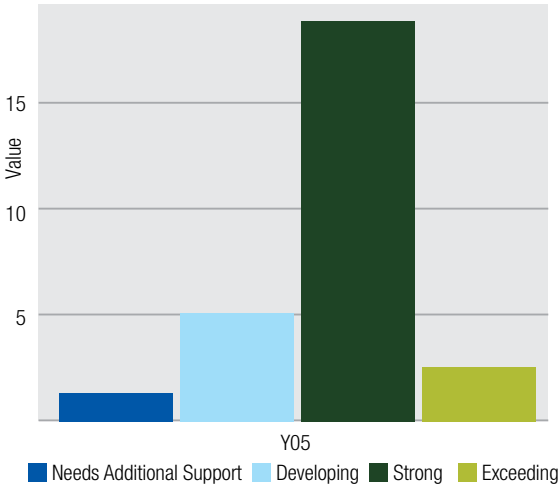
**Cohort: TREEBY PRIMARY SCHOOL Year 3 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Numeracy**  
 Results including data from other schools



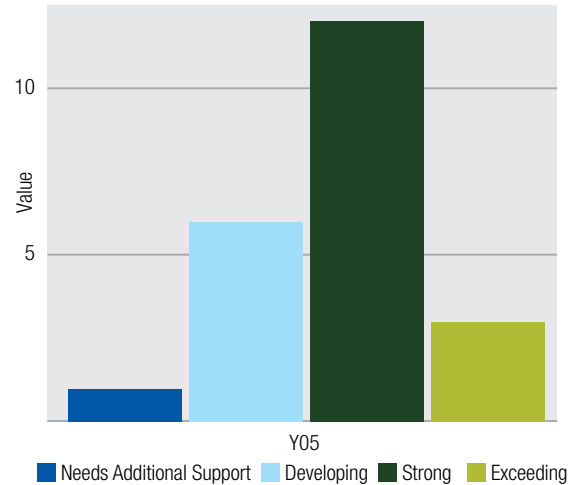
**Cohort: TREEBY PRIMARY SCHOOL Year 5 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Reading**  
 Results including data from other schools



**Cohort: TREEBY PRIMARY SCHOOL Year 5 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Writing**  
 Results including data from other schools



**Cohort: TREEBY PRIMARY SCHOOL Year 5 (2023)**  
**Reporting Period: Semester 1, 2023**  
**NAPLAN - Numeracy**  
 Results including data from other schools



## Summary of Data

- Progress data includes results from students' previous schools. With growing enrolments, approx. 30% of those tested had been at TPS for 7 weeks when they sat the tests. Stable cohort data is unavailable.
- Writing is a strength in Years 3 & 5.
- There is an over-representation of students making 'very low' and 'low' progress from On-entry to Year 3 NAPLAN – Reading. This is aligned to school data.
- There is an over-representation of students achieving 'needs additional support' and 'developing' proficiency in Year 3 NAPLAN – Numeracy.
- Progress data from On-Entry to Year 3 NAPLAN results is as expected.
- There is an over-representation of students achieving 'developing' proficiency in Year 5 NAPLAN – Numeracy.
- There is an under-representation of students achieving 'exceeding' proficiency in Year 5 NAPLAN – Reading.

