

Banana State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This annual review reports on the progress which has been made at Banana State School throughout 2015. A profile of the school is built from the information provided on students and staff, school programs and operations, levels of achievement and the satisfaction of members of the school community.

This report is published on the school website, www.bananass.eq.edu.au

This report is also available in hard copy at the School Office for anyone who does not have internet access.

School progress towards its goals in 2015

PRIORITY	TARGET	ACHIEVEMENT
Attendance	93%	93.8%
NAPLAN	U2B Reading >45% for Yr 3 U2B improvement equal to or greater than the nation in all strands 100% of students at NMS in all strands	U2B 50% for Yr 3 Reading Greater in Yr 3 Reading and Writing Greater in Yr 5 Spelling and Numeracy Achieved in all strands in Yr 5 Achieved in Yr 3 Reading, Spelling, Grammar & Punctuation and Numeracy
A-E School Data English, Maths, Science	85% of Yrs 1-6 students achieving a C or higher in English, Maths and Science	Achieved in English in Yrs 5 & 6 Achieved in Maths in Yrs 1, 3, 4, 5, 6 Achieved in Science in Yrs 1, 3, 4, 6
Reading	100% of students at or above NMS	Achieved in Yrs 3 & 5
Behaviour	90% of students on C+ or above for Behaviour	Achieved in Yrs 1, 2 & 5
Satisfaction	99% of students satisfied that they are getting a good education at this school 99% of staff satisfied that this is a good school 99% of staff satisfied with morale at this school	100% of students satisfied 100% of staff satisfied 100% of staff satisfied

Future outlook

Writing	>100% of Yr 3 Band 4 415 SS Yr 5 Band 6 485 SS	2016
Attendance	Reduce % of students in 85% to <10%	2016
U2B	50% of students B or better in A-E data in English, Maths and Science	2016

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	48	28	20	7	89%
2014	43	24	19	5	95%
2015	46	28	18	8	95%

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

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

In 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:

- 17% Indigenous/83% Non-indigenous
- 100% Rural
- 10% Disability
- Family occupations – Mine workers, industry workers, truck drivers, earth moving contractors, unemployed, graziers

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	12	13
Year 4 – Year 7 Primary	12	10	20

*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

During 2015, our students were instructed using the Australian Curriculum and QCAA Curriculum. We also offered these distinctive curriculum opportunities:

- SAS Distance Education for Yr 4 and Yr 6 students aimed at improving our students' performance in NAPLAN Reading and Writing
- OLEY Program delivered to all Prep students in Semester 1 and PMAP in Semester 2
- Daily reading sessions based on a Guided Reading model
- Reading Buddies Program used for Preps and Yr 6 students to work together
- Intervention sessions based on literacy and numeracy
- UNIFY – a Learning Program to extend our higher achievers run through the Brisbane School of Distance Education.
- Religious Education delivered on a fortnightly basis for all students Prep – Yr 6.
- Lessons on behavior were delivered in line with the school's Responsible Behaviour Plan

Extra curricula activities

- An active Student Council operated in the school and students organised events each term for all students to enjoy. These activities were well supported by all staff and a majority of parents.
- An annual school camp was held for students in Yrs 5 – 7 and parents were welcome to attend and assist with supervision. In 2015, we travelled to Canberra.
- Banana State School was involved in annual community events such as ANZAC Day, CWA International Day and the Biloela Show.
- The Chaplain operated a 'Sonshine Club' for all students wishing to attend on a Friday afternoon after school.

How Information and Communication Technologies are used to improve learning

All students engaged with ICT for learning and entertainment purposes. ICT was used in the Rapid Recall Routine at the start of each learning session. Students used flashcards and a number of apps to develop the automaticity of their knowledge.

All students used computers for research and for interactive learning, using programmes such as Reading Eggs and IXL.

Students used ICT to develop their skills in spelling, reading, maths, science and history.

Australian government resources were used by all students when learning about cybersafety and digital citizenship in modern society.

Students used ICT as a means of linking learning between home and school.

Social Climate

Banana State School is a Kids Matter school, staff, students and parents have engaged in various elements of the Kids Matter program.

The Banana State School Responsible Behavior Plan is used to maintain a safe, supportive and disciplined learning environment. There is zero tolerance of bullying. This program was reviewed by the school community in 2015.

