Nurturing the whole child
Introduction

The aim of the Annual School Report is to provide parents and the community with information that is common for all schools in Western Australia. It provides an overview of the highlights and successes of Leaning Tree Community School during the 2014 academic year.

During 2014, the school has placed emphasis on supporting children with specific learning difficulties, inclusivity, embedding and clarifying our Steiner inspiration and assessment procedures.

Our school has achieved the following key outcomes during 2014;

- Embedded planning that integrates curriculum, pedagogy, assessment and reporting in response to students' and community needs;
- Steiner Curriculum Main Lesson Scope and Sequence for whole school developed, which reflect unique approach and resourcing at LTCS.
- Hosted teaching and Education Assistant students for their practicum's;
- Incorporated a range of inclusive practices to meet the educational needs of all students;
- Class teachers attended Steiner schools as shadow teachers to observe this particular pedagogy in practice;
- The new management structure implemented from 2014 strategic planning established and successful;
- Increased community profile during public events and another successful Spring Fair.
- LTCS opened a fifth composite classroom and employed an additional fulltime teacher.
- The school introduced clubs to facilitate more multi-age opportunities and choice for students.
School Profile

Leaning Tree Community School is a co-educational, independent school, with children attending from Kindergarten to Year 7. The early years of childhood and parenting are supported with Rainbow Playgroup for children from birth to 4 and their families. Rainbow Playgroup had up to 50 families attending over six sessions in the week during 2014. In the Primary School during 2014 there were between 78 - 80 students enrolled, accommodated in five multi-aged classrooms. The students were grouped in Kindergarten-PP class, Years 1-2, Years 3-4, Year 4-5 and Years 6-7.

Our core value is to nurture the whole child. Our School community focuses on the overall well-being of the child including literacy and numeracy, problem solving, friendships, environmental consciousness, spirituality, nutrition, creativity, nature play and respect and care for self and others.

Future Outlook

During 2015 the school is aiming to;

- Continue to improve individual progress for all students;

- Continue professional learning for all staff with emphasis on; National Quality Standards, Attendance procedures, Steiner Education, Learning Intentions and Success. Rubrics,

- Continue the Professional Learning Team meetings to address specific learning needs within the School;

- Review the newly implemented Executive Management Team

Team consists of:

- Education Manager
- Business Manager
- Community Manager

- Secure new permanent premise to relocate school with optimal relocation being at the start of 2017.
Curriculum

For Years PP-7, the school has commenced reporting on English, Science, History and Mathematics from the Australian Curriculum. Other subjects were still reported on through using the Curriculum Framework. For kindergarten, the Early Years Learning Framework guidelines are used to develop our teaching and learning programs.

The students are encouraged to work from their zone of proximal development in all aspects of school life. We cater for individual needs to afford all students the opportunity to realise their academic potential through the design of relevant, inclusive, flexible, intellectually challenging and innovative learning experiences and assessment strategies. Students are motivated to strive for learning independence and to present knowledge that can be used and applied. A variety of useful, problem-solving strategies for a changing and challenging environment are provided in order to foster critical thinking skills and to encourage the development of creativity. We believe quality outcomes within our school will be achieved by making learning experiences that are active rather than passive, child-oriented, and structured to allow full pupil participation.

Students were involved in numerous community projects and events such as;

- Hockey and Squash clinics
- Crazy Hair Day
- Chrysalis Protective Behaviours
- Clean up Australia Day
- National Walk to School Day
- Cycle to School Day
- Harmony Day luncheon
- Waterwise Day
- Class Lunch Services
- Whole School River Walk
- Whole School Craft Day
- Western Australian Symphony Orchestra incursion
- Book week
- Environment Landcare Camp for the years 5-7
- Day with a Scientist (yr 5-7)
- Seed Collecting and creation of a seed nursery (yr 5-7)
- Whole School End of Year Gathering
- Musica Viva excursion
- Crunch and Sip
  Choir and violin performance at Christmas on the Mall Markets
- Various excursions to see productions at Queens Park Theatre.
- Visits to town library
- Participation in ANZAC and Remembrance Day services.
Social Climate

During the past seven years the school has developed from one small class of eleven K-2 students to up to 80 students in composite classes from Kindergarten to Year 7. The whole school gathers in the morning for singing and students often visit and contribute to other classrooms. This ensures that all students know each other and are able to play and learn together.

Parents and staff have the opportunity to provide feedback in the form of an annual opinion surveys. Over 95% of parents who returned the survey indicated that the school encourages a sense of self-worth in their child. Over 90% of parents also felt that the school has a realistic educational expectation of their child. Parents responded (95%) that their child is encouraged to achieve the best of their ability. The questions answered in the survey and the results are included later in this report.

