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Webpages Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site.
Contact Person Janelle Kowitz (Principal)

Principal's foreword

Introduction
Tent Hill Lower State School is a picturesque small school situated 5 minutes south of Gatton, and set amongst highly productive farm land, in the beautiful Lockyer Valley. Surrounded by mountain views against a backdrop of well-established trees and wrapped around by Tenthill Creek, our unique location offers an enticing learning environment at one of the best maintained and best resourced schools in the local area.

The school community is dedicated to maintaining a family friendly environment. We have worked closely together to achieve a whole school vision and a statement of values that are firmly grounded within the community. This has had a significant impact on reaffirming and extending positive relationships across all stakeholders. Parallel leadership across staff, students and parents has also become apparent with a team approach taken to achieving school goals and outcomes.

Tent Hill Lower State School certainly lives up to its vision statement - "Growing beautiful futures in the valley of opportunities."

School progress towards its goals in 2011

In 2011, our school goals were strongly focussed around obtaining the following:

- Enhancement of Reading Comprehension and Spelling to improve student learning outcomes.
- Collection and use of data to inform teaching and learning with a focus on improving NAPLAN results.
- Implement Curriculum Audit recommendations to make continuous improvement of the school rating of seven highs and 1 medium at the next audit.
- Preparation of students for NAPLAN tests by implementing the school action plan. Continued focus on the improvement of spelling utilising the Ways their Way diagnostic test and word sorts program, Reading Comprehension through data analysis of PAT –R tests matched to teaching strategies and resources. Results from both areas have shown ongoing improvement towards set targets. The majority of students have scored at Stanine Three or higher.
- Professional development framework for all teachers and a whole school plan implemented for on-going identified needs of the staff. Collegial coaching and feedback is utilised between staff.
- Implementation of the school EATSIPS plan has been achieved.
- Readiness for the new Australian Curriculum saw teachers ready and confident to implement units of work in 2012.
- School wide Positive Behaviour Program was commenced at entry level in mid-2011 with most staff trained and with one parent representative on the committee. The school vision, values and behaviour matrix has been developed and adopted in all aspects of the school.
- Completion of our Building Education Revolution program occurred in Term 3 and the subsequent opening of a new Resource Centre for our school. The library has been almost fully resourced.

Future outlook

In 2012 the school continues to move forward in terms of providing a balanced, engaging, supportive, teaching and learning environment for students’ parents and staff in the following ways:

- Driving student performance through a clear and focussed improvement in Reading Comprehension, Spelling and Maths.
- Use of data to inform the teaching and learning planning cycle and to create differentiated learning pathways to ensure student success. Purchase of and use diagnostic tests of PAT-R, PAT-M, PROBE and Words their Way.
- Explicit teaching agenda.
- Continue implementing the Curriculum Audit recommendations as part of the school improvement agenda.
- Implementation of the Australian Curriculum for English, Maths and Science.
- Enhance capacity of staff performance through Staff Performance and Development Plans to match identified needs to enact C2C units including digital technologies and quality teaching.
- Continued implementation of the School Wide Positive Behaviour Program in 2012.
School Profile

Total enrolments for this school were 59 in 2011.
Year levels offered are Prep to Year 7 in 3 coeducational multi-age classes.
Coeducational or single sex: **Coeducational**
Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>26</td>
<td>33</td>
<td>98%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Tent Hill Lower State School has a student population which is drawn from largely rural backgrounds, including agricultural production and associated industries. The school has a relatively stable population and over the last few years, enrolments have remained steady. A noticeable trend is the slighted elevated enrolment intake for the lower year levels over the last 2 years. The supportive background of the student population ensures that the majority of students are well behaved and engaged in their learning. Most students transition to Lockyer District High School for their secondary education.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>17.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>15.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0.0</td>
</tr>
<tr>
<td>All Classes</td>
<td>16.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The curriculum is organised around core blocks of English and Maths incorporating a strong literacy focus across all key learning areas. Teachers place a great deal of emphasis on consistency and high quality teaching and learning practices across all year levels to ensure all students make seamless transitions through each year level. Students are organised into three multi-level grades Prep, Year 1; Years 2, 3 & 4 and Years 5, 6 & 7. A differentiated curriculum provides adjustments to suit every learner’s needs. Specialist teachers deliver weekly lessons for Physical Education (PE) and LOTE. The school commenced implementation of the School Wide Positive Behaviour Program in 2011, which provides a safe and supportive environment for all students. Positive feedback and rewards are used to support students in moving towards self-managing behaviours. All students are explicitly taught the school behavioural expectations in weekly sessions.

Extra curricula activities

In addition to the formal curriculum our students participate in:

- Student Council.
- Excursions & camps. Of particular note was the Emu Gully Camp for Years 5, 6 & 7 as part of their personal development program.
- Regular cultural activities including Arts Council performances ANZAC Day, Remembrance Day, Harmony Day, NAIDOC week, Under 8’s Day.
- Transition cluster initiatives with Locker State High School.
- National literacy and math tests.
- Individually and collectively participate in local shows and shire events.
- Lockyer small schools cluster sports days – Athletics, Swimming, Softball/Cricket, and Netball/Soccer.
- Tallebudgera Camp School
- End of term activities sponsored by the P&C
- School Concert

In 2011, Tent Hill Lower State School again hosted the third Cluster Invitation Ballgames Carnival. Nearby school were invited and joined us in a friendly competitive afternoon of ballgames. The overall winner of the championship trophy was Tent Hill Lower S.S.

How Information and Communication Technologies are used to assist learning

All teachers utilize their Computers for Teacher laptops; to plan units of work; to create daily lesson plans that meet the specific needs of individual children; reporting to parents using One School; and for networking with other professionals through discussion groups and chats. All teachers attended a Digital Technology Master Class in 2011. In addition, all teachers in the school attained their ICT Certificates in 2011 as acknowledgment of the digital pedagogies utilised in the classrooms.

