



Texas P-10 State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Texas P-10 State School, with a current student enrolment of around 180, is a co-educational school catering for students from Prep to Year 10. Our school was established in 1887 and has a long tradition of providing a quality education in a supportive, caring and stimulating environment. Our mission is to provide a broad and balanced curriculum which will maximise the capacity of all students to achieve their potential, enable Year 10 students to transition into Yr 11/12 and develop in students the capabilities and values to be effective and responsible citizens.

Our learning environment is underpinned by our three key expectations : be safe, be respectful, be responsible. We are a member of the Positive Behaviour for Learning Program which contributes to a highly supportive environment. Texas P-10 State School maintains a range of facilities which allow students to engage in a well rounded learning journey. Texas P-10 State School has a blend of experienced and younger staff and a very active P and C Association. Parental involvement is always welcomed in classrooms and with our participation in local community events.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

For Texas P-10 State School 2016 was a year of transition where the staff began a process of reviewing current practices to consolidate areas of strength and explore opportunities for growth.

In 2016 the overarching goals for Texas P-10 State School could be summarised as being:

- Improved Academic Achievement
- Developed Capacity of Students, Teachers, Staff and Community
- Quality Assure the School's Improvement Agenda

Key Outcomes for 2016:

- Whole school student attendance: 92.1 %
- Percentage of students in Prep – Year 3 who are attaining reading benchmarks.

	Prep			YEAR 1			YEAR 2			YEAR 3		
	Number in cohort	At or above	PM 0-2	Number in cohort	At or above	PM 0-2	Number in cohort	At or above	PM 0-2	Number in cohort	At or above	PM 0-2
2016	9	7 78%	1 11%	22	17 77%	0 0%	23	13 57%	0 0%	23	18 78%	0 0%
2015	22	9 41%	7 32%	21	8 38%	0 0%	25	17 68%	0 0%	23	13 56%	0 0%

- Whole school achievement in the core subjects of English, Maths and Science.

Subject	English				Maths				Science			
	LOA (%)	A	B	C	D/E	A	B	C	D/E	A	B	C
Sem 2, 2016	10.8	39.2	40.7	7.2	18.5	40.0	33.8	6.6	11.2	41.6	40.6	5.6
Sem 1, 2016	7.0	39.8	41.4	11.9	8.6	38.7	44.1	8.6	9.0	32.3	43.9	13.2
Sem 2, 2015	5.7	27.1	53.6	13.0	6.8	39.6	45.8	7.8	15.7	33.8	14.6	16.6

Future Outlook

In 2017 Texas P-10 State School will focus on (inclusive of general strategies):

- Clarifying the explicit improvement agenda, including roles / responsibilities
 - Refine the explicit improvement agenda (EIA).
 - Purposefully use data/evidence to inform action.
 - Articulate and enact desired collaborative groups.
- Strengthening the culture of learning for staff, students and parents
 - Prioritise workplace, health, safety (WPHS) and wellbeing across the school.
 - Increase effectiveness of the physical environment.
 - Create or refine goal setting and feedback processes for staff / students.
- Quality assuring learning experiences
 - Employ the work of Lyn Sharratt, Anita Archer and John Hattie.
 - Articulate curriculum planning, assessment and moderation processes.
 - Target support for vulnerable students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 10
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	200	112	88	23	92%
2015*	205	110	95	23	99%
2016	197	103	94	22	95%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students who attend Texas P-10 State School come from diverse backgrounds including low socio-economic status; parents who are employees of local businesses and farming enterprises; parents who are business owners; rural sector families, including broad-acre farming and animal husbandry; local government families; and mining families.

Students are drawn from a wide catchment which includes towns and villages in the border region of New South Wales. More than 60% of students travel to school by bus and for some children, the trip is in excess of 60 km each way, each day. Texas town population is less than 900 people, and about 35% of our population is derived from the town itself. Our Indigenous population is 11%.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	19
Year 4 – Year 7	16	25	21
Year 8 – Year 10	13		14
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The aim at Texas P-10 State School is to provide a curriculum which maximises the capacity of students to achieve their potential. We provide the full range of Key Learning Areas from Prep to Year 10 with the majority of the areas being aligned to the Australian Curriculum. In 2016 all classes are taught in single year level class groups.

Our Prep to Year 10 campus allows flexibility for our students in Years 6 to 10 to access specialist classes including Maths, English, Health and Physical Education, the Technologies, Science, Languages Other Than English and Art throughout the year. Students in Prep – Year 6 receive a balanced learning program delivered by their core classroom teacher in conjunction with specialist teachers for certain areas.

Year 9 and 10 students are encouraged to commence exploration into work experience programs that may support future studies, school-based traineeships or apprenticeships and employment.

Co-curricular Activities

This school provides opportunities for students to participate in a range of co-curricular activities that promote individual diversity and strengths as well as teamwork and cooperation.