## Recommendations

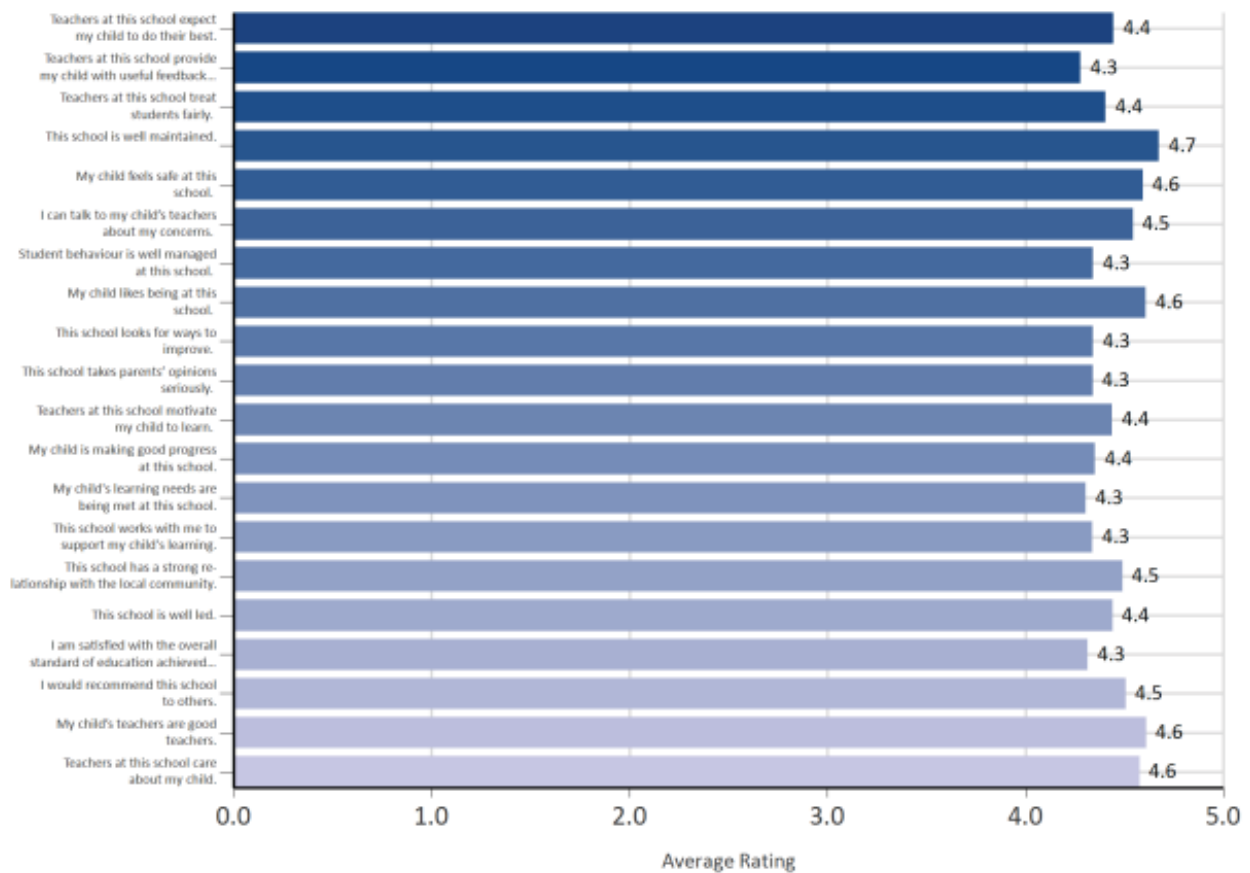
- Class teachers to compare the student data collected in NAPLAN with other diagnostic information to identify and plan to fill gaps.
- Continue to build data-literacy of staff to continually use data to inform their planteach- assess cycles.
- Class teachers are to ascertain those students who have not made expected progress in PAT-Maths 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.

## National School Opinion Survey

The Parent National School Opinion Survey was conducted in late Term 3, 2023. To maximise the number of families who could provide feedback, staff ensured that iPads were available during Learning Journey, as well as all parents being sent the survey via Compass. Multi-lingual staff were made available during Learning Journey to ensure that English as an Additional Language was not a barrier to providing feedback. At the completion of the survey, 152 families had responded and provided feedback to the school, which represents a significant proportion of Treeby PS parents/families.