Students are engaged in elements of the Daniel Morcombe Program to learn about staying safe in school, home and social settings.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	80%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	93%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	86%	86%	100%
student behaviour is well managed at this school (S2012)	93%	100%	100%
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:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	95%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	94%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	86%

'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

- Parents attended fortnightly parades and participated in the celebration of student achievement.
- The P&C was very active in 2015, operating a weekly tuckshop and assisting with the maintenance of the school.
- Parents attended school camps and excursions.
- Face-to-face Reporting, Open Days, Feedback Sessions and Goal Setting were arranged for parents every 5 weeks.
- Banana State School worked co-operatively with the Banana Shire Council, the Banana Uniting Church, the CWA and Banana Progress Association to enhance learning opportunities for the students.

Reducing the school's environmental footprint

Solar panels are used throughout the school to generate electricity.
Tanks are used to collect water for drinking and gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	34,522	2,428
2013-2014	22,953	5,178
2014-2015	23,606	3,409

*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.

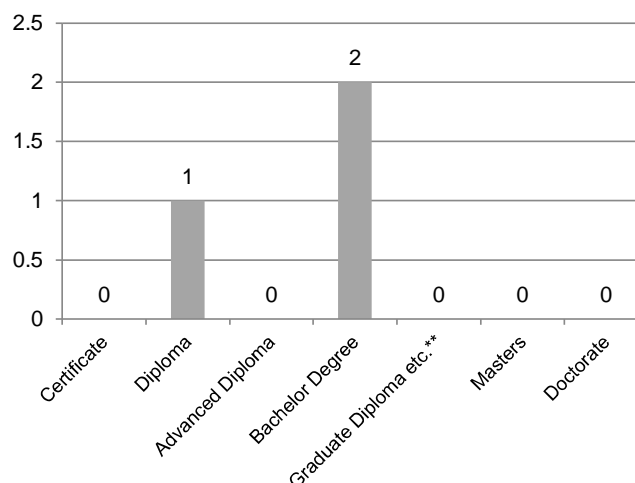
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 \$5381.92.

The major professional development initiatives are as follows:

- Teaching of Reading
- Curriculum implementation
- Data literacy
- Early years transitions
- Student improvement

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.	99%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% 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

Sector:

Government

Non-government

SEARCH

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%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	90%

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 Primary schools was 93%.

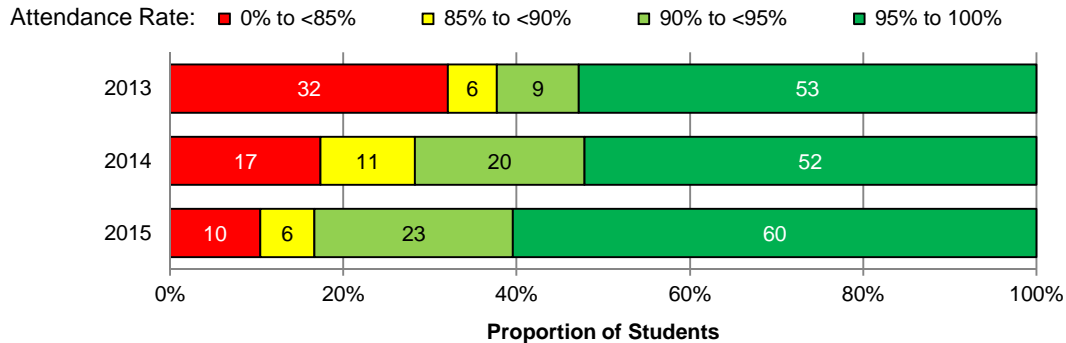
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	89%	89%	97%	93%	85%	93%	97%					
2014	93%	90%	90%	94%	92%	94%	84%	96%					
2015	94%	96%	93%	94%	97%	96%	94%						

*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.

At Banana State School, we use the following procedures to improve attendance

- Rolls are marked twice a day and data recorded in OneSchool.
- All Unexplained Absences are identified by running regular reports in OneSchool and followed up with parents.
- 100% follow up to ensure all parents of children who are away are phoned or emailed. (**Attendance note reminder, phone call home**).
- Students are rewarded for improvements in attendance and maintaining high standards of attendance.
- Classroom teachers make an effort to create learning environments that encourage students to want to come to school every day.
- Case management for students with attendance rate of 0 - 85%.

When a pattern of absences has been identified, Banana State School will take the following actions:

- Classroom teacher to call parent enquiring about the absent child and the reason for their absence.

For repeated unexplained absences, the principal holds a parent teacher meeting outlining the concerns and strategies to improve child's attendance. The principal follows the *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools DETE policy*.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.