

# Texas P-10 State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

**Welcome to our school.** Texas P-10 State School caters for students from Playgroup to Senior Secondary in a rural setting. Our school promotes life-long learning in an encouraging and nurturing environment where Every Child Matters, Every Day. Our school was established in 1887 under the Principalship of W A Coady. In the 1940s, the school was relocated to its present location, following devastating floods. Our tradition spans more than 125 years of quality education and is supported by our school's motto, '**Acta non Verba**' or '*Actions not Words*'. We encourage our students to participate to the best of their ability; not just talk about it!

This report provides a summary of the reportable events that have shaped 2013. Of course, a school is much more than this. Our school is the '*heart and soul*' of our Queensland / New South Wales border community. It is a safe place that brings the community together and encourages parents to contribute to their child's formal education, whilst acknowledging the hard work and dedication a parent has given their child.

In consultation with our community, through an active Parents and Citizens Association, our school has established a School-Wide Positive Behaviour Support (SWPBS) framework, underpinned by 5 essential values. At Texas P-10 State School, it is expected students will: (1) Be Safe; (2) Be Respectful; (3) Be Responsible; (4) Be Supportive; and (5) Be an Active Learner ... at all times.

Our staff provide effective teaching and learning experiences in every lesson and this is reflected in classroom practice or pedagogy that is implemented to improve student performance. Our staff actively seek out Professional Development opportunities and regularly attend meetings to keep themselves informed in best-practice methods. Our staff are united in their pursuit of excellence for every student at Texas P-10 State School.

Students are encouraged to wear the full school uniform which reflects their pride in their school. There is an active Student Council that fosters leadership in a supportive environment, ensuring students are key shareholders in both their school and their education.

If you are considering enrolling your child at Texas, or if you would like further information regarding our school, please contact the office and we will endeavour to meet your needs. At Texas P-10 State School .... **Every Child does Matter, Every single Day!**

### School progress towards its goals in 2013

The school has made progress towards its goals for 2013 by ensuring there remains a strong focus on improving classroom curriculum and pedagogy through enriched teaching and learning experiences. Students are positively rewarded for great behaviour through our SWPBS plan. This is supported by staff who are teaching in the Explicit Instruction Model of '**I Do; We Do; You Do**' which enables a release of responsibility from teachers to students during the teaching and learning cycle.

Staff have implemented the Australian Curriculum in the Key Learning Areas of English, Mathematics, Science and History. Through ongoing Professional Development and a strong support plan, staff also embed Indigenous Perspectives into their classrooms. To support Literacy knowledge, students in Years 4 and 5 participated in Project 600 for Reading, a great Regional initiative.

There has been a renewed focus on improved attendance. Community confidence is also improving through our '**Window of Opportunity**' and the renewal of our school '**Webside**', ensuring every local and global citizen knows about our school and is kept well-informed of student progress. The window enables the school to have a '*footprint*' in the Texas central business district and displays student artefacts, key rules and policies, as well as staff profiles and initiatives that occur at the school.

Youth Attainment and Training has improved with a focus on school-based work experience, traineeships and apprenticeships, as well as encouraging transitioning to Stanthorpe SHS for the senior years and accessing the Border College of Trades.

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### Future outlook

Following on from 2013, the future outlook for the school is impressive. With community confidence rising, there is a re-engagement of the school's Parent and Citizen Association by community and parents. The school is working towards a whole-of-community engagement strategy through music and culture with the release of the "**Better in Texas**" soundtrack featuring Small Town Culture recording label artist, Josh Arnold in 2014.






Student population has improved, especially in the early years. The school's Playgroup, under the guidance from Playgroup Queensland, continues to draw new parents and their infants to the school. Population trends suggest there will be at least 16 children aged 0 to 5 years who will attend a Playgroup if it is hosted at Texas. To assist with improvements to older student populations, the school has a key focus on the Youth Attainment and Training agenda and is working closely with business and industry to ensure school-based work experience, traineeships and apprenticeships remain a high priority for senior students.