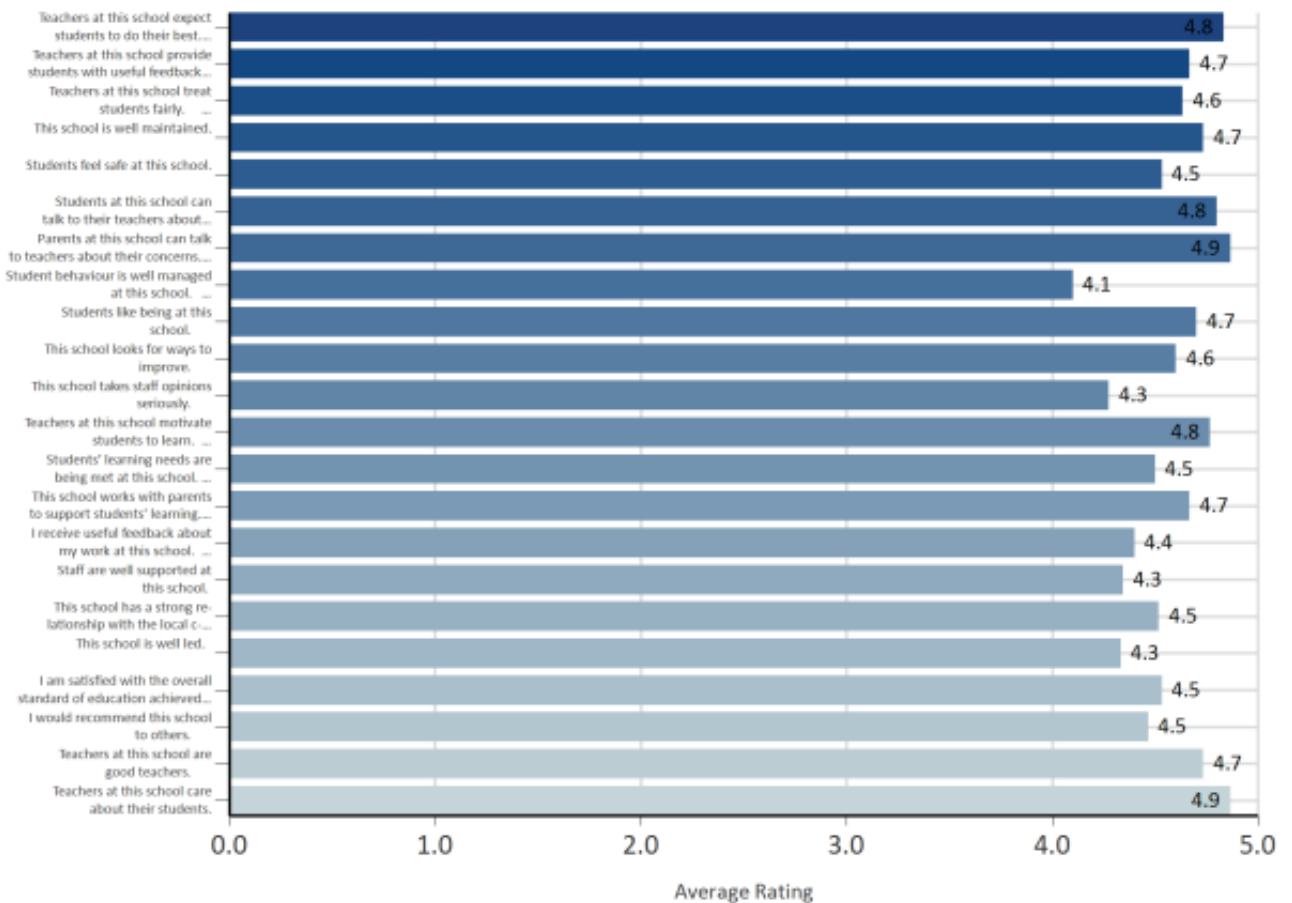
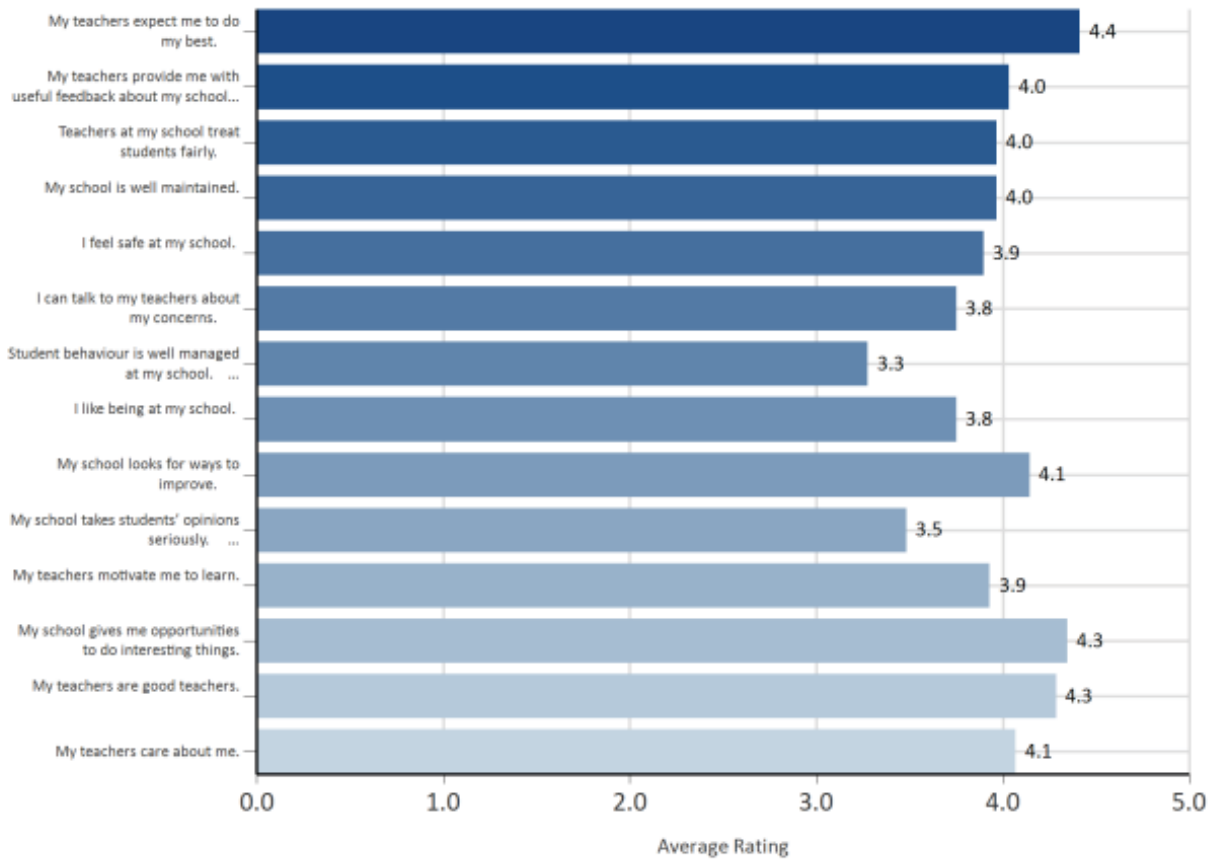
The results of the survey clearly indicate widespread satisfaction with the school's approaches, with all categories receiving an average rating of between 4.3-4.7. This exceeds the Business Plan target of each item receiving a ranking of at least 3.5.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