Involving Parents in Their Child's Education

A belief of the school is that school life must be holistic and one that includes the full and balanced physical, emotional, spiritual, aesthetic, intellectual, moral and social development of each member of the school community. We believe that families are a part of our School Community and therefore, their involvement and communication is essential to the wellbeing of the school. Parents are encouraged to have informal discussions with staff as well as make appointments for more formal discussions. There are parent teacher interviews at the end of Term 1 and a learning Journey in Term 3. The Learning Journey involves the children presenting elements from their morning circle and then showing their family their workbooks and projects in their classroom. This provides each child with ownership of their work. Parents are provided with a written report for their child at the end of each semester. The 2014 School Opinion Surveys have indicated that over 90% of parents that responded believed the School is meeting the educational needs of their child. Parent comments include that “My children love their school and love learning. Our school has made our whole lives richer”. One parent commented “As fulltime working parents with no family support in Geraldton I appreciate that the school provides my child with a strong community spirit and feeling of belonging. She has developed mature, respectful relationships with adults and peers that she may otherwise have miss out on. As a child who disliked school enormously and did all I could to avoid it, it is so pleasant and just amazing to see how much she loves going to school every day. She adores and respects her teacher and other professionals at the school. I believe her attendance at the school has profoundly impacted on her confidence and personality...” To further foster good relations with families, the school has a very active Parents and Friends Action Team (P&F) who have successfully fundraised and developed relationships during 2014 through; the Spring Fair which is now an annual event and the major fundraising event for the P&F, Gum Leaf Shop in the school foyer which stocks home-crafted and Steiner products, running a student disco, holding 100% fruit ice-cream stalls at Diwali celebrations and combining this stall with Gumleaf stalls at Platform Markets and the Christmas Markets.

The Governing Body which governs the school and employs the Executive Management Team has both community and parent membership. The Building and Land Action Team (BLAT) was very
active in 2014. This team of skilled parents and community members worked hard making recommendations to the Governing Body regarding land purchases and building options for a purpose built school. Other Action teams include the Middle School Action Team which was reactivated in 2014, the Steiner Action Team and the Grants Action Team which was non-active in 2014. Families have also contributed in many areas of the school including maintenance of buildings and grounds, cleaning, classroom help, Scholastic Book Club and running and promoting events.

**Qualifications of Teachers**

All teachers have current TRB WA registration and Working With Children’s Check. Two teachers have a Limited Authority To Teach, one with an international teaching Diploma completing her fourth year conversion course.

**Composition of workforce**

Executive Management Team- 3,
Part-time (Education Manager, Business Manager, Community Manager)
Administration Total: 3
Teaching, Part time- 4
(Education Support, Languages, Craft)
Teaching total: 8
Non-Teaching, full-time -0
Non-Teaching, part-time- 5
Education Assistants, Playgroup Leader
Non-Teaching Total: 5
Cleaner, part-time - 1
Support Staff Total: 1
Total Staff at Leaning Tree Community School: 17
(all staff non-Indigenous)
Staff participation in Professional Learning

The major professional learning initiatives in 2014 were as follows;

- Whole School Curriculum Planning days
- Specific Learning Disabilities & Disabilities in the classroom
- Assessment and Dyslexia Professional Learning workshops
- Shadow teaching at Silver Tree Steiner School

Student Attendance

The average attendance rate as a percentage in 2014 was 90%.

Parents are contacted regarding any unexplained absences and a written explanation to the classroom teacher is required. When student attendance drops below 90% an attendance plan is put in place in consultation with the family, class teacher and Education Manager. Requests for extended absences are made to the Education Manager.

Student Destinations

Thirteen year 6 &7’s graduated in 2014. 10 to Nagle Catholic College, two students are continuing secondary school via homeschooling and one student is now attending John Willcock High School. Students have reputably transitioned well.
National Assessment Program-Literacy and Numeracy (NAPLAN) Results

As few children are of the age range in year 5 and 7 were to sit the NAPLAN tests, their results are unable to be tabled due to confidentiality and statistical reliability.

Year 3 results.

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Students</th>
<th>Below National Minimum Standard</th>
<th>Above National Minimum Standard</th>
<th>Above National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Year 5 results.

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Students</th>
<th>Below National Minimum Standard</th>
<th>Above National Minimum Standard</th>
<th>Above National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>2</td>
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<td>8</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Children who performed under National Minimum Standards have been targeted by the school for education support. Other students who performed under minimum standard have been identified to improve test taking skills – as they are known to be above average or average students.

