Texas P-10 State School
Queensland State School Reporting
2014 School Annual Report

Postal address	1 Flemming Street Texas 4385
Phone	(07) 4653 3333
Fax	(07) 4653 1101
Email	the.principal@texasss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	**Mike Townsend** – Principal

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 and was relocated to its present location in the 1940s, following devastating floods. Our tradition spans almost 130 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 2014. 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 embedded the school-wide Positive Behaviour for Learning (PBL) framework, underpinned by 3 expectations. At Texas P-10 State School, it is expected active learners will be: **Safe; Respectful; and Responsible** … 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 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 2014

The school has made progress towards its goals for 2014 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 PBL. 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, History and Geography. Through ongoing Professional Development and a strong support plan, staff also embed Indigenous Perspectives into their classrooms. To support Numeracy knowledge, students participated in Project 600 for Number, 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 *'Website'*, 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 expectations and policies, as well as strategic 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 or St Joseph's Stanthorpe for the senior years and accessing the Border College of Trades.

Future outlook

Following on from 2014, 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 following the release of the *"Better in Texas"* soundtrack featuring Small Town Culture recording label artist, Josh Arnold.

Student population has stabilised, 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 10 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 2015, our school will add Civics and Citizenship and Business and Economics 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) 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, each year, 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 Master Teacher and Numeracy Leader. The **Master Teacher** is directly responsible for the implementation of the whole-of-school Writing Plan, THRASS Phonics and Early Years Spelling Plans. 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.

Positive Behaviour for Learning or PBL will continue to improve school-wide behaviour through the ongoing work of the **Dean of Students**. Our Dean ensures a consistent message is provided across the school for the following behavioural expectations

- Be Safe
- Be Respectful
- Be Responsible

Our Active Learners will have these 'Be' expectations 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 expectation and can reinforce this with their children also.

Teachers have access to data models for student improvement. The school has developed data models which provide the necessary information to deliver effective differentiation into classrooms. At Texas, we use data models 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 2014:   Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	192	106	86	92%
2013	201	111	90	86%
2014	200	112	88	92%

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 11%; English as a Second Language population is 2%; and Anglo-Australian population is 87%.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	16	16	21
Year 4 – Year 7 Primary	22	14	16
Year 7 Secondary – Year 10	12	11	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Queensland Government

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:

- Participation in the development of *"Better in Texas"* – our community album and video tribute
- Student Representative Council and School Leadership Program;
- 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;
- 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 Competition;
- 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. 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 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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	92%	96%
this is a good school (S2035)	89%	96%	95%
their child likes being at this school* (S2001)	89%	96%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	82%	92%	83%
their child is making good progress at this school* (S2004)	82%	96%	87%
teachers at this school expect their child to do his or her best* (S2005)	94%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	91%
teachers at this school motivate their child to learn* (S2007)	89%	100%	96%
teachers at this school treat students fairly* (S2008)	88%	92%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	96%
this school works with them to support their child's learning* (S2010)	88%	92%	91%
this school takes parents' opinions seriously* (S2011)	94%	92%	87%
student behaviour is well managed at this school* (S2012)	94%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	98%	98%
they like being at their school* (S2036)	83%	88%	94%
they feel safe at their school* (S2037)	96%	95%	98%
their teachers motivate them to learn* (S2038)	96%	92%	98%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%	99%
teachers treat students fairly at their school* (S2041)	89%	86%	94%
they can talk to their teachers about their concerns* (S2042)	80%	86%	89%
their school takes students' opinions seriously* (S2043)	83%	94%	93%
student behaviour is well managed at their school* (S2044)	83%	97%	92%
their school looks for ways to improve* (S2045)	100%	95%	97%
their school is well maintained* (S2046)	98%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	89%	89%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		85%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	89%
student behaviour is well managed at their school (S2074)		100%	93%
staff are well supported at their school (S2075)		88%	85%
their school takes staff opinions seriously (S2076)		88%	77%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		100%	96%
their school gives them opportunities to do interesting things (S2079)		88%	88%

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

'Agree' represents the 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 each Monday; as well as coordinating the Uniform Shop to ensure student needs are met.