The Student National School Opinion Survey is only available for students from Year 5 and Year 6. Due to our very low Year 5/6 cohort, the following results are reflective of the 29 students who completed it.

Over 70% of staff completed the Staff National School Opinion Survey, with results ranging from 4.1-4.9.





### Recommendations:

- Continue to conduct the Parent National School Opinion Survey during the week of Learning Journey.
- Investigate additional multi-lingual translations for future surveys, for students, staff, and parents.
- Conduct follow-up discussions with the Year 5/6 students about their perceptions of 'student behaviour' and 'taking their opinion seriously'.

### 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	439	42%
Writing	210	176	48%
Numeracy	442	435	51%
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.



### Literacy:

- Strength in Concepts of Print and Comprehension Strategies such as identifying how a main character feels and inferring how a character feels.
- Half of the cohort could 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 is required.
- Satisfactory Phonological Awareness skills demonstrated by approximately a third of the cohort.
- Oral Language and Oral Retells require further focus particularly sequencing three events from a story.
- Oral Language results indicate that approximately half of the cohort demonstrated consistent or regular use of taking turns, using effective body language, speaking clearly, and adjusting volume when participating purposefully and engaging actively in conversation.
- Over half of the cohort used a range of appropriate vocabulary when engaged in conversation.
- Approximately 20% of the cohort demonstrated below average participation and engagement skills.
- All areas of Writing require more focus (print organisation, text structure, sentence structure, sentence punctuation).

### 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 counting out a set of objects to make an equivalent group.
- Ongoing focus in developing ordinal numbers and continuing a pattern with objects.

### Recommendations:

- Continue to embed Cracking the Code and Words, Grammar, Fun as early literacy and oral language programs in the early childhood.



- Focus on developing students using a variety of vocabulary to effectively enhance meaning when engaged in conversation.
- Focus on students participating purposely and actively in conversations including using body language and taking turns.