Examples of co-curricular activities Texas P-10 State School encouraged students to participate in:

- Student Representative Council and School Leadership Program
- Year 5 camp (CYC Burleigh Heads)
- House sports, inter-school sports and representative sporting pursuits including swimming, athletics, cross country and team sports such as rugby league and netball (Broncos Cup Competition), soccer and touch football
- Sporting Schools Program
- MacIntyre Young Writers Competition
- Academic enrichment activities and competitions (eg. ICAS, Brain Bee, Granite Belt Maths Challenge)
- Goondiwindi Regional Council Eisteddfod and SingFest
- Community events (eg. ANZAC Day, Texas Show, community concerts, Torture on the Border Triathlon)

How Information and Communication Technologies are used to Assist Learning

Texas P-10 State School uses ICTs as an integral tool to engage students in understanding concepts and processes in more depth and to enable them to demonstrate their understanding in a variety of ways. Students in Years 9 and 10 are able to take a designated device to use out of school hours. Students in Prep – Year 6 access technology through a range of means during the school week.

Using ICTs as an effective tool for learning both supports Key Learning Area learning and provides all students with the opportunity to become competent, discriminating, creative and productive users of ICTs. Students engage in explicit learning through the following five aspects of ICTs within their classrooms or school:

- Inquiring with ICTs to process information and data in many ways.
- Creating with ICTs to make thinking processes visible, clarifying concepts and plans.
- Communicating with ICTs to share, interact and develop relationships with audiences.
- Understanding issues and applying ethics when using ICTs appropriately.
- Operating ICTs effectively in a range of contexts and for a variety of purposes.

Social Climate

Overview

Students are happy, safe and engaged in learning at Texas P-10 State School. Our school encourages and expects positive behaviours. Students participate in PBL which ensures positive behaviours are reinforced. Our Responsible Behaviour Plan for Students specifically addresses bullying and cyber-bullying and students are encouraged to be supportive, active learners.

Student leadership and the Student Representative Council programs foster peer support and staffing structures including a Dean of Students, Guidance Officer and Form Teachers to ensure staff and students remain aligned to our 3 essential expectations.

Students are encouraged to participate in visiting workshops, Arts Council and celebrations that include the Texas Show and other community functions. We also celebrate student work and achievement by displaying artefacts in the 'Window of Opportunity'.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	91%	89%
this is a good school (S2035)	95%	91%	78%
their child likes being at this school* (S2001)	100%	100%	88%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	83%	82%	78%
their child is making good progress at this school* (S2004)	87%	91%	78%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	83%
teachers at this school motivate their child to learn* (S2007)	96%	91%	94%
teachers at this school treat students fairly* (S2008)	87%	91%	78%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	83%
this school works with them to support their child's learning* (S2010)	91%	91%	78%
this school takes parents' opinions seriously* (S2011)	87%	82%	78%
student behaviour is well managed at this school* (S2012)	91%	82%	67%
this school looks for ways to improve* (S2013)	100%	90%	88%
this school is well maintained* (S2014)	100%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	94%	93%	96%
they feel safe at their school* (S2037)	98%	99%	96%
their teachers motivate them to learn* (S2038)	98%	96%	95%
their teachers expect them to do their best* (S2039)	100%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	93%	96%
teachers treat students fairly at their school* (S2041)	94%	94%	91%
they can talk to their teachers about their concerns* (S2042)	89%	87%	90%
their school takes students' opinions seriously* (S2043)	93%	88%	89%
student behaviour is well managed at their school* (S2044)	92%	89%	91%
their school looks for ways to improve* (S2045)	97%	94%	98%
their school is well maintained* (S2046)	95%	93%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	90%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
they receive useful feedback about their work at their school (S2071)	85%	86%	66%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	89%	100%	79%
student behaviour is well managed at their school (S2074)	93%	100%	86%
staff are well supported at their school (S2075)	85%	90%	55%
their school takes staff opinions seriously (S2076)	77%	85%	62%
their school looks for ways to improve (S2077)	96%	100%	90%
their school is well maintained (S2078)	96%	100%	86%
their school gives them opportunities to do interesting things (S2079)	88%	90%	83%

* 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

The Texas P-10 State School Parents and Citizens Association is an active parent body who focus on the learning needs of the children who attend the school. Those who participate in this organisation are aware of the challenges and everyday needs of parents of our students. This association is actively involved in providing tuckshop each Monday; as well as coordinating the uniform shop.

Parents and volunteers are given opportunity and encouraged to participate in classrooms to assist with literacy groups and other learning activities throughout the school.

The school regularly updates parents and encourages their input through the weekly newsletter *'The Texas Telegraph'* and to the wider community through articles for the local newspaper, *'The MacIntyre Gazette'* and *'The Border Post'*. Our community has an improved opportunity to engage with school through the *'Window of Opportunity'*, which provides a school-based footprint in the Texas CBD.