Parents and volunteers are given opportunity and encouraged to participate in Literacy Training including Parent Ready Readers Program and THRASS; and volunteer their time in classrooms to assist with literacy 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	
Years	Electricity kWh	Water kL
2011-2012	93,019	1,892
2012-2013	80,723	1,606
2013-2014	69,808	2,179

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	17	<5
Full-time equivalents	19	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	20
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**21**
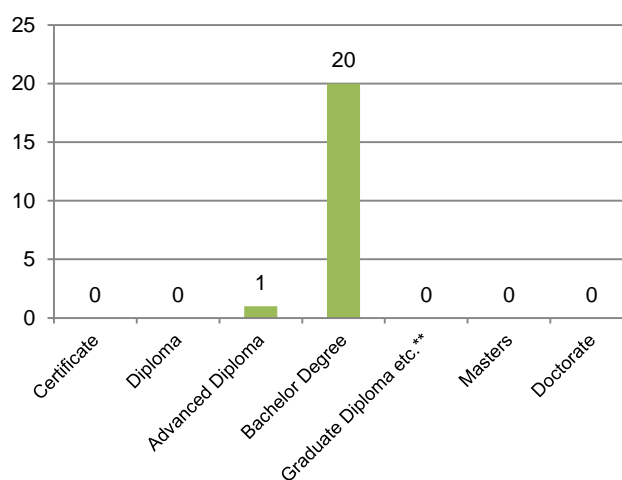
*Teaching staff includes School Leaders

**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 2014 were $ 48,521.

The major professional development initiatives are as follows:

- Supporting Students with Diverse Learning Needs / Students With Additional Needs;
- Explicit Teaching Model (including the Fleming / Archer and Hughes Models of Explicit Teaching);
- Implementation of the Australian Curriculum;
- Behaviour Management Training (including Positive Behaviour for Learning);
- One School Finance Modules;
- PreLit, MiniLit and MultiLit Reading Intervention; and
- Staff First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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.**

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	94%

The overall attendance rate in 2014 for all Queensland 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
2012	93%	93%	91%	95%	93%	94%	94%	90%	90%	90%
2013	93%	90%	94%	92%	92%	88%	91%	87%	87%	86%
2014	95%	95%	96%	94%	94%	94%	88%	91%	91%	91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
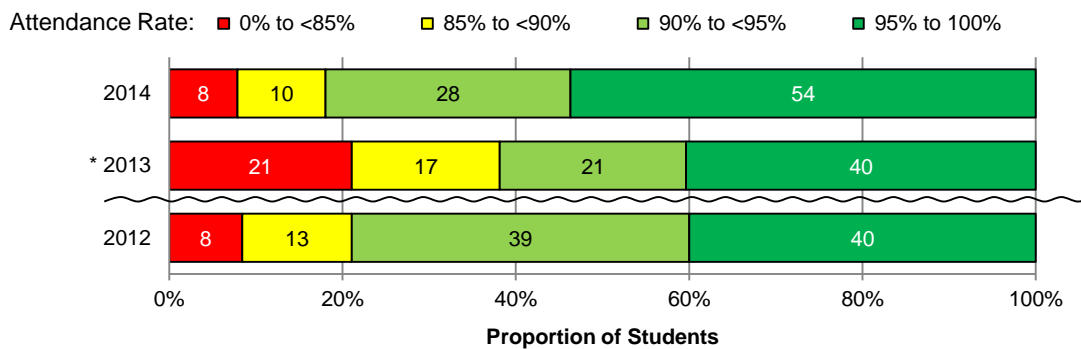
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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 Student Performance and this is especially so with 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 participated in the Regional Numeracy initiative – Project 600.