## AVID

### Highlights

- The Business Plan Target that, “By the end of 2023 there will be school wide implementation of Advancement Via Individual Determination (AVID) instructional strategies.” was met.
- All new staff received introduction to AVID during their Induction at Treeby PS.
- Staff participated in ongoing professional learning aligned to the school’s coaching plan.
- Appointment of Lisa Williams as AVID Staff Developer, with an invitation to copresent the ‘Leadership’ Community Of Practice and ‘Growth Mindset’ workshop at Summer Institute in Melbourne during November 2023.
- All classroom teachers facilitating Morning Meetings with their students, every day. Whilst Morning Meeting may look different amongst classrooms, teachers are ensuring that the elements of a Morning Meeting are utilised within their classroom each day.
- Classroom teachers supporting each other within collaborative groups, to develop their skills in the use of the WICOR framework. Teachers who are more experienced in using WICOR strategies continue to support those newer to AVID in their journeys.

### Recommendations

- Review Year Level Expectations focused on embedding cross-curricula priorities such as organisation, note-taking and critical reasoning.
- Investigate developing whole school expectations into The Treeby Way.

## Early Childhood

### Highlights

- The National Quality Standards Reflection tool indicated that Treeby Primary School is meeting all 7 Quality Areas. This demonstrates that we have met the Business Plan Target earlier than expected. 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 activity 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.
- Kindergarten to Year Two students engaged in incursions and excursions throughout the year including a visit to the Perth Zoo, an incursion by SciTech, as well as the Year Two students visiting Peninsula Farm. Community partnerships continued to be developed through incursion with Bunnings Cockburn Central, Treeby Parklands Care Community and the Treeby Community



Association. Furthermore, relationships with families continue to be developed through the Mother's Day and Father's Day afternoons hosted in the Kindergarten and Pre-primary classrooms.

- Three successful Kindy Cafes were attended by the new 2024 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, a Speech Pathologist, and other services such as OSHClub.
- Successful establishment of a Kindy Home Reading Program to support literacy practices in the home. Additional Kindy reading books purchased for 2024.

### Recommendations

- Develop and implement a Play Philosophy focused on student voice and areas for improvement in the Australian Early Development Census (AEDC) data including social and communication skills.
- 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.

## English

### Highlights

- EAL/D Progress Maps were utilised in all classrooms for students achieving Level 4 or below in accordance with the Business Plan.
- 77% of students on-track to make 40 Brightpath points progress over 12 months.
- Introduction of Acadience reading assessments in Years 3-6. This is an evidencebased reading assessment that aligns to the Science of Reading and is used by our middle and upper primary teachers to assess reading progress in students, once they have completed the decodable reading assessment, Sparkle Kit.
- Book Week, which took place during Term





3 2023. Members of the English committee created a program of events that was exciting and engaging for students. Teachers from across school were led by the English Committee to create an exceptional tree in the library to mark Book Week.

- Book Week Author visit by James Foley, during which all students participated in an interactive workshop. James also created unique artwork for Treeby PS during these workshops, which is now on proud display in our front office.
- National Simultaneous Storytime took place on 24 May 2023. Each classroom participated, through reading 'The Speedy Sloth' or listening to the story via online read aloud.

### Recommendations

- Continue to develop the implementation of MiniLit early literacy intervention across school, including the purchase of additional resources.
- Continue to provide professional learning to all teaching staff regarding the assessment of reading, to support teachers to continue to make valid judgements of student progress.
- Extend accomplished writers to express complexity and deeper vocabulary in their writing.

## Mathematics

### Highlights

- Students have demonstrated progress in relation to the Business Plan target, of increasing "The number of students achieving above the 50th percentile in the Progressive Achievement Test (PAT)". During 2022, 42% of students achieved this, in comparison to 56% of all students in 2023.
- World Maths Day was celebrated 8 March 2023 in all classrooms. Teachers created engaging tasks that allowed students to develop their maths skills, build their self-esteem and foster a love for mathematics.
- Professional Learning from Level 3 classroom teacher was provided during Semester One, with the aim of introducing all staff to the range of on mathematical resources available and the innovative ways in which concrete materials can support student learning across K-6.
- Case management approach was introduced at the beginning of 2023, identifying students based on the Mathematics data from 2022. Classroom teachers all received additional release time to spend with a Level 2 classroom teacher, analysing student data and planning accordingly.
- Moderation sessions held in all teaching blocks, during which teachers had the opportunity to moderate measurement assessments within their collaborative teams.





