



Texas P-10 State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Texas P-10 State School is a co-educational state school, catering for Prep to Year 10 students. The school is located 146km from Warwick in the Darling Downs South West area of Queensland and mostly services families that work within the town of Texas and surrounding farmlands. Texas P-10 State School operates as the only school located within the town of Texas but works closely with C&K Texas & District Kindergarten and Wrigglers & Giggles Child Care Centre to provide quality educational outcomes to all children who access our education sector within Texas.

At Texas P-10 State School, their caring and supportive teachers plan, teach, assess and report on the Australian Curriculum. The school achieves quality outcomes, offers an extensive range of curriculum subjects and extra curriculum experiences and strives to see every child matter every day. The school offers a caring and supportive environment for all students and does not shy away from its responsibility to look after and develop positive, active, thinking, young Australians.

Student outcomes regularly meet and exceed State and Regional averages and has a record of students achieving high academic success, with over 95% or above of students achieving C or above for Key Learning Areas such as English, Mathematics and Science. Many students also regularly have achieved awards and success in extra-curricular accomplishments through the schools support of access to various sporting and cultural enrichment opportunities. Texas P-10 State School has received many accolades for its recent success and focus on improvement journey. The school provides all staff with the necessary support and commitment to professional growth through the use of Annual Performance and Development Plans and a detailed Coaching, Mentoring and Feedback Framework.

School Vision:

Every Child Matters Every Day

Mission Statement:

Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.

A key driver that underpins our educational direction is the question:

"Is life and educational opportunities getting better in rural Queensland?"

Collaborative Empowerment

Collaborative Empowerment is a strategic partnership among C&K Texas & District Kindergarten, Wrigglers & Giggles Child Care Centre, Texas P-10 State School, Inglewood P-10 State School (closest P-10 State School) and Stanthorpe State High School (the catchment school for Texas Year 11 and Year 12 students). This unique network works together to provide:

- principal and leadership team support to each other in local decision making processes;
- sharing of teaching and learning ideas to provide high yield strategies for all our learners;
- opportunities for collaborative planning and moderation of student achievements;
- sharing of financial and physical resources to provide sporting and extra-curricular activity opportunities to the communities in our areas;
- maintaining alignment and developing consistency of quality teaching and learning practices with input from regional resources; and
- unity and empowerment to our workforce within Darling Downs South West.

Through this unique alliance, a seamless educational pathway is delivered from the early phase of learning to high school and then onto adult life within our communities. This collaborative empowerment partnership works together to provide a range of learning opportunities to meet the individual needs and desires of all learners at all stages of their journey of learning discovery. Partners also work to ensure smooth transitions occur at the key junctures of schooling.

School progress towards its goals in 2018

Throughout 2018, Texas P-10 State School remained committed to a strong school improvement agenda – focusing on building consistency across our teaching and learning practices, improving engagement with our community and reinforcing the accountability for our leaders. As a school community, we delivered on many of the high expectations that we set out to achieve. The following summary provides only a snapshot of the many amazing outcomes produced:

Rating Scale		
Red	Amber	Green
B – Beginning	C – Consolidating	E – Embedded

Clarify the explicit improvement agenda, including roles / responsibilities

Strategy: Refine the explicit improvement agenda (EIA).	
Actions	Rating Scale of Beginning, Consolidating or Embedded
Review, refine EIA and associated processes. <ul style="list-style-type: none"> Creation of articulated improvement teams to perform specific roles. 	Embedded
Create 'Texas P-10 SS Master Plan'	Beginning
Strategy: Purposefully use data/evidence to inform action.	
Actions	Rating Scale of Beginning, Consolidating or Embedded
Review of whole school data sheet.	Embedded
Enact 'Texas P-10 SS Data & Evidence Plan'	Consolidating
Teaching staff utilise data walls to inform practice.	Embedded
Strategy: Articulate and enact desired collaborative groups.	
Actions	Rating Scale of Beginning, Consolidating or Embedded
Consolidation of expected collaborative groups: <ul style="list-style-type: none"> Teaching Staff Non-teaching Staff (A0, TA, Grounds & Cleaning) Workplace Health & Safety Local Consultative Committee Local Accommodation Committee 	Embedded
Creation of policies to direct actions and outcomes processes (eg. agendas, minutes, actions, protocols, communication)	Consolidating

