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Tent Hill Lower State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Tent Hill Lower State School is a small rural school situated in the beautiful Lockyer Valley approximately 7 kilometres south-west of Gatton. Established in 1873,Tent Hill Lower S.S. features multi-age classes catering for students in Prep to Year 6. There are four classes organised into: Prep Year; Years 1 and 2; Years 2, and 3, and Years 4,5 and 6. Tent Hill Lower is known for its family-friendly and caring atmosphere where every child is treated as an individual. This is captured within our school vision 'Growing beautiful futures in the valley of opportunity'. Our school has been a Positive Behaviour for Learning school for a number of years and has developed a clear set of behavioural expectations known as B.U.D.S. Students are taught how to 'Be responsible'; 'Use respect', 'Do your best' and 'Stay Safe'. This is reflected in the noticeably quiet, calm and supportive learning environment established at the school. Classroom teachers work closely together to deliver a whole-school approach to teaching, learning and assessment to ensure consistency throughout the school. Our curriculum plan is organised around daily literacy and numeracy blocks and C2C units of work. A number of visiting specialist teachers provide instruction in Music, Physical Education, LOTE (German), and Digital Technology. Our school has also established a free weekly playgroup for pre-prep children and their families, which is proving very popular. Our school enjoys great community engagement, celebrating significant days on a regular basis. The dedicated and active Parents and Citizens Association, not only raises funds, but also provides supportive input into school activities. Student well-being is also a priority, with access to a Chaplaincy service three days a fortnight, which further enhances our student welfare and their social-emotional development.

School progress towards its goals in 2018

In 2018, Tent Hill Lower SS had a sharp and narrow focus on improving Reading outcomes throughout the school. This was enacted in the following ways:

- Clearly articulated and explicit priority on improving student learning outcomes in Reading, with a particular focus on phonics and phonemic awareness.

- Accessed quality professional development for all staff to increase their capabilities as expert teachers of all aspects of the Big 6 of Reading.

- Provided coaching and feedback to staff to ensure consistency of Reading practices across the school.

- Implemented 'Putting Faces on Data' wall, to monitor student performance, and introduced case management meetings to ensure ongoing progress for all students.

- Implemented the Investing for Success Plan.

- Commenced reviewing School's approach to the teaching of Spelling, continuing into 2019

- Continued to prioritise Positive Behaviour for Learning.

Future outlook

In 2019, Tent Hill Lower SS will have a sharp and narrow focus on improving Spelling and Writing outcomes throughout the school. This will be enacted in the following ways:

- **Improvement Priority 1. Leading quality curriculum and quality teaching**
  Targets:
    By the end of 2019, have a documented whole school approach to Spelling.
    By the end of 2019, implement the second and third phase of 'Leading Learning' strategies.
    By the end of 2019, consolidate the school's approach to teaching reading, spelling, phonics, phonemic awareness and writing.

- **Improvement Priority 2. A systematic approach to change and improvement in Literacy and Numeracy.**
  Targets:
    By the end of 2019, in Spelling, 90% of students will achieve their year level benchmark.
    By the end of 2019, 80% of students will achieve the Regional Benchmarks in Reading.
    By the end of 2019, improve students' literacy and numeracy by 85% achieving a 'C' standard or higher in English and Mathematics.

- **Improvement Priority 3. Well established school routines, foundations and community engagement Targets:**

    By the end of 2019, Student Disciplinary Actions will be maintained at the current low level, through continuing to implement Positive Behaviour for Learning strategies.

Tent Hill Lower SS is currently experiencing considerable growth in student enrolments. At the start of 2019, a fourth class was formed to cater or the additional enrolments. The school looks forward to working with all students and their families, to maintain the high quality of education and the community confidence in our school as always.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	57	66	69
Girls	23	30	32
Boys	34	36	37
Indigenous	3	5	3
Enrolment continuity (Feb. – Nov.)	89%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, the school began the year with 69 students. They were organised into in three multi-age classes, including; Prep Year and Year 1; Years 2 and 3; and Years 4, 5 and 6.

Our student population is drawn from rural backgrounds, including agricultural production and associated industries, as well as the nearby township. Our school is serviced by one bus run, which travels from Junction View each day into Lockyer District High School in Gatton. Only a relatively small portion of students use this service as most students travel by private vehicle to school. Over the last few years, the number of students enrolled has been consistent, however there continues to be a trend of growing interest from families, outside of the catchment, seeking student enrolment in a small school environment. Most students transition to Lockyer District High School for their secondary education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	24	21
Year 4 – Year 6	21	17	25

