

**School
Annual
Report**

2016



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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 2016 academic year.

During 2016, the school has placed emphasis on community consultation regarding the significant decision to evolve from Leaning Tree Community School to clarify our identity as Leaning Tree Steiner School. As it was a registration renewal year we also focussed on reviewing our policies and procedures to ensure our current practice is reflected in all documentation.

Our school has achieved the following key outcomes during 2016:

- Updating our School Improvement Plan, ensuring that planning integrates curriculum, pedagogy, assessment and reporting in response to student and community needs.
- Steiner Curriculum employed at LTCS submitted to School Curriculum and Standards Authority for approval as an Alternate Curriculum.
- LTCS joined Steiner Education Australia Association as a developing member school.
- Hosted Teaching students for their practicums.
- Incorporated a range of inclusive practices to meet the educational needs of all students including extension and assessment practices for Level 30+ readers.
- Class teachers attended Steiner schools as shadow teachers to observe this particular pedagogy in practice. Three teachers also attended the 5 day Glenaeon Class intensives in January 2016 to continue specialist knowledge in age ranges from a Steiner perspective. Our Education Support teacher continues her Extra Lesson training.
- Key pedagogical decisions made collaboratively regarding priority areas of spelling, and creating a positive learning environment and classroom management.
- Department of Education Services granted LTCS a very successful 4.5 years of registration renewal.
- Re-activated the Middle School Action Team and held key meetings to comply with Advance Determination requirements.
- LTCS hosted international Steiner Teacher Trainer, Gerd Kellerman for one week of mentoring, peer observation support and Math Professional Learning.
- The plans for the new school build continued to progress throughout 2016 including submission of Advanced Determination for the significant change to registration pertaining to the new school site.

School Profile

Leaning Tree Community School is a co-educational, secular (non-religious) independent school, with children attending from Kindergarten to Year 6. 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 40 families attending the four sessions offered per week during 2016. In the Primary School during 2016 there were between 79-81 students enrolled at any one time. Students were accommodated in five multi-aged classrooms. The students were grouped in Kindergarten-PP class (Ocean Room), Year 1 (Sunflower Room), Years 2-3 (Seabreeze Room), Years 4-5 (Rivergum Room) and Year 6 (Lighthouse Room).

With small numbers in our Kindergarten cohort, the school was in a position with existing resources to offer a Pre-Kindergarten program (Sunrays) for Semester 2, 2016. There were Sunray 12 enrolments. All of Sunray enrolments transferred as Kindergarten enrolments for the following year.

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 2017 the school is aiming to:

- Continue to improve individual progress for all students. Priority will be given to increasing student achievement in the Mathematics Learning Area.
- Evolve the Scope and Sequence of Main Lesson topics in line with expansion of the school.
- Continue professional learning for all staff with emphasis on; National Quality Standards, Steiner Education, Mathematics, Collegial Coaching and Peer Observations.
- Continue the Professional Learning Team meetings to address specific learning needs within the School furthering the Data Driven Curriculum model with emphasis on Student achievement in Mathematics.
- Increase opportunities for student feedback on their learning experiences and well-being.
- Commence and complete building on new school site in readiness for the 2018 school year.
- Establish our new identity as Leaning Tree Steiner School as a vehicle for marketing.

Curriculum

LTCS 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.

For Years PP-6, the School has gained SCSA approval, for our alternate curriculum and we commenced implementation and reporting on:

- *The Australian Steiner Curriculum Framework Core Curriculum, Science*
- *The Australian Steiner Curriculum Framework Core Curriculum, History*. Other subjects were still reported using the Western Australian Curriculum. For Kindergarten, National Quality Standards, the Early Years Learning School Curriculum and Standards Authority guidelines are used to develop our teaching and learning programs.

In 2016, LTCS gained approval from The Western Australian School Curriculum and Standards to implement a recognized alternative curriculum. We deliver Main Lessons as per the Steiner Curriculum in the learning areas of HASS and Science. The approved recognition process has determined that the LTCS curriculum can deliver educational outcomes for students that align with the *Western Australian Curriculum and Assessment Outline*. Therefore, whilst our children are delivered English and Mathematics as outlined in the *Western Australian Curriculum*, our students also experience the rich content of the Steiner Main Lesson sequence via an arts infused and developmentally appropriate manner.