Strengthen the culture of learning for staff, students and parents


Strategy: Prioritise workplace, health, safety (WPHS) and wellbeing across the school.	
Actions	Rating Scale of Beginning, Consolidating or Embedded
Align WPHS practices (with articulation) to departmental best practice.	Embedded
Implement activities to support staff wellbeing (eg. staff lunches, social occasions)	Embedded
Review and refine the 'Learning and Wellbeing' Framework	Beginning

Strategy: Increase effectiveness of the physical environment.	
<i>Actions</i>	<i>Rating Scale of Beginning, Consolidating or Embedded</i>
Non-teaching spaces clean, organised and maintained.	Consolidating
Teaching spaces aligned (with articulation) to that of a 'learning environment'	Beginning
Strategy: Create or refine goal setting and feedback processes for staff / students.	
<i>Actions</i>	<i>Rating Scale of Beginning, Consolidating or Embedded</i>
Staff engage in APR process	Consolidating
Teachers and students engage in feedback processes to inform practice.	Consolidating
Create 'Parent and Community Engagement Framework'	Consolidating

Quality assure learning experiences

Strategy: Employ the work of Lyn Sharratt, Anita Archer and John Hattie (with articulation)	
<i>Actions</i>	<i>Rating Scale of Beginning, Consolidating or Embedded</i>
Educate staff in the work of Sharratt, Archer and Hattie.	Beginning
Refine 'Pedagogical Framework' <ul style="list-style-type: none"> Inclusive of Reading Program 	Beginning
Implement agreed parameters, elements and strategies.	Consolidating
Strategy: Articulate curriculum planning, assessment and moderation processes.	
<i>Actions</i>	<i>Rating Scale of Beginning, Consolidating or Embedded</i>
Refine 'Whole School Curriculum Plan'.	Embedded
Strategy: Target support for vulnerable students.	
<i>Actions</i>	<i>Rating Scale of Beginning, Consolidating or Embedded</i>
Clarify processes to support vulnerable students.	Embedded
Increase offerings and participation in academic and cultural activities.	Embedded

Future outlook

 2019 AIP – Texas P-10 State School			
<p>Mission Statement: <i>Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.</i></p> <p>Vision: <i>Every Child Matters Every Day</i></p>			
<p>Our 2019 Explicit School Improvement Agenda is: Improve the Teaching and Learning of the Australian Curriculum Improvement Strategy from SIU Report: Review, monitor and embed a sharp and narrow school improvement agenda ensuring it is consistently implemented across all year levels to individual student outcomes.</p>			
Rating Scale			
Red – Beginning	Amber – Consolidating	Green – Embedded	
Evidenced by Performance Measures and Achievement of Targets:			Results
Improve % of students from P-10 achieving a C or above in English: 80% or above			
Improve % of students in U2Bs within the English Curriculum: 50% or above			
Improve % of students who achieve a C or above in English for their ICP: 100% or above			
Improve % of students achieving end of year literacy continuum cluster for Reading Texts: 60% or above			
Improve % of students achieving end of year literacy continuum cluster for Reading Comprehension: 60% or above			
All students average National Minimum Standard (NMS) in Reading: 100% or above with any students not meeting the benchmark having a current ICPs			
Mean Scale Score (MSS) Reading: YR3 - 415 or above YR5 - 510 or above YR7 - 530 or above YR9 - 560 or above			
% Upper Two Bands (U2B) Reading: YR3 - 50% or above YR5 - 35% or above YR7 - 26.0% or above YR9 - 10%			