In 2014, all Queensland schools will add Geography to its suite of Australian Curriculum modules. To support this, The Arts (Art, Music and Performing Arts), Health and Physical Education (HPE), Language Other Than English (LOTE), Studies of Society and Environment (SOSE) and Technology (ICTs, Home Economics and Manual Arts) curricula will be supported by the Queensland Essential Learnings.

Both the Australian Curriculum and the Queensland Essential Learnings will provide our students with a core program that will assist with their moderation across the state and will ensure Texas students are on par with their counterparts in other states. Our school is meeting curricula targets through the dedicated work from our **Head of Department – Curriculum** to ensure the curricula will be implemented in all classrooms from Day 1, Term 1, 2014 with ongoing support for teachers through Professional Development that targets skills to ensure students remain focussed and the curricula can be embedded successfully.

Our school and student performance is improving under the leadership of our Literacy Leader and Numeracy Leader. The **Literacy Leader** is directly responsible for the implementation of the whole-of-school Reading Plan, titled, R.E.A.L. Reading; and the whole-of-school Writing Plan. The **Numeracy Leader** is directly responsible for the implementation of the whole-of-school Numeracy Plan with a focus on Number. Staff will be given internal Professional Development and offered external Professional Development to support teacher capacity and school-wide consistency.

School Wide Positive Behaviour Support or SWPBS will continue to improve school-wide behaviour through the ongoing work of the **Dean of Students**. The Dean ensures a consistent message is provided across the school for the following behavioural expectations

-  Be Safe
-  Be Respectful
-  Be Responsible
-  Be Supportive
-  Be an Active Learner

Students will have these 'Be' rules reinforced through a series of lessons. Regular updates to parents through the school Newsletter and Website, as well as the Window of Opportunity, will ensure parents are aware of the weekly rule and can reinforce this with their children also.

Teachers have access to data models for student improvement. The school established a **Data Leader** who provides data training to staff around effective differentiation in their classrooms. Data models are used to ensure all students have a target and goal, set in conjunction with their teacher. All of school data in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy is displayed on a purpose-built Data Wall to ensure staff can track the progress of their students. Data is also displayed in classrooms for students to track their own progress.

The school will continue to apply funds to the **MacIntyre Cluster of Schools** for the Pedagogy Coach support role. The Pedagogy Coach will be employed to support Professional Development for staff around the school's Pedagogical Framework. This framework will ensure student needs remain the centre of the teaching and learning cycle, based around the school's Explicit Instruction. Our own Pedagogical Framework, **The Texas Teacher**, will be aligned to cluster expectations and support consistency in practice.

To ensure digital pedagogies continue to promote engaged learning for students, teachers will be offered an opportunity to complete their '**Digital Pedagogical Licences**'. Supporting these licences, the school is committed to providing all students from Years 7 to 10 with a laptop computer for their use. The school will also set aside teaching spaces and convert these into computer laboratories, ensuring all students are enabled to engage digitally.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 10

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	163	84	79	89%
2012	192	106	86	92%
2013	201	111	90	86%

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

## Characteristics of the student body:

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 12% and Anglo-Australian population is 88%.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	18	16	16
Year 4 – Year 7 Primary	20	22	14
Year 7 Secondary – Year 10	9	12	11

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	10	0	0
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

The aim at Texas P-10 State School is to provide a curriculum which maximises the capacity of students to achieve their potential. This includes enabling students to progress with a strong knowledge base on which to advance their educational journey; Year 10 students to transition within the Senior Phase of Schooling; and students to exit from our school with the capabilities and values to be effective and responsible citizens.

We provide the full range of Key Learning Areas from Prep to Year 10. Our Prep to Year 10 campus allows flexibility for our students in Years 6 to 10 to access specialist classes including Manual Arts, Home Economics, Science, Languages Other Than English and Art/Music throughout the year.

Year 10 students are encouraged to commence Work Experience programs that generally lead to school-based traineeships or apprenticeships.