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The curriculum is actioned in the following ways:
- Core blocks of English and Maths, where the teachers use C2C units of work (Australian Curriculum), and provide differentiated approaches to match the learning needs of the students.
- Science, and History and Social Sciences units of work are taught using a two year cycle, and are adapted from C2C units to fit the multi-age context. Students also engage in one or two Technology units per semester.
- To supplement the English curriculum, the school has implemented programs such as Reading Blocks, Pre-Lit Early Literacy Preparation Program, Phonological Awareness program, Jolly Phonics, LEM Phonics, Levelled Literacy Intervention and on-line learning programs including SCORE and Reading Eggs.
- Teachers place a great deal of emphasis on consistency and the delivery of high quality teaching and learning practices, to ensure all students make seamless transitions through each year level.
- The school uses an Explicit Teaching pedagogical approach, as outlined in the school's Pedagogical Framework, to deliver effective teaching and learning.
- Specialist teachers deliver weekly lessons for Music, Physical Education (PE) and LOTE (German). In Term 2 2018, a specialist Digital Technology teacher was also employed to deliver lessons to students using robotics and STEM equipment.
- Students are monitored for improvement using diagnostic, formative and summative assessments, including unit based assessments linked to the Australian Achievement Standards, pre and post-tests, standardised tests including PAT Maths, PAT Reading, PAT Spelling, PM Reading Benchmarks, PROBE Reading and Words Their Way spelling.
- The school has continued to strengthen the Positive Behaviour for Learning strategies throughout 2018, 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.

Co-curricular activities

In addition to the formal curriculum, our students participated in the following:
- Excursions in 2018 included:
  - Redland Bay Camp (Kindalan) for Years 4, 5 and 6.
  - Prep/Yr 1 Gatton Show behind the scenes/Historical Village visit.
- Incursion performance – "Kookoo Kookaburra".
- Cultural activities including ANZAC Day and Remembrance Day.
- Rugby League Skills development.
- QPS Child Safety Pantomime.
- Transition cluster activities with Lockyer State High School.
- Individually and collectively, participate in local shows and shire events.
- Lockyer Small Schools Cluster sports days – Athletics, Swimming, Softball/Cricket, and Netball/Soccer.
- Small Schools Annual Ball Games Carnival held at Tent Hill Lower State School.
- Bully No Way Day.
- Day for Daniel.
- White Ribbon Day.
- Pyjama Day
- Jump Rope for Heart.
- Book Week – 'Dress up as a farmer' theme.

- Fire Safety Education.
- Oktoberfest.
- Swimming lessons.
- Colour Explosion Run.
- End of term activities sponsored by the P&C.
- Book Fair.
- A2B Resilience program.
- Celebrating Mother's Day morning tea, Father's Day breakfast and Grandparents morning tea.
- School Concert.

How information and communication technologies are used to assist learning

Digital Pedagogies are widely used through the school to deliver lessons, and follow up activities. All teachers utilise their Computers for Teacher laptops; to plan units of work; to create daily lesson plans that meet the specific needs of individual students; reporting to parents using One School, and for networking with other professionals through discussion groups and lists.

The use of interactive projectors/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 spaces. 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-based learning to further develop individual student's knowledge and understanding across all Key Learning Areas. A bank of iPads is also used in student rotational groups to further consolidate learning. Groups of students also engaged in extension courses offered by the School of Distance Education as a means of improving learning outcomes in reading. In 2018, the school undertook a readiness test trial in preparation for NAPLAN online, however due to technical issues it was decided not to proceed in 2019. Subsequently, an application to increase our school Bandwidth from 2 to 4 mps was submitted to improve connection and download speed Also in 2018, the school had an upgrade to the wireless network.