Improve all students reading age by 1 year or more: 100% of students make a year's growth for a year's input from teaching and learning.			
Improve % of students achieving Term & Yearly Progress with Whole School Data Assessment Targets: 85% or above			
Improve % of students Whole School Attendance: 93% or above			
2019 SOS Parents - My child's English skills are being developed at this school? 90% or above Teachers at this school provide my child with useful feedback about his or her school work? 90% or above			
2019 SOS students - My English skills are being developed at this school? 90% or above My teachers provide me with useful feedback about my school work? 90% or above			
2019 SOS Staff - I feel confident using student assessment data to improve student achievement at my school? 90% or above I feel confident applying evidence-based teaching and learning practices? 90% or above			
2019 SOS Confidence: Student 90% or above , Staff 90% or above , Parents 90% or above			
Term 4, 2019 YR2 NAPLAN Reading Practice: MSS 400 or above U2B 50% NMS 100% or above with any students not meeting the benchmark having a current ICPs			
Actions to Address Improvement Strategy			
Evidenced by Strategies and Actions:			
Strategy: An Explicit Improvement Agenda			
Action – Local Decision-Making: Embed the Australian Curriculum Scan. Review and monitor the effectiveness of identified elements to ensure they are focused on improving student engagement and achievement of the Australian Curriculum.			
Strategy: Targeted Use of School Resources			
Action – Regional Support: Facilitate professional development opportunities aligned to staff APDPs, School Pedagogical Framework, School Curriculum Plan and identified evidence-based practices to build staff capability and confidence to maximise Australian Curriculum outcomes for students.			
Strategy: Analysis and Discussion of Data			
Action – School Performance: Develop a School Data Plan reflective of regional expectations to analyse and discuss regularly to inform the teaching of reading literacy demands, achievement of the Australian Curriculum and to inform differentiation needs.			
Strategy: A Culture that Promotes Learning			
Action – Successful Learners: Provide challenging, precise brisk paced learning experiences across the curriculum using explicit instruction so that students receive increased active learning minutes every day to engage with the Australian Curriculum at level and can achieve results indicative of their ability.			
Strategy: School Community Partnerships			
Action – Successful Learners: Monitor and review attendance, behaviour and individual learning with students and their families sharing progress and achievements regularly for continuous co-constructed improvements.			
Strategy: An Expert Teaching Team			
Action – Teaching Quality: Align Curriculum Learning Walls/Journeys with identified unit reading literacy demands, learning intentions, success criteria, 'A' exemplars and purposeful resources so that all students are able to engage with the teaching and learning and can monitor their learning progress towards the Achievement Standard.			
Strategy: Systemic Curriculum Delivery			
Action – Teaching Quality: Clearly articulate and document a Whole School Curriculum, Assessment and Reporting Plan with three levels of planning (whole curriculum, year/ learning area/ subject and unit) so teachers know what they need to teach, and when in all learning areas and subjects of the Australian Curriculum Ver.8 (P–10).			