During 2016, students were involved in numerous community projects and events which enrich their learning experiences and meet a variety of Curriculum outcomes. These include:

Whole School K-6

Funky Hair Friday for the Leukaemia Foundation

Geography Rocks performance (Year 6)

Joan of Ark (Years 2-3)

Ronia the Robber's Daughter (Years 4-5)

The Witch the Fairy and the Frog (Year 1)

Shrove Tuesday (Pancake Day)

Maundy Thursday Footwashing family incursion

Swimming in-term (PP-Year 6)

Clean up Australia Day

National Walk to School Day

Constable Care incursion

Chrysalis Protective Behaviours Workshops
Ride to School Day
Harmony Day luncheon
Waterwise Day
Class Lunch Services
Whole School River Walk
Whole School Craft Day - Spring Fair
Western Australian Symphony Orchestra incursion
Book week
Australian Chamber Orchestra Arts Responses Program - weekly
Family Fun Sports Day
First Aid Focus incursion
Learning Journey
Whole School End of Year Gathering
Spare Parts Puppet performance - Hachiko
Australian Chamber Orchestra String Quartet incursion
Day on the Land - turning of the sod and Sand Mural art with Marrika
Maypole dance invitation to perform at Northampton Airing of the Quilts & Greenough Museum 100 year celebrations
Year 6 Halloween Disco
Diwali contribution stall

Early Childhood- K-PP

Nature Classroom "Wave Music for Ocean Children" - weekly for 20 weeks
Rainbow Bridge class hosts
Water fun day incursion

Junior- Senior Primary (Years 1-6)

Geraldton Camp School Day
Crunch and Sip
Hockey, Tennis, Cricket and Football clinics
Kids Helpline video conferencing
Excursion to farm (Years 2-3)
WA Museum excursion (Years 2-3)
Aqua carnival - Aquarena
Road Map to my Emotions (Centracare)

Senior Primary (Years 5-6)

Archery excursion (Year 6)
Environment Landcare Camp - Charles Darwin Nature Reserve
Seed Collecting, propagation and planting - turtle monitoring
Participation in ANZAC and Remembrance Day services.
Talented Young Writers Workshops Termly (Year 6)
Year 6 Travelsmart Committee
First Place - Student National Writing Competition entrant - Planet Ark.
First Place - Nature Photography Competition entrant - West Australian Newspaper
Runner Up - Science & Engineering Challenge, hosted by Geraldton Grammar School
Duyfken and BCMI Excursion.

Social Climate

The school enrolment numbers have remained steady at around 80 students over the past few years. This number of students across just over 50 families provides a vibrant community on which to build. The whole school gathers each Friday to celebrate achievement, virtuous behaviour and present class learning experiences as assembly items. One outcome of these Gatherings is the preparedness for future years for younger children and parents present. They can look forward to the next phase of learning during their time at Leaning Tree Community School with confidence and excitement.

With the announcement of the new School build, children and parents have been encouraged to become involved in the design, planning and development of the new school build. This involvement creates the sense of ownership and momentum that is required to achieve such a big project.

The School community has several formal groups which welcome parents and community members who wish to contribute their time and expertise. 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 2016. This team of skilled parents and community members worked hard making recommendations to the Governing Body regarding building options for a purpose built school. Other Action teams include the Parents and Friends Action Team (P&F), Middle School Action Team (MSAT), the Steiner Action Team (SAT) and the Grants Action Team (GAT). Families have also contributed many hundreds of voluntary hours in many areas of the school including general maintenance of buildings and grounds, cleaning, weeding the new school site, classroom help, Scholastic Book Club and running and promoting events.

Involving Parents in Their Child's Education

A belief of LTCS 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. The School has an approach that encourages parents and guardians to talk to classroom teachers and management if they have any concerns or compliments. Over 90% of survey respondents agreed that they could talk to their child's teacher about their concerns. This is a foundation of the teacher/parent partnership that we encourage to ensure the best outcomes for all students. 84% of respondents agreed that the school takes parent's opinions seriously.

In addition to the written student reports provided to parents at the end of each Semester, parent teacher interviews are held 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. In 2016 the teachers agreed to telephone class families with 'good news reports' each semester. 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

2016 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, holding stalls at Diwali, Harmony Day and the Midwest Baby & Kids Market in the Geraldton Community.