Low numbers of students in our Year 7 cohort provides insufficient reliability and confidentiality concerns so therefore are not reported.
## Parent student and teacher satisfaction with the school

Parent surveys were completed on-line in 2014 for the first time. The return rate was reasonably low, with 43% of families completing the survey. The following table indicates the degree of satisfaction from parents and teachers based on returned surveys, against a range of dimensions.

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey Questions</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>This school has clear goals and a positive school identity.</td>
<td>93% respondents agree or strongly agree with these statements</td>
</tr>
<tr>
<td></td>
<td>I receive helpful information about my child’s progress and achievement levels.</td>
<td>5% were neutral</td>
</tr>
<tr>
<td></td>
<td>I am informed promptly if my child has a problem.</td>
<td>2% disagree</td>
</tr>
<tr>
<td></td>
<td>The school reports I receive about my child are informative and easy to understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This school’s staff are approachable and are willing to talk about my child’s progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff at this school address my concerns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am given opportunities to have a say about this school.</td>
<td></td>
</tr>
<tr>
<td><strong>Social and Emotional</strong></td>
<td>This school doesn’t have a bullying problem.</td>
<td>87% parents agree or strongly agree</td>
</tr>
<tr>
<td></td>
<td>This school has high standards of student behaviour.</td>
<td>9% neutral</td>
</tr>
<tr>
<td></td>
<td>The rules and consequences relating to discipline are enforced in a consistent manner.</td>
<td>4% disagree</td>
</tr>
<tr>
<td></td>
<td>The staff and students at this school respect each other.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers at this school treat my child fairly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is effective behaviour management in my child’s class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This school assists my child with the development of understandings and skills that he/she will need beyond school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At this school my child is able to learn how to solve problems, to question and to make decisions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This school assists with the development of my child’s personal and social skills.</td>
<td></td>
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<tr>
<td></td>
<td>This school encourages a sense of self-worth.</td>
<td></td>
</tr>
</tbody>
</table>
| **Organisation and Communication** | This school is well organised and runs smoothly.  
This school has clear goals and a positive school identity.  
I receive helpful information about my child’s progress and achievement levels.  
I feel well informed about the activities of this school and its students.  
I am informed promptly if my child has a problem.  
The school’s staff is approachable and are willing to talk about my child’s progress.  
Staff at this school address my concerns.  
I am given opportunities to have a say about this school. | 90% agree or strongly agree  
9% neutral  
7% disagree |

| **Community** | My child enjoys being at school.  
Teachers and students at this school care about each other.  
This is a safe and secure school.  
This school’s beliefs and values support those I have for my child.  
This school values the role of parents in the educational process. | 95% agree or strongly agree  
4% neutral  
7% disagree |

**Staff Survey**

Staff reported overall satisfaction with the questions posed below. Comments by staff included “I look forward to coming to work every day” and LTCS is a great place to work!”.

| Teachers at this school expect students to do their best.  
Teachers at this school provide students with useful feedback about their school work.  
Teachers at this school treat students fairly.  
This school is well maintained.  
Students feel safe at this school. | Over 95% satisfaction |
<table>
<thead>
<tr>
<th>Students at this school can talk to their teachers about their concerns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents at this school can talk to teachers about their concerns.</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
</tr>
<tr>
<td>Students like being at this school.</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
</tr>
<tr>
<td>This school takes staff opinions seriously.</td>
</tr>
<tr>
<td>Teachers at this school motivate students to learn.</td>
</tr>
<tr>
<td>Students’ learning needs are being met at this school.</td>
</tr>
<tr>
<td>This school works with parents to support students’ learning.</td>
</tr>
<tr>
<td>I receive useful feedback about my work at this school.</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
</tr>
</tbody>
</table>

Over 95% satisfaction
School Income

Total income in 2014 was $1,145,263. Chart 1 below shows the breakdown of income sources. As with previous years the majority of school income for 2014 was from Commonwealth (59%) and State government (16%) 'recurrent' grants, i.e. per student capita education funding. School fees contribute the next most significant portion (19%).

'Non recurrent' grants made up 3% of the School’s income and Rainbow Playgroup contributed 2%.

'Other income'

1% is primarily P&F contributions.

Chart 1: 2014 breakdown of school income sources
Contact details

Education Manager Lara Sampson
Community Manager Karina Pepper
Business Manager Lisa Thackray

Phone: 99646555 Fax 99642494
Email: info@leaningtree.wa.edu.au
Website: www.leaningtree.wa.edu.au
Address: 15 Bayly Street Geraldton
Postal Address: PO Box 7104 Geraldton 6531