### Extra curricula activities

This school provides opportunities for students to participate in a range of educational settings that promote individual diversity and strengths as well as teamwork and cooperation. Texas P-10 State School encourages our students to participate in:

- Student Representative Council and School Leadership Program;
- House sports, inter-school sports and representative sporting pursuits including swimming, cross country, athletics and team sports which include rugby league and netball (Broncos Cup Competition), soccer and touch football;
- Healthy Active After-School sports programs;
- School Public Speaking program that leads on to the Darling Downs and Granite Belt Rostrum competition;
- Granite Belt Mathematics Challenge;
- MacIntyre Young Writers;
- Goondiwindi Regional Council Eisteddfod; and
- Community events that showcase the school including ANZAC Day celebrations, Texas Show; Community Concert and Awards Evenings, Torture on the Border Triathlon and Mingoola Retirement Village visits.

### How Information and Communication Technologies are used to assist learning

The use of Information and Communication Technologies (ICTs) is changing relationships between teachers and students at Texas P-10 State School and for people across the world. This 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, fit classroom learning to particular student needs and interests, and to extend the reach of the classroom across space and time.

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.

Using ICTs to develop digital pedagogies that support Key Learning Areas supports student achievement and consolidation of the Australian Curriculum and Queensland Essential Learnings; enables ways of working and learning, through authentic and challenging tasks, that are not possible or are less efficient without technologies; and stimulates student engagement in learning.

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; and
- **Operating ICTs** effectively in a range of contexts and for a variety of purposes.

## Social climate

Students are happy, safe and engaged in learning at Texas P-10 State School. Our school encourages and expects positive behaviours and students participate in SWPBS 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 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 5 essential values.

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 with the school

These results for 2013 indicate parents are mostly satisfied with the school. In recent years, students and parents believed the school could be doing a better job. This data is evidence that the School Leadership Team is working towards ensuring that this is occurring.

This information has identified the following as priorities for beyond 2013:

- Explicit teaching of Reading in a whole-school approach;
- Improved attendance and behaviour with the embedding of the SWPBS framework; and
- The purposeful use of data to inform explicit teaching and learning every day.

Staff acknowledged a strong staff morale and a balanced approach when accessing Professional Development opportunities.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	88%	92%
this is a good school (S2035)	89%	96%
their child likes being at this school* (S2001)	89%	96%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	82%	92%
their child is making good progress at this school* (S2004)	82%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%
teachers at this school motivate their child to learn* (S2007)	89%	100%
teachers at this school treat students fairly* (S2008)	88%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%
this school works with them to support their child's learning* (S2010)	88%	92%
this school takes parents' opinions seriously* (S2011)	94%	92%
student behaviour is well managed at this school* (S2012)	94%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	98%
they like being at their school* (S2036)	83%	88%
they feel safe at their school* (S2037)	96%	95%
their teachers motivate them to learn* (S2038)	96%	92%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%

## Our school at a glance

teachers treat students fairly at their school* (S2041)	89%	86%
they can talk to their teachers about their concerns* (S2042)	80%	86%
their school takes students' opinions seriously* (S2043)	83%	94%
student behaviour is well managed at their school* (S2044)	83%	97%
their school looks for ways to improve* (S2045)	100%	95%
their school is well maintained* (S2046)	98%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	89%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	88%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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 once per week as well as coordinating the Uniform Shop to ensure student needs are met.

Parents and volunteers are given opportunity and encouraged to participate in Reading Training through the Ready Reader Program and volunteer their time in classrooms to assist with reading groups.

The school regularly updates parents 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.

The school acknowledges the work and effort of staff and students and regularly updates the global community through the school website and school app.

## 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. The environmental Committee is comprised of students, parents, teachers and community members, with the guidance of local Landcare Officers.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	899	13,556
2011-2012	93,019	1,892
2012-2013	80,723	1,606