Qualifications of Teachers

In 2016, all teachers have current TRB WA registration. All meet with TRB WA professional standards. All staff has current Working With Children Checks. Teacher qualifications are as follows:

Lara Sampson - Bachelor of Arts (ECE)

Lisa Scamporlino - Bachelor Arts (ECE)

Dani Vanags - Bachelor of Education (ECE) Bachelor of Education (Art Education)

Donna Jensen - Bachelor of Education (Primary)

Lisa Keeffe - Bachelor of Education (Primary)

Janelle Hill - Bachelor of Art, Hons., Post-Grad.Dip Education

Claire Parker - Bachelor of Arts (Primary)

Chris Atkinson de Garis - Bachelor of Fine Arts (Art), Grad. Dip Education (Secondary - Design & Technology)

Michelle Atkinson de Garis - Bachelor of Arts (Classical Music, Grad.Dip Education (Primary)

Composition of workforce

Staff Position	Employment	Number of staff
Management	Part-time	3
Teaching	Full-time	5
	Part-time	3
Non-teaching	Part-time	5
Support Staff	Part-time	3
	Total staff	19
	Indigenous staff	nil

Staff participation in Professional Learning

Leaning Tree supports all staff in attending quality professional learning. Professional learning takes place throughout the year as a collective as well as individually. Staff learning is aimed at building each staff member's professional capacity as well as developing the School's staff culture of expanding our understandings and practices. The major professional learning undertaken by staff in 2016 were as follows;

- Whole Teaching Staff Curriculum Planning days
- Sydney, 5 Day Glenaeon Class Intensives
- Shadow teaching at Silver Tree Steiner School
- Bronze Medallion certificates
- Visits from AISWA consultants including: Digital & Design Technologies, Health & PE, Inclusive Education, Asia Literacy & Inclusivity
- Steiner Education Australia - Governance Leadership & Management
- Steiner Association of Early Childhood Education - Vital Years
- Big Picture Australia Education National Conference & Foundation Course
- Sounds-Write
- Extra Lesson

Student Attendance

	Percentage attendance
Kindergarten	94
Pre-primary	93
Year 1	89
Year 2	83
Year 3	95
Year 4	94
Year 5	92
Year 6	92

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.

National Assessment Program-Literacy and Numeracy (NAPLAN) Results

The School teaches to the West Australian Curriculum and National Steiner Curriculum Framework requirements and feels that this is adequate test preparation for all students undergoing NAPLAN. This test is an indication only of a student's performance on one day of the year. Data is used by the teaching staff along with internal assessments to inform the School Improvement Plan and Curriculum Evaluation Process. Children who performed under National Minimum Standards have been targeted by the school for education support.

Year 5 results. Results have been collated in to the table below as the cohort is too small to calculate a statistically reliable average to compare against the National mean.

Year 5 Test	Number of students	Below National Minimum Standard	At National Minimum Standard	Above National Minimum Standard	Above State Mean	Above National Mean
Reading	6	0	1	5	2	2
Writing	7	0	3	3	3	1
Spelling	7	0	1	6	2	2
Grammar & Punctuation	7	0	1	6	3	0
Numeracy	6	0	2	4	3	3

Year 3 results have been collated in to the table below as the cohort is too small to calculate a statistically reliable average to compare against the National mean.

Year 3 Test	Number of students	Below National Minimum Standard	At National Minimum Standard	Above National Minimum Standard	Above State Mean	Above National Mean
Reading	5	1	0	4	3	2
Writing	6	0	0	6	4	3
Spelling	6	0	2	4	3	3
Grammar & Punctuation	6	1	0	5	2	2
Numeracy	6	0	1	5	2	2

Parent satisfaction with the school

Parent surveys were completed on-line in 2016 using Google forms, 32 responses were received. The following figures indicate the degree of satisfaction from parents based on returned surveys, against a range of dimensions.

