Background:
Tent Hill Lower SS is a picturesque, small school situated five minutes south of Gatton, and set amongst highly productive farm land in the Lockyer Valley. The school is surrounded by mountain views against a backdrop of well-established trees and is bordered by Tent Hill Creek. The school community is dedicated to maintaining a family friendly environment and staff members and parents work closely to achieve a whole school vision that is firmly grounded within community values.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, the Principal and staff members of Tent Hill Lower SS have achieved significant improvement across a number of audit domains. The Principal and other school staff members have developed, and are driving, an explicit and detailed local school improvement agenda particularly in the area of literacy, leading to an improvement in student learning.
- The school has a clearly documented whole school plan for curriculum delivery. This plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school.
- The development and implementation of a school wide data plan that is managed by all teaching staff is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. The learning program reflects classroom teachers’ use of this data to shape the teaching and learning program.
- Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school. The positive school tone and community support for the school contributes to the school being seen as a central hub for the local community.

Affirmations:
- The introduction of School Wide Positive Behaviour Support has seen an improvement in student behaviour and increased expectations of learners.
- The use of school support staff in a targeted manner, in literacy and numeracy, is creating an enhanced supportive learning environment for students.
- The individual goal setting strategies being currently implemented is focussing student attention to the learning process.
- The implementation of the Developing Performance Framework is focusing staff members’ attention on the refinement of necessary teaching skills that will continue to improve student learning.
- The Principal participates in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

Recommendations:
- Develop and implement a pedagogical framework that will clearly articulate the ‘Tent Hill Way’ regarding the specific aspects of teaching relating to school strategic priorities, for example spelling, comprehension and problem solving.
- Ensure the vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.
- Implement a Professional Learning Plan that incorporates the processes of the Developing Performance Framework and coaching and mentoring practices. The process should involve the school leadership and staff members working and learning with and from each other.
- Continue the establishment of a learning culture where authentic negotiated feedback is provided by the Principal, who spends time working with teachers to improve their teaching practices through modelling, evaluating and providing feedback on classroom teaching.
- Extend the use of student performance data by teachers to shape their teaching program and their capacity to reflect on the changes in their practice required to achieve the school targets.