## Recommendations

- Maths committee to continue to work collaboratively with teaching staff, to develop expectations for a dedicated Mathematics block.
- Executive team to investigate the potential for implementation of a whole-school Mathematics program, to support consistent instructional practices across classrooms.

## Positive Behaviour Schools (PBS)

### Highlights

- Block assemblies in each teaching block are conducted weekly. Students receive tokens and certificates when they are seen to have demonstrated positive behaviours linked to our GEMS behaviour matrix.

### Recommendations

- Establishment of a dedicated PBS committee during 2024, to ensure that the implementation of whole-school PBS practices are embedded with consistency.
- Introduction of whole-school PBS tokens that are linked to GEMS behaviour matrix.

## HEALTH

### Highlights

- Received accreditation as a SunSmart school.
- RAC Little Legends incursion focused on road safety.
- Establishment of a Your Move team, comprising Year 4 students who work with staff to support the Walk and Ride Safely to School days.
- Treeby Safe Routes to School stencilling activity which was undertaken by our Your Move team and other senior students in



collaboration with City of Cockburn. This involved students being involved in the stencilling of local footpaths, identifying safe ways for our students to walk to school.

- Achieving Platinum Accreditation for Your Move and receiving a \$20,000 grant to provide shade for the school's bike racks.
- The successful installation of shade sails using 2022 Your Move grant.
- Trampoline installation in Term 4 – purchased for students by the P&C in response to their 'Student Voice' feedback in GEMS Morning Teas.



## STEM

### Highlights

- Whole-school focus on National Science Week during Term 3 focused on the theme of 'Innovation: powering future industry.'
- The Year 1 teaching team organised a Scitech incursion for all Year 1 and 2 students, to coincide with the teaching of the Physical Science curriculum.
- The STEM committee worked collaboratively with teachers to identify which additional resources were needed to assist in teaching Science innovatively. These additional resources have been purchased and will be available in 2024.

### Recommendations

- Continue to implement the Australian Student Wellbeing Framework to support student voice in both class and school decision making.

## Sustainability

### Highlights

- Introduction of an additional Containers for Change collection point.
- Introduction of Containers for Change collection bags, available for all families to collect from the office at the start of Term 4.

### Recommendations

- Organise a Containers for Change information session for all students, with the aim of increasing the number of containers that are being recycled through our Containers for Change collections.

## Community Partnerships

### Highlights

- Developed and implemented a Reconciliation Action Plan (RAP) to ensure cultural responsiveness that meets the needs of our multicultural community, in accordance with the Business Plan Target. This was submitted in late 2023 to the Narragunnawali: Reconciliation in Education platform.
- A Reconciliation Action Plan is a formal commitment to reconciliation that documents how our



school with strengthen relationships, respect, and opportunities in the classroom, around the school and with the community. A RAP Working Group was established through the Cultural Awareness Committee. The Working Group completed the Reflection Survey which identified areas that the school was doing well in, and areas that required further development. A Vision for Reconciliation was developed in consultation with staff, the Board, and the wider school community. The Vision is an aspirational statement articulating what reconciliation means to Treeby PS. The RAP actions were chosen to reflect the results of the Reflection Survey as well as the school's growing population focused on how relationships, respect and opportunities will be embedded in the classroom, the school, and with the community. Once published, the RAP formalises our school's commitments to reconciliation, while allowing is to monitor and celebrate our RAP progress, as we actively take steps on our reconciliation journey.

