

# Texas P-10 State School Queensland State School Reporting 2015 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 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 2015. 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.

At Texas P-10 State School .... Every Child does Matter, Every single Day!

### School progress towards its goals in 2015

The school has made progress towards its goals for 2015 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.

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 2015, the future outlook for the school is impressive. With community confidence rising, there is a reengagement of the school's Parent and Citizen Association by community and parents. The school is working towards a whole of community engagement strategy.

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. 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 2016, our school will add the remaining Australian Curriculum Learning Areas to our curriculum offerings. The Australian Curriculum supported by C2C resources 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

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	201	111	90	24	86%
2014	200	112	88	23	92%
2015	205	110	95	23	99%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	21	24
Year 4 – Year 7 Primary	14	16	19
Year 7 Secondary – Year 10	11	13	13
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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

\* 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.

## 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. 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, 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 improve 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
- **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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	92%	96%	91%
this is a good school (S2035)	96%	95%	91%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	92%	83%	82%
their child is making good progress at this school (S2004)	96%	87%	91%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	91%	100%
teachers at this school motivate their child to learn (S2007)	100%	96%	91%
teachers at this school treat students fairly (S2008)	92%	87%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	100%
this school works with them to support their child's learning (S2010)	92%	91%	91%
this school takes parents' opinions seriously (S2011)	92%	87%	82%
student behaviour is well managed at this school (S2012)	100%	91%	82%
this school looks for ways to improve (S2013)	100%	100%	90%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school (S2036)	88%	94%	93%
they feel safe at their school (S2037)	95%	98%	99%
their teachers motivate them to learn (S2038)	92%	98%	96%
their teachers expect them to do their best (S2039)	97%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	92%	99%	93%
teachers treat students fairly at their school (S2041)	86%	94%	94%
they can talk to their teachers about their concerns (S2042)	86%	89%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	94%	93%	88%
student behaviour is well managed at their school (S2044)	97%	92%	89%
their school looks for ways to improve (S2045)	95%	97%	94%
their school is well maintained (S2046)	97%	95%	93%
their school gives them opportunities to do interesting things (S2047)	89%	89%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	85%	85%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	89%	100%
student behaviour is well managed at their school (S2074)	100%	93%	100%
staff are well supported at their school (S2075)	88%	85%	90%
their school takes staff opinions seriously (S2076)	88%	77%	85%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	88%	88%	90%

# '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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	80,723	1,606
2013-2014	69,808	2,179
2014-2015	15,938	

\*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.

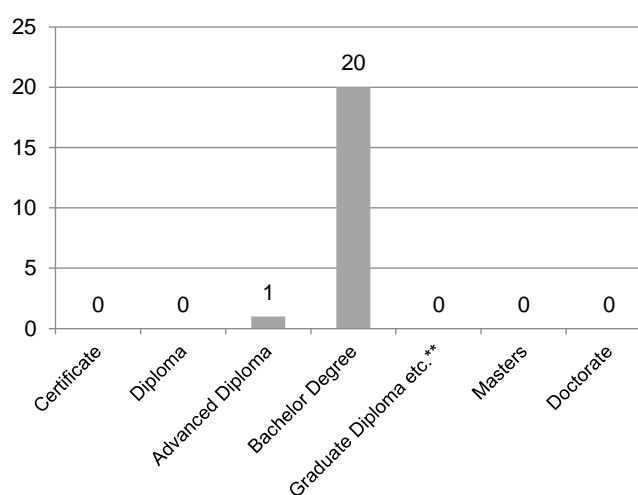
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	15	<5
Full-time equivalents	17	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
<b>Total</b>	<b>21</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 2015 were \$20 136.

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)
- PreLit, MiniLit and MultiLit Reading Intervention
- Staff First Aid

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

Where it says '**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.



# Performance of our students

## Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	84%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

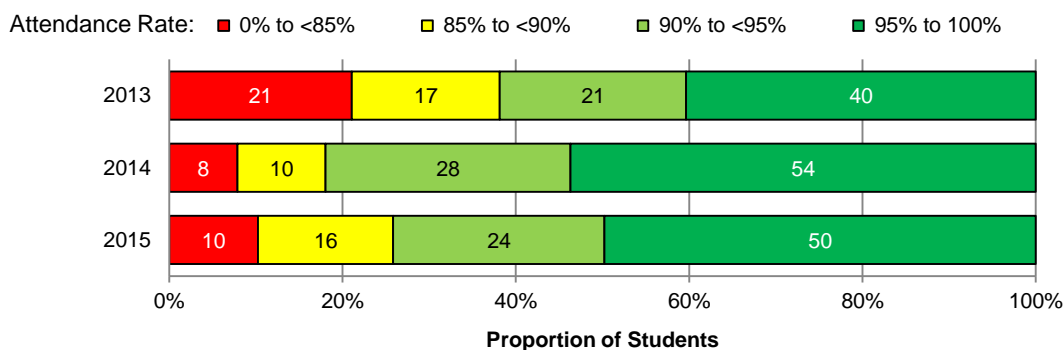
Student attendance rate for each year level (shown as a percentage)											
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2013	92%	93%	90%	94%	92%	92%	88%	91%	87%	87%	86%
2014	95%	95%	95%	96%	94%	94%	94%	88%	91%	91%	91%
2015	96%	93%	94%	92%	96%	95%	90%	95%	84%	88%	92%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

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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.