Strategy: Differentiated Teaching and Learning Action – Successful Learners: Clearly align, document and articulate practices used to ensure all students have access to the curriculum at level and are achieving results indicative of their ability ensuring students receive regular feedback on their progress and improvements – 12 months growth for 12 months input from teaching and learning.			
Strategy: Effective Pedagogical Practices Action – Principal Leadership and Performance: Clearly articulate and document a Whole School Pedagogical Framework and an agreed Whole School Mentoring and Coaching Plan to enhance staff expertise and consistency in evidence-based practices.			
Overall Rating is			
3 Month Outcomes, Evidence of Impact and Artefacts			
Evidenced by Strategies and Actions:	B	C	E
3 MONTH OUTCOMES: AC Scan completed. Data used in scan and assess inquiry phase. Identified problems of practice and action for improvement with the 2019 AIP. Data informed APDP process, Professional Learning Plan and Staff Meeting Schedule.			
3 MONTH OUTCOMES: Whole School Data Plan complete. Data-driven Whole School Reading Targets set, AC LOA and NAPLAN aligned to regional benchmarks. Data collected and stored on OneSchool.			
3 MONTH OUTCOMES: Data informed precise brisk paced explicit instruction with gradual release processes to provide challenging learning experiences and engagement with the Australian Curriculum for all students. Students requiring ICPs are completed.			
3 MONTH OUTCOMES: Differentiation documentation completed. Individual student data and progress reports for LOA are communicated to families and inform the next steps in teaching, learning, homework and interventions.			
EVIDENCE OF IMPACT: Teachers provide teacher aides with planning for timely interventions and use the gradual release model and timely feedback to support their planning and student responses to interventions and teaching and learning.			
EVIDENCE OF IMPACT: Leaders support staff through professional learning, coaching and feedback to deepen knowledge and understanding of data literacy skills, elements of the AC Scan and explicit instruction pedagogy.			
EVIDENCE OF IMPACT: Students can articulate the 5 questions for students and demonstrate increased achievement on teacher-devised interventions, data collections and curriculum monitoring tools.			
ARTEFACT: 2019 Professional Learning Plan			
ARTEFACT: Staff Meeting Schedule			
ARTEFACT: Term 1 AC Scan Results			
ARTEFACT: Texas SS Data Plan			
ARTEFACT: Classroom Learning Walls/Journeys			
ARTEFACT: Curriculum Snapshots			
ARTEFACT: Student Data Collections			
ARTEFACT: Teacher Planning for Precise Brisk Paced Explicit Instruction of the Australian Curriculum			
Overall Rating is			
6 Month Outcomes, Evidence of Impact and Artefacts			
Evidenced by Strategies and Actions:	B	C	E
6 MONTH OUTCOMES: Staff regularly meet to triangulate data including review of classroom observation and feedback data to monitor performance and inform ongoing teaching and learning practices and review of improvement strategies.			
6 MONTH OUTCOMES: All teacher and teacher aides APDPs reflect Australian Curriculum as a priority with an identified goal for developing their capability in the teaching of the reading demands.			
6 MONTH OUTCOMES: Regional Support and School Leaders model explicit instruction that highlights the reading demands and guides teachers and teacher aides through the Literacy Continuum and links to the achievement standards.			
6 MONTH OUTCOMES: Learning Walls/Journeys demonstrate alignment to Australian Curriculum with assessment, lesson intentions and success criteria, 'A' exemplars and Key Resources. Learning Walls support reflection and feedback processes.			
6 MONTH OUTCOMES: Learning Walls/Journeys outline where individual students are in their learning and can be used to monitor learning progress towards the Achievement Standard and beyond to increase student achievement of the U2Bs.			
EVIDENCE OF IMPACT: Leaders model to demonstrate how much curriculum can be covered in a lesson, term and semester to provide more opportunities to master skills and model feedback through coaching and mentoring opportunities.			
EVIDENCE OF IMPACT: Teachers demonstrate increased instructional time dedicated to reading literacy demands connected to the delivery of the Australian Curriculum.			
EVIDENCE OF IMPACT: Teachers continually embed the school's agreed Pedagogical Framework as best high yield strategies and can discuss how the learning wall/journeys was co-constructed to support their student needs.			
EVIDENCE OF IMPACT: Teachers demonstrate increased data literacy skills to know and meet their students' needs and guide teaching and learning towards regular improvements and achievements.			
EVIDENCE OF IMPACT: Teachers demonstrate engagement in coaching, mentoring and feedback framework.			
EVIDENCE OF IMPACT: Students demonstrate increased understanding by responding to 5 questions for students related to classroom learning walls/journeys and achievement of Whole School Improvement Targets for Semester 1.			
EVIDENCE OF IMPACT: Students achieve C or above for English while any student not meeting the standard having a current Individual Curriculum Plan or engagement with research-based intervention practices that are regularly reviewed and adjusted to promote movement towards the achievement standard.			
ARTEFACT: Term 2 AC Scan Results			
ARTEFACT: Co-constructed Learning Walls/Journeys align with agreed School Standard of Practices.			