### **Recommendations**

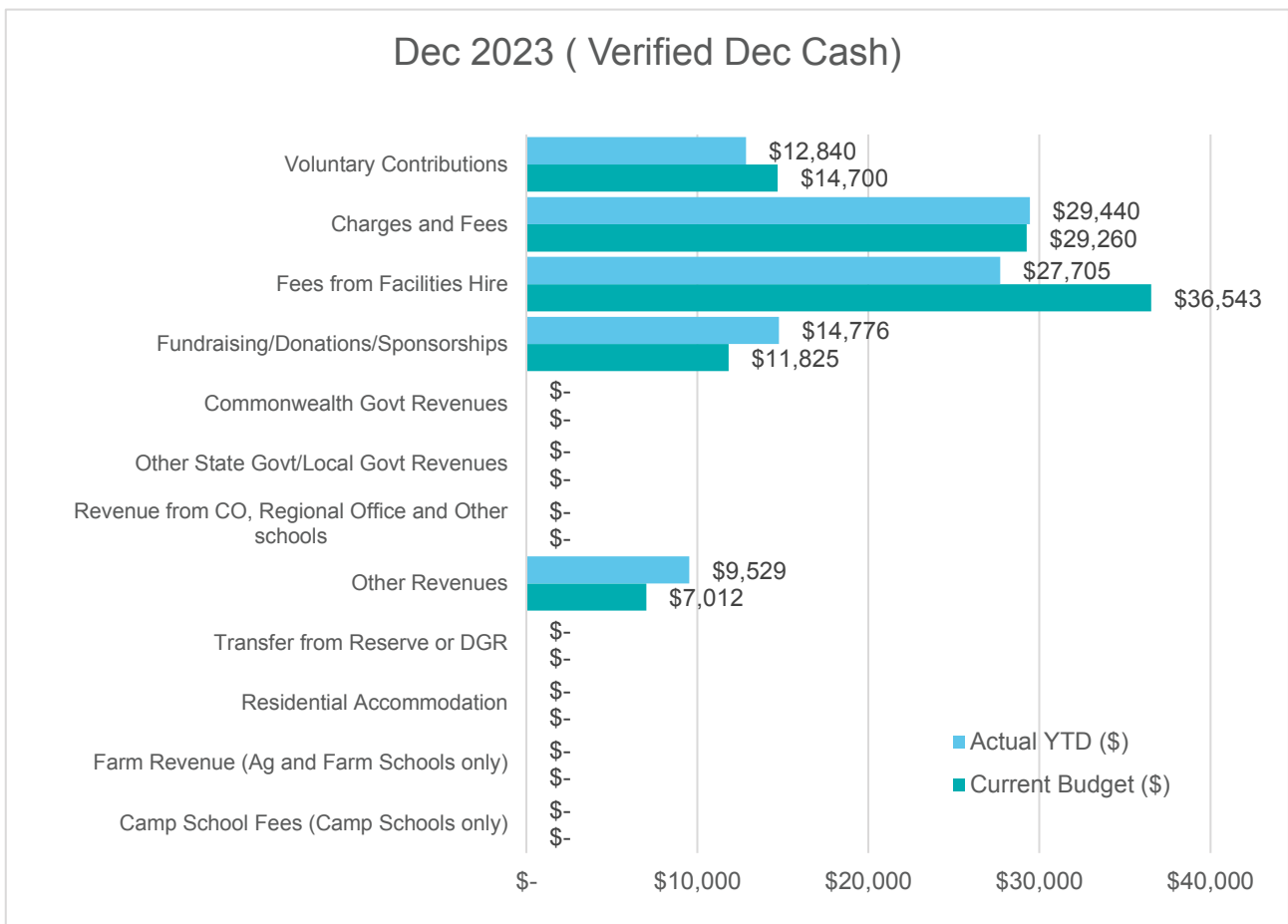
- The RAP Working Group to monitor the progress made towards meeting the RAP Actions. After 12 months, the RAP Working Group will be reverted to draft to allow the RAP Working Group to ensure it remains a dynamic, living document. While all data from the previous version of the RAP will be retained, the refresh process involves re-completing the Reflection Survey and re-submitting the RAP.

## Funding / Voluntary Contributions

### Financial Statement

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	111,204	111,204
Carry Forward (Salary):	111,541	111,541
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,114,645	4,114,645
Locally Raised Funds:	99,340	94,290
<b>Total Funds:</b>	<b>4,436,731</b>	<b>4,431,680</b>
<b>EXPENDITURE</b>		
Salaries:	3,789,225	3,789,225
Goods and Services (Cash):	526,732	375,659
<b>Total Expenditure:</b>	<b>4,315,957</b>	<b>4,164,883</b>
<b>VARIANCE:</b>	<b>120,774</b>	<b>266,797</b>

### Locally Raised Funds



In 2022, 68.8% of students voluntary contributions were paid by families. This percentage dropped in 2023 to 59.83%.



## Glossary

**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.

**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





**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.

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



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