Respectful relationships programs

Texas P-10 State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is done through the comprehensive structured PBL, wellbeing lessons and additional visiting programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	3
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

In 2011/2012, a 12Kw Solar Panel System was installed at the school and came online in early 2013 for green power generation. The solar panels, as well as water reticulation and irrigation systems have been installed in response to the School Environmental Management Plan (or SEMP).

The SEMP was the culmination of work from the Environmental Committee, established to reduce the school's environmental footprint and increase the school's sustainability over time.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	69,808	2,179
2014-2015	15,938	
2015-2016	21,290	1,070

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

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 <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.

Find a school

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	14	<5
Full-time Equivalent	17	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	17
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$19 627.

The major professional development initiatives are as follows:

- Literacy (specifically reading) and pedagogy
- Workplace, Health, Safety and Wellbeing
- School Improvement and leadership
- Curriculum development and implementation
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

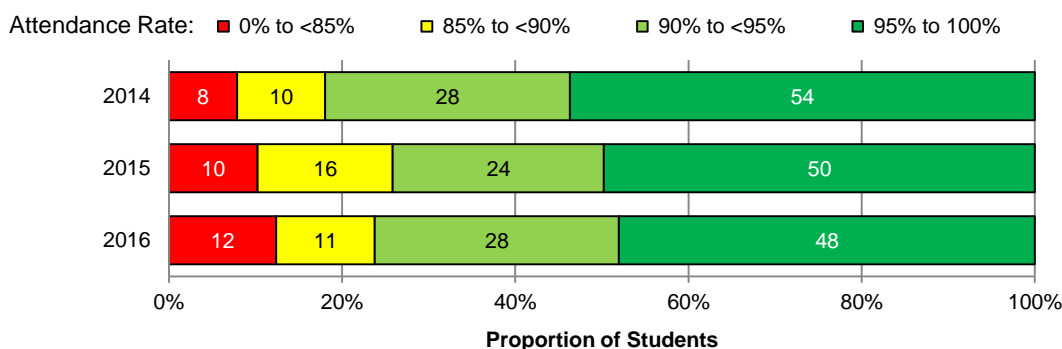
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	95%	96%	94%	94%	94%	88%	91%	91%	91%	N/A	N/A
2015	96%	93%	94%	92%	96%	95%	90%	95%	84%	88%	92%	N/A	N/A
2016	95%	94%	92%	93%	94%	96%	94%	93%	92%	88%	89%	N/A	N/A

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Student rolls are marked by authorised staff twice each school day through OneSchool. Contact (via text message) is made to all caregivers who have not provided a reason for the student's absence. To assist with student absence, the school's Student Absence Hotline is available for parents to contact 24 hours per day.

If the unexplained absence lasts for three or more consecutive days, the school will take reasonable steps to follow-up the absence and work with the family for the student to return to school. If the child fails to return to school, and has not moved interstate or cancelled their enrolment, the school will follow the appropriate processes for enforcing the parental obligation to attend school in regard to enrolment, attendance and compulsory participation.

Students are acknowledged for high levels of attendance as part of the school recognition and PBL program.

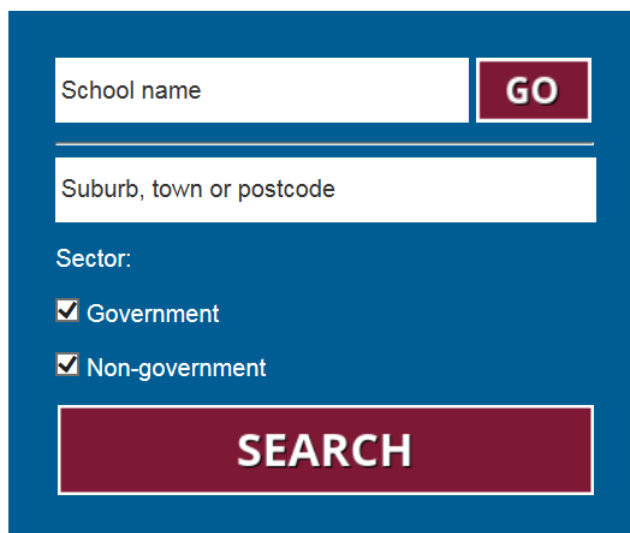
National

NAPLAN

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.

Find a school



Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Student Destinations

Early leavers information

Students from Texas P-10 State School transition to range of senior secondary learning environments. Stanthorpe State High School operates as the direct partner school of Texas P-10 State School with students being supported to attend Stanthorpe State High School via access to the Texas Community Bus Inc. service. Students are also able to access the bus to attend St Joseph's School Stanthorpe.