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

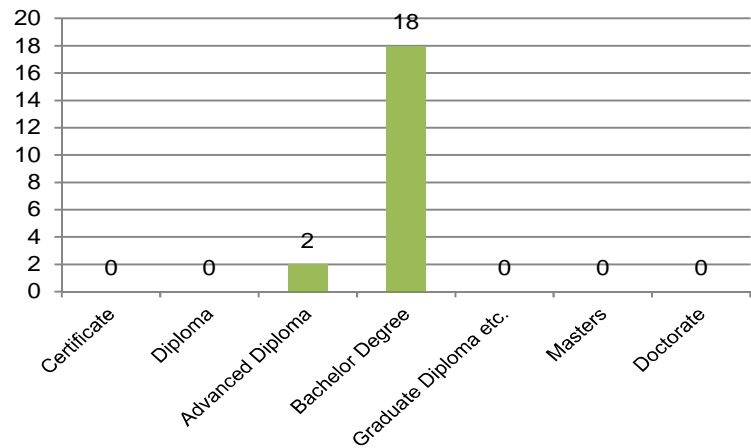
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	17	<5
Full-time equivalents	18	10	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	18
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>20</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ **42,658**

The major professional development initiatives are as follows:

- Explicit Teaching Model (including the John Fleming; and Archer and Hughes Models of Explicit Teaching);
- Implementation of the Australian Curriculum;
- Behaviour Management Training (including Positive Behaviour Support)
- One School Finance Modules
- MultiLit Reading Intervention; and
- Staff First Aid

The proportion of the teaching staff involved in professional development activities during 2013 was **100 %**.



# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

## 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 2013 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/>.

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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	91%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

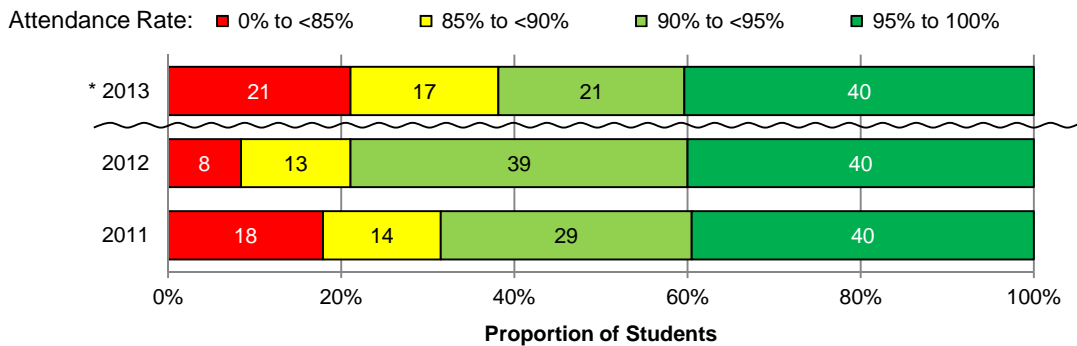
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92%	90%	93%	87%	93%	92%	90%	91%	87%	87%
2012	93%	93%	91%	95%	93%	94%	94%	90%	90%	90%
2013	93%	90%	94%	92%	92%	88%	91%	87%	87%	86%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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.

Each parent of a child who is of **compulsory school age** at Texas P-10 State School, has the legal obligation to ensure their child is enrolled and attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.

Texas P-10 State School produces lists of **enrolled students** in class groupings (student rolls) for the purpose of collecting information about attendance and absence. The information collected for all students is entered into the recording database, OneSchool, and is reported to parents at the end of each semester. Student rolls are marked by authorised staff twice each school day.

From time to time, a student may be absent from their educational program. Parents comply with their compulsory schooling or compulsory participation obligation by providing a **satisfactory reason** for these absences. Parents should provide a reason for the child's absence as soon as possible after the absence.

To assist with student absence, the school's **Student Absence Hotline** is available for parents to contact 24 hours per day. When students are absent and there has been no written or verbal communication with the school from the parent, the parent is followed-up to identify the absence and seek an explanation.

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 rewarded for maximum attendance.**

## 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.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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

Attendance, Engagement through Explicit Instruction and Differentiation are the keys to improving our Whole-of-School and especially our **Indigenous Student Performance**. In partnership with our Indigenous Community, the school has established an Indigenous Reference Group who regularly meet to develop effective direction and strategies for improving Indigenous students.

The School Leadership Team has concentrated strongly on whole-school attendance. Staff are continually updated in the Explicit Instruction agenda and teacher capacity building. To improve digital literacies, students in Years 5 and 6 have been enrolled in the OLLIE-UP (On Line Learning for Indigenous Education) program for 2013 and participated in the Regional Literacy initiative – Project 600.