Social climate

Overview

Tent Hill Lower S.S. takes pride in having a long-standing reputation, of being a family friendly school, where students are well supported, valued and known by all staff. Our school's expectations, known as B.U.D.S., is firmly embedded into the school's culture and provides a positive environment for students to learn in and engage with each other. Staff actively work to create a safe and supportive learning environment with the continued implementation of the Positive Behaviour for Learning program in 2018. It is evident that students' behavior is well supported through the implementation of a positive behaviour matrix and the explicit teaching of these expectations. The school climate is further enhanced through our School Chaplaincy Program, to provide additional pastoral care to students and their families, and is endorsed by our P & C. In the 2018 Annual School Opinion Survey, parents have generally expressed very high levels of satisfaction in most area, including their child is 'getting a good education' and 'is treated fairly'. Student responses indicate they also have high levels of satisfaction particularly in the areas of ''feeling safe at school', 'good behavior and discipline', and 'getting a good education'. Staff morale is very high, which is indicated through the positive responses on the 2018 School Opinion Survey.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	88%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	88%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	89%	88%	100%
• their child is making good progress at this school* (S2004)	89%	88%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	78%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	83%
• this school takes parents' opinions seriously* (S2011)	78%	100%	83%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	100%	92%
• they like being at their school* (S2036)	92%	96%	83%
• they feel safe at their school* (S2037)	100%	100%	92%
• their teachers motivate them to learn* (S2038)	96%	100%	92%
• their teachers expect them to do their best* (S2039)	96%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	92%
• teachers treat students fairly at their school* (S2041)	91%	100%	58%
• they can talk to their teachers about their concerns* (S2042)	92%	100%	92%
• their school takes students' opinions seriously* (S2043)	88%	96%	83%
• student behaviour is well managed at their school* (S2044)	96%	100%	100%
• their school looks for ways to improve* (S2045)	96%	96%	92%
• their school is well maintained* (S2046)	96%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	88%	96%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are actively encouraged to become a part of their child's education in the following ways:
- Open door policy – parents are always welcome to discuss their concerns.
- Parent participation in class information sessions at the beginning of each year.
- Parent participation in special events – sports days, excursions, Mother's Day breakfast, Father's Day Breakfast, Grandparents' Day, end of year activities, special parades, School Concert.
- Communication through fortnightly newsletters.
- Communication through the school website, Facebook and Q-Schools application.
- Student progress is 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 an interview with their child's teacher at all other times to discuss academic progress, social issues or other aspects of their child's education.
- Consultation with parents to cater for the diverse learning needs of students through Individual Learning Plans, Evidenced Based Plans and other educational adjustments.
- Through the P&C committee, P&C functions, fundraising.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school explicitly teaches students, as part of Positive Behaviour for Learning , respectful ways of interacting with others. The school also uses the Respectful Relationships Program to teach units of work which are drawn from the C2C Health curriculum. Students are taught ways of respectfully solving minor issues through using the problem-solving framework known as P.O.O.C.H. This is taught by our school chaplain and incorporated into our Responsible Behaviour Plan. Students are taught when to report unacceptable, disrespectful, or aggressive interactions from others, which is then promptly acted upon. In 2018, our school Chaplain, taught the 'A.D.A.M.' (A Discussion about Manhood) program to a group of Year 5 and 6 boys, which focused on respecting others, particularly girls and women. This was very well received by the students and their families.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Solar panels are installed on the main school building to reduce electricity costs and are monitored regularly. Our students are made aware of the need to reduce our environmental footprint through units of work in science. Students are taught to be water wise and to recycle. While water consumption had increased in 2018, this was due to the establishment of a vegetable garden, as well as other new school enhancement gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,500	21,490	21,222
Water (kL)	111	82	262

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	6	0
Full-time equivalents	5	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

At Tent Hill Lower S.S., all teaching staff are highly qualified. All teachers have a minimum of a Bachelor's Degree in Education, whilst one teacher has attained a Master of Education degree. Teaching staff at this school are also very experienced and have attained either the status of Senior Teacher or Experienced Senior Teacher.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $7 451.52

The major professional development initiatives are as follows:

- STEAM conference
- Sheena Cameron – Oral language
- Phonemic Awareness

- Putting Faces on Data Phase 1

- Guided Reading Across the Curriculum

- PBL training

- Principal and Cluster meetings

- Comprehension using SCORE

- LEM Phonics

- Moderation

- Running Records

- The Big 6 of Reading – Desley Konza

- Digital Technologies

- NAPLAN online training

- Tactical teaching for Reading

- Financial procedures Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	90%
Attendance rate for Indigenous** students at this school	95%	88%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	92%	88%
Year 1	93%	91%	94%
Year 2	96%	92%	92%
Year 3	91%	92%	92%
Year 4	91%	91%	89%
Year 5	90%	90%	93%
Year 6	95%	91%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
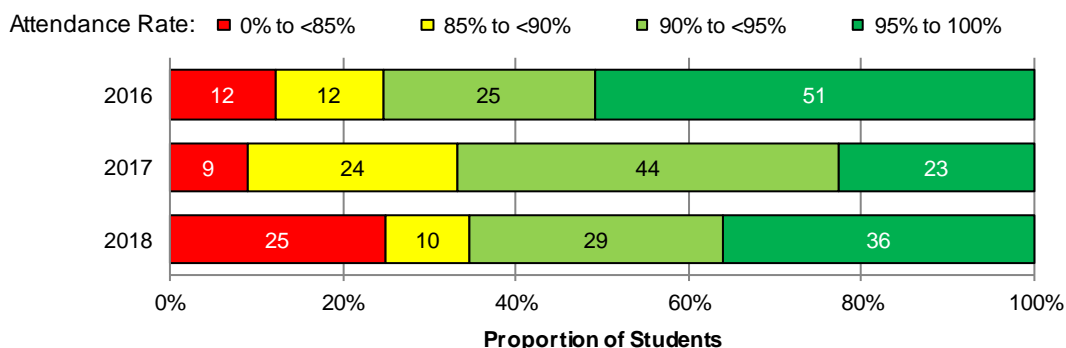
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- Twice a day, the school roll is marked noting students who are present or absent.
- The rolls are first marked at 9.00am and then delivered to the office immediately after.
- Admin check the rolls for any absences and cross check this with notifications received from parents regarding their child's absence.
- Phone calls/ text messages regarding a student's absence are recorded on a register located within in the office.
- If no notification has been received, a text message is then sent to the parent requesting absence details. If no response is received by 11.00am, a phone call is made to the parent/carer.

- Parents are advised through the school handbook and regular newsletter reminders, about the importance of advising the school by either a telephone call, a text message or a note explaining the reason for their child's absence.
- All staff monitor ongoing student absences closely.
- 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 five days as the need to contact parents for an interview regarding the effect this may have on their child's learning outcomes.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.