ARTEFACT: Annual Performance and Development Plans for Teachers.			
ARTEFACT: Reporting Processes and Data Collections and Parent / Teacher / Student Conferencing notes and student feedback.			
ARTEFACT: Whole School Pedagogical Framework.			
ARTEFACT: Whole School Mentoring and Coaching Plan.			
ARTEFACT: Data Collections demonstrating 6 month growth in student learning.			
Overall Rating is			
9 Month Outcomes, Evidence of Impact and Artefacts			
<i>Evidenced by Strategies and Actions:</i>	B	C	E
9 MONTH OUTCOMES: Teachers have read and engaged in reflective conversations around evidence-based reading of Sharratt's 'Putting Faces on the Data' and implement learnings into their knowing and meeting of student needs.			
9 MONTH OUTCOMES: Teachers are involved in coaching, mentoring and feedback practices directly related to the agreed school practices for improvements in Achievement of the Australian Curriculum including reading literacy demands.			
9 MONTH OUTCOMES: Leaders build other leaders who continually upskill and support others to ensure the Texas P-10 SS CARP and whole school resources are being used the same way for consistency of practice.			
EVIDENCE OF IMPACT: Teachers demonstrate ongoing flexibility in their planning for T&L responses to meet student engagement with the Australian Curriculum and requirements to accomplish the achievement standard regularly.			
EVIDENCE OF IMPACT: Teachers articulate increased professional knowledge and understanding of explicit instruction and demonstrate improvements over time through coaching, mentoring and feedback.			
EVIDENCE OF IMPACT: Teachers can articulate school targets and timelines and demonstrate through their planning that they are actively pursuing to ensure 100% of their students are on the track to achieve 12 month growth in their data for 12 month input from their teaching.			
EVIDENCE OF IMPACT: Teachers analyse student data to reflect and review the impact of their practice on learning outcomes and identify and modify their teaching and learning to increase improvement.			
ARTEFACT: Teacher planning.			
ARTEFACT: Intervention resources and planning			
ARTEFACT: teacher aide timetables aligned to data-driven decisions			
ARTEFACT: APDPs			
ARTEFACT: lesson observations and feedback notices.			
ARTEFACT: School Data Reports			
Overall Rating is			
12 Month Outcomes, Evidence of Impact and Artefacts			
<i>Evidenced by Strategies and Actions:</i>	B	C	E
12 MONTH OUTCOMES: Teachers have read and engaged in reflective conversations around evidence-based reading of Archer's 'Explicit Instruction' and implement learnings into their precise brisk paced planning.			
12 MONTH OUTCOMES: SMART goals and evidence of descriptive feedback for formative assessments tasks is apparent.			
12 MONTH OUTCOMES: Clearly documented & implemented whole school plans that ensure there is an in-depth common understanding of instructional practices that will be used to support student learning of the Australian Curriculum.			
12 MONTH OUTCOMES: Achievement and significant progress towards the 2019 PERFORMANCE MEASURES AS WHOLE SCHOOL IMPROVEMENT TARGETS short and long-term outcomes.			
EVIDENCE OF IMPACT: Leaders can articulate how they used the School Improvement Model, The Golden Circles and Knoster's Model to bring about school improvements and build capability in others.			
EVIDENCE OF IMPACT: Teachers increasingly articulate professional knowledge and understanding of the Australian Curriculum and demonstrate how they respond & support. Improvements in their AC Scan results across the 12 months.			
EVIDENCE OF IMPACT: Teachers articulate how they use learning walls/journeys to provide clear line of sight to targeted feedback on the knowledge and skills required to demonstrate and improve achievements of the Australian Curriculum.			
EVIDENCE OF IMPACT: Students demonstrate increased achievement on curriculum-based summative assessment for improved LOA across the school.			
EVIDENCE OF IMPACT: Students can discuss and articulate their learning journey and their improvements. Students can articulate how the learning walls are used to support their engagement and achievement of the Australian Curriculum.			
ARTEFACT: Reporting Processes and Data Collections			
ARTEFACT: Improvements Australian Curriculum Scan reviews			
ARTEFACT: Learning Walls/Journeys			
ARTEFACT: CARP continually change and align with the identified needs of the school and students			
ARTEFACT: 2019 EIA Learning Wall/Journeys			
Overall Rating is			