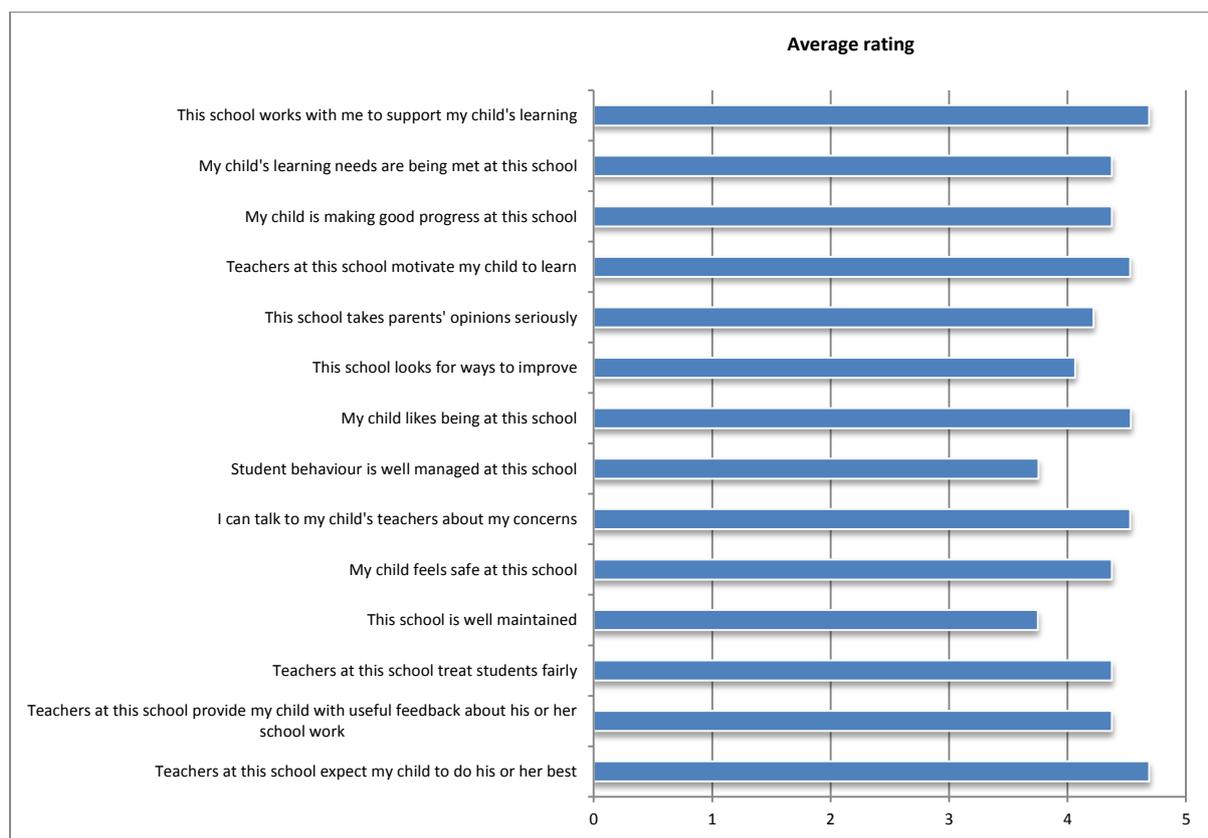


Figure 1. Average rating given by parents using **Google forms 2016**

Staff satisfaction with the school

Teacher's surveys were completed on-line in 2016 using Google forms, 9 responses were received. The following figures indicate the degree of satisfaction from Teachers based on returned surveys, against a range of dimensions.