The use of interactive whiteboards in all classrooms enhances student engagement and improves the quality of lessons through the use of internet based material. Students are engaged with computers on a daily basis.

The students’ laptop laboratory in conjunction with a wireless network, allow students flexibility in their learning. While Microsoft applications are used in the traditional way of presenting work, Assessment pieces and units are designed so that computers form an integral part of the learning journey. The Internet is used as a research tool and a virtual classroom. Teachers integrate a range of computer programs, interactive websites, learning objects and web quests to further develop individual children's knowledge and understanding across all KLA’s.

Social climate

Tent Hill Lower takes pride in a long standing reputation of being a family friendly school where students are well supported, valued and known by all staff. Use of our school values, known as B.U.D.S., is firmly embedded and forms the basis of how our school community interacts and works together. We actively work to create a safe and supportive learning environment with the implementation of the School Wide Positive Behaviour Program in 2011. It is evident that students’ behaviour has been well supported through the development of a behaviour matrix and the explicit teaching of these expectations.

The majority of parents (97%) indicate that their child/ren is happy to attend this school. Most parents (91%) are satisfied with the behaviour and discipline of the students. The majority of parents (96%) indicated that they feel their child is safe at this school demonstrating a high level of trust between parents and staff.
Our school at a glance

Students indicated a high level of satisfaction in all areas of behaviour (84 %), safety (96%), fair treatment (91 %) and are happy to attend the school (95%) in the 2011 School Opinion Survey.

The school climate is further enhanced by the “Kids Hope” mentoring program, where 4 volunteer mentors have supported students weekly with their academic and social learning. The school also ran the “Rock and Water” program to support students; self-management and conflict resolution skills. The school has lodged an application to join the Chaplaincy program in 2012, to provide further pastoral care to students and their families.

Parent, student and teacher satisfaction with the school

The parents, students and staff of Tent Hill Lower State School are mostly satisfied with the overall performance of the school and shown an increase in satisfaction from the previous year’s results on the School Opinion Survey. The school has an excellent working relationship with our school P&C and take a team approach. The staff generally work well together and are also very satisfied with the morale in the school. The school vision and values are embedded in the community and as such, offers and encourages every family a chance to participate in the life of the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are actively encouraged to become a part of their child’s education in the following ways:

- Open door policy – parents are always welcome.

- Parent participation in Class Information Sessions at the beginning of each year and training opportunities such as ‘Ready Readers’- Parent participation in Special Events –, Under 8’s Week, Sports Days, excursions, end of year activities.

- Communication through fortnightly newsletters

- Provide families with printed suggestions for simple things they can do at home to help students achieve at higher levels such as – ask parents to set aside a specific time each day for doing homework and to read to or listen to students at least 30 minutes a day.

- Student progress formally reported four times a year, in parent-teacher interviews in Terms One and Three, and in written reports in Terms Two and Four. Parents are then able to arrange interview with their child’s teacher at all other times to discuss academic progress, social issues or other aspects of their child’s education.

- Through the P&C committee and P&C functions, parents are involved in: Strategic school planning (e.g., Annual Budget, Quadrennial School Review, Policy Development), Committee Projects (e.g., Book Club, Family Portraits, Prep Picture Plates)

- Tuckshop/ sausage sizzles

- Parent Helpers’ Group

- End of year Concert Night

- Parent “Welcome BBQ” in Term 1.

- Sports Days

- Parent representation on our Behaviour Team

- Fundraising and generous assistance at working bees
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar panels were installed on the main school building in 2010. Once these were connected to the power grid, a noticeable reduction in school’s power usage and cost has been noted in 2011. Our students are becoming more aware of the need to reduce our environmental footprint through units of work in science. In 2011, the school commenced a review of its use of energy and water as an active member of the Earth Smart program.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>11,737</td>
<td>128</td>
</tr>
<tr>
<td>2010</td>
<td>13,958</td>
<td>101</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-16%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $4844.
The involvement of the teaching staff in professional development activities during 2011 was 100%.
The major professional development initiatives are as follows:
- First Steps in Number
- First Steps in reading
- QCAR
- EATSIPS
- Student Protection
- QASSP conference
- First Aid
- QCAT’s
- School Improvement
- NAPLAN Data analysis
- One School Finance
- Asbestos Management training,
- Digital Technologies Master Class
- Principal’s leadership
- SWPBS training
- Science Sparks

All staff developed a Performance development Plan linked to a whole school plan. This involved mentoring and feedback between staff members.
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select ‘GO’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>92%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance distribution graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Twice a day, the school roll is marked noting students who are present or absent. All staff monitor student absences closely. Parents are advised through the school handbook and regular newsletter reminders, about the importance of advising the school either by a telephone call or a note explaining the reason for their child’s absence. Phone calls regarding a student’s absence are recorded on a register located within in the office. Students who have been absent for three days without any advice to the school, are followed up with a courtesy call from the school administration, to enquire about the reason for the noted absence.

On occasion when students fall ill whilst at school, the child’s parents are contacted and informed of their child’s condition so they may be collected and taken home. Students who attend for a part day are signed out (or in), by their parents or carer in a register located at the front foyer of the school. Staff also monitor the total number of absences in a semester and flag absences above ten days as the need to contact parents for an interview regarding the effect this may have on their child’s learning outcomes.

For ongoing absences without notification, a letter will be sent to the student’s home address if other attempts of communication fail and will be followed up in accordance with EQ policy.

Frequent reminders that ‘every day counts’ are included in the school newsletter. Student absences are also included in the comments section of the end of semester student report cards.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

There were no indigenous students enrolled in 2011.