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	197	184	160
Girls	103	94	78
Boys	94	90	82
Indigenous	22	16	15
Enrolment continuity (Feb. – Nov.)	95%	88%	88%

Notes:

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

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

Characteristics of the student body

Overview

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. 11% of the Texas P-10 State School population identify as indigenous students and 4% are students with disabilities.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	20	14
Year 4 – Year 6	21	21	21
Year 7 – Year 10	14	20	
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The 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 all of the areas being aligned to the Australian Curriculum. In 2018 all classes were taught in single year level class groups.

Our Prep to Year 10 campus allows flexibility for our students in Years 7 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

Texas P-10 State 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 and 9 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
- Robotics and Coding Club
- 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)

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 further assist students in aligning their behaviour to our 3 essential expectations.

Students are encouraged to participate in visiting workshops 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	83%	92%
• this is a good school (S2035)	78%	83%	84%
• their child likes being at this school* (S2001)	88%	78%	96%
• their child feels safe at this school* (S2002)	88%	89%	88%
• their child's learning needs are being met at this school* (S2003)	78%	78%	88%
• their child is making good progress at this school* (S2004)	78%	78%	84%
• teachers at this school expect their child to do his or her best* (S2005)	94%	89%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	88%	96%
• teachers at this school motivate their child to learn* (S2007)	94%	83%	92%
• teachers at this school treat students fairly* (S2008)	78%	78%	84%
• they can talk to their child's teachers about their concerns* (S2009)	83%	89%	100%
• this school works with them to support their child's learning* (S2010)	78%	83%	96%
• this school takes parents' opinions seriously* (S2011)	78%	83%	68%
• student behaviour is well managed at this school* (S2012)	67%	83%	92%
• this school looks for ways to improve* (S2013)	88%	94%	92%
• this school is well maintained* (S2014)	94%	94%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	94%
• they like being at their school* (S2036)	96%	89%	90%
• they feel safe at their school* (S2037)	96%	91%	93%
• their teachers motivate them to learn* (S2038)	95%	93%	96%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	98%
• teachers treat students fairly at their school* (S2041)	91%	87%	85%
• they can talk to their teachers about their concerns* (S2042)	90%	83%	91%
• their school takes students' opinions seriously* (S2043)	89%	87%	89%
• student behaviour is well managed at their school* (S2044)	91%	83%	83%
• their school looks for ways to improve* (S2045)	98%	91%	96%
• their school is well maintained* (S2046)	98%	94%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	90%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	96%	93%
• they feel that their school is a safe place in which to work (S2070)	90%	100%	96%
• they receive useful feedback about their work at their school (S2071)	66%	82%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	87%	100%
• students are encouraged to do their best at their school (S2072)	93%	100%	100%
• students are treated fairly at their school (S2073)	79%	100%	93%
• student behaviour is well managed at their school (S2074)	86%	100%	96%
• staff are well supported at their school (S2075)	55%	89%	86%
• their school takes staff opinions seriously (S2076)	62%	89%	81%
• their school looks for ways to improve (S2077)	90%	100%	100%
• their school is well maintained (S2078)	86%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	96%	86%

* 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 on a Wednesday.

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 education programs

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	9	4
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

In 2018, the school P&C fundraised to install a water bore on the school property to assist with reducing water costs to the school. The completion of this project will be in 2019 and should see a reduce in water usage over the next few years.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,290	98,696	93,730
Water (kL)	1,070	3,510	4,624

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
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Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	18	15	<5
Full-time equivalents	17	9	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	5
Bachelor degree	13
Diploma	
Certificate	

*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 2018 were \$18, 209.85.

The major professional development initiatives are as follows:

- Administration Team Finance Training
- Swim Schooling
- Breakthrough Coaching
- Leadership of Reading and Teaching of Reading
- Inclusive Education, HOSES workshops and Special Education
- Positive Behaviour for Learning
- Writing and Maximising Writing Success
- Planning and Assessing the Australian Curriculum
- Network of Inquiry and Innovation Symposium
- Learning Connection Resources
- Asbestos Training
- Entrepreneurial thinking for school leaders
- Effective Pedagogy
- Literacy Intervention Strategies
- Improving Student Outcomes
- IMPACT Thinkers Aspiring Thinkers
- OneSchool Training
- Leading Teaching and Learning
- Strategic Timetabling
- Teacher Aide Skills
- Foundations of Learning Sprints with Dr Simon Breakspear
- Cluster and Regional Development Days
- Pathways to Success – Cognitive Verbs
- The Impact Cycle and Leading Inquiries
- Coaching Accreditation Program

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	93%
Attendance rate for Indigenous** students at this school	91%	89%	93%

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

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

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

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

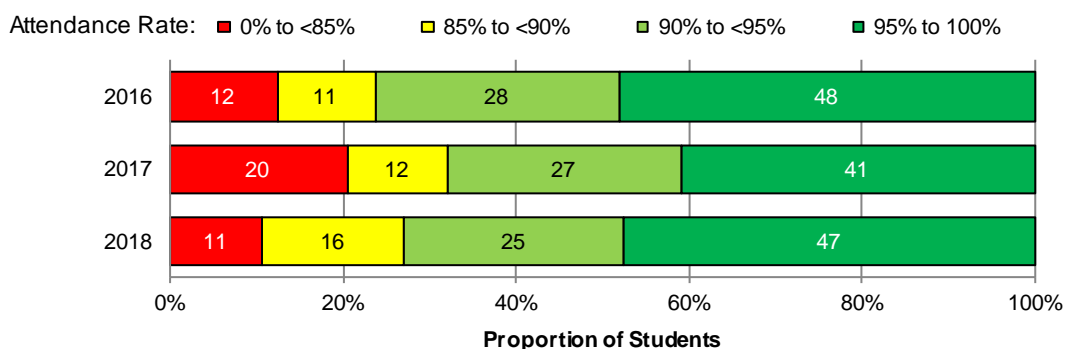
Year level	2016	2017	2018
Year 7	93%	92%	92%
Year 8	92%	91%	84%
Year 9	88%	89%	91%
Year 10	89%	82%	92%
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Head of Department and Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.