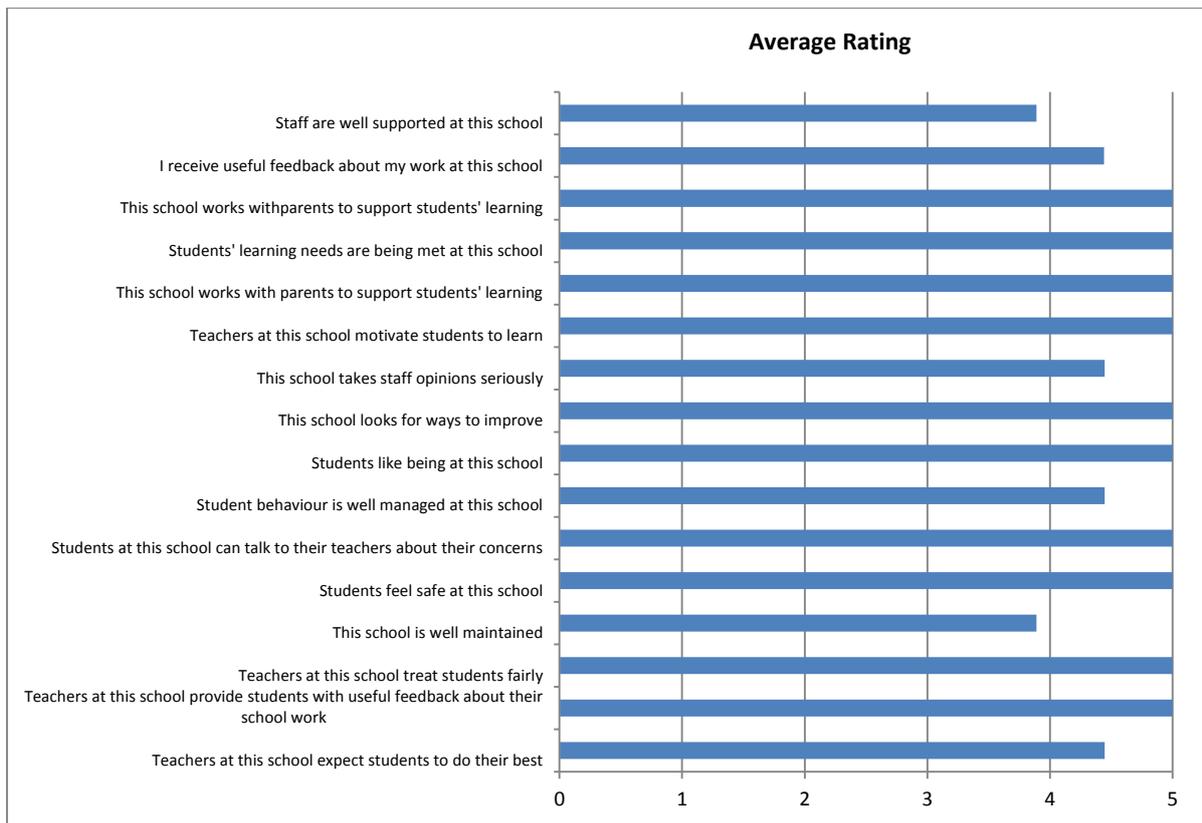


Figure 2. Average rating given by staff using **Google forms 2016**

School Income

Total income in 2016 was \$1,305,903. Figure 3 below shows the breakdown of income sources. As with previous years the majority of school income for 2016 was from Commonwealth (60%) and State government (13%) 'recurrent' grants, i.e. per student capita education funding. School fees contribute the next most significant portion (21%).

'Non recurrent' grants made up 2% of the School's income and Rainbow Playgroup contributed 1%. 'Other income' is 3% and includes donations, fundraising and bank interest.

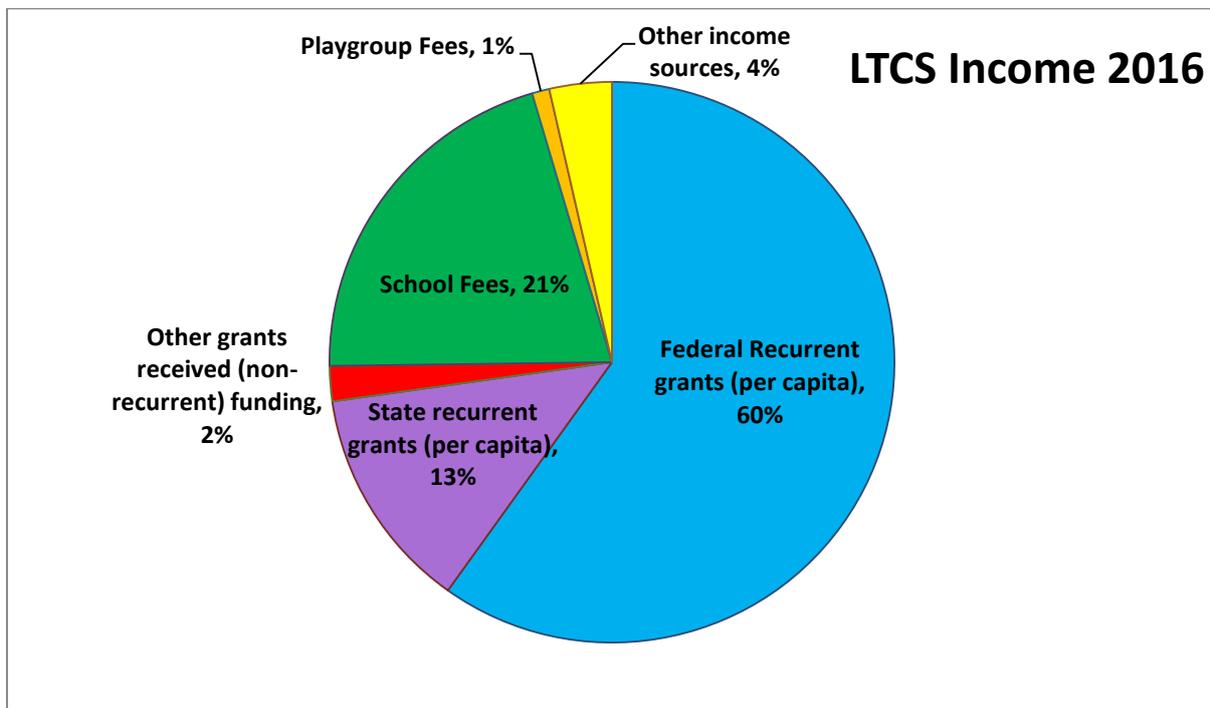


Figure 3: 2016 break down of school income sources

Contact details

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Find us on Facebook

New school site: 423 Alexander Drive, Glenfield, Geraldton.

