



Banana State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020

Department of Education and Training

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School Overview

Established in 1871, Banana State School is a co-educational state school situated close to Moura and about 45 km from Biloela on the Dawson Highway. We have two multi-age classes: P to 3 and Years 4, 5 and 6. Our successful curriculum has a central focus on literacy and numeracy. All of the Key Learning Areas are covered annually in our Whole School Curriculum Plan. In such a small school we have the benefit of knowing and understanding each student, and the opportunity to challenge and extend them in a caring, supportive classroom. We construct individualised learning plans to maximise the talents and future opportunities for our students. Every student's progress is recorded in an individual profile with targets set for year levels based upon national standards. Our 'open-door' policy encourages parents to spend time in their children's classrooms. Parent responses in school opinion surveys place us above the State Mean in relation to the safety and fair treatment of students. Our students take great pride in their school; this is obvious in their daily behaviour as they show respect for their learning environment.

Principal's Forward

Introduction

This annual review reports on the progress which has been made at Banana State School throughout 2016. 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 2016

GOALS	OUTCOMES
Reading To increase the proportion of NAPLAN students assessed as having achieved in the Upper Two Bands.	U2B Improvement Relative to Nation Dark Green all strands Yrs 3 & 5 2015-2016
Writing Collaboration and moderation with other schools. Use NAPLAN marking scheme to inform teaching practice and individual student improvement.	Kaylene Butler and Elaine Pelling participated in moderation with other small schools at the end of Semester 1, 2016. Years 4 and 6 students completed a Writing Module with Charters Towers Distance Education aimed at developing literacy skills with an emphasis on the NAPLAN Writing Task. All staff used the NAPLAN marking scheme to mark all writing samples in 2016.

Future Outlook

GOALS	TARGETS
Effective Pedagogical Practices To develop knowledge of teaching and learning for all staff members. Develop the staff's understanding of Age Appropriate Pedagogies which, in turn, will build their openness to new ideas and being innovative. All teaching staff analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention. All staff will join the IMPACT Centre's Capability Squad for writing and participate in 4 web conferences after school. Classroom teachers to access the IMPACT STEM Team. Staff can co-teach with our online teacher. Teaching staff to develop knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by participating in moderation.	To increase the number of students in the U2B in Yr 5 Writing from 20% to 40%. To increase the number of students achieving an A in English in Yrs 1 and 2 from 0% to 40%. To increase the number of Prep students showing a 50% increase in correct responses in Early Start testing between On-Entry and End of Year testing. 100% of students indicating progress when tracked on the Literacy Continuum. Writing samples for 100% students in Yrs 1-6 showing improvement in criteria referenced in the NAPLAN Marking Guide from the beginning of Term 1 to the end of Term 4.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	43	24	19	5	95%
2015*	46	28	18	8	95%
2016	41	18	23	9	87%

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 2016, 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

Overview

- 22% Indigenous/78% Non-indigenous
- 100% Rural
- 10% Disability
- Family occupations – Mine workers, industry workers, truck drivers, earth moving contractors, unemployed, graziers

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	26	18
Year 4 – Year 7	10	20	20
Year 8 – Year 10			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

During 2016, 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 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
- 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
- All Yr 5 & 6 students had Japanese lessons with their teacher, Debbie Weatherley (Weatherley Sensei) who was based at Eimeo Road State School, near Mackay and her classes were delivered online.

Co-curricular 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 Yr 6 as the culmination of a leadership program led by the School Chaplain and a staff member. One student reflected - *I have enjoyed the end of Term 2 because it has meant that we could go to Great Keppel, even though it was challenging climbing a mountain with our bags! I've been inspired by my friends to be a better learner. When I've asked them questions, they've helped me to overcome my difficulties.*
- 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 Assist 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.

Significant upgrades were made to the school's technology facilities in Semester 2. Telstra upgrades resulted in quadrupling the speed of our internet access. This was a government funded improvement.

The school and the P&C also committed funds amounting to over \$11000 to upgrade the wireless network.

Our school was actually fortunate enough to have improvements worth \$22000 as the government matched our contribution dollar for dollar. These improvements set our students up for working in an environment with access to computers and other devices readily available both in our classrooms and in our grounds.

Social Climate

Overview

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.

In 2016, all students worked through the 4 stages of the Banana Gems Program which rewarded positive behaviour. In Term 1, students operated in the Bronze Level, in Term 2 the Silver Level, in Term 3 the Gold Level and in Term 4 the Diamond Level.

Students were expected to meet weekly Behaviour Goals. All students who met their goals were invited to celebrate this achievement. At the end of Semester 1, students were rewarded with an excursion to Rockhampton.

The Banana Gems Program promotes the 3 school rules of Be Respectful, Be Prepared, Be A Friend.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/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%	80%	83%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
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%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (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)	100%	100%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school w orks w ith them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	86%	100%	100%
student behaviour is w ell managed at this school* (S2012)	100%	100%	83%
this school looks for w ays to improve* (S2013)	100%	100%	100%
this school is w ell maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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 w ith useful feedback about their school w ork* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	100%
student behaviour is w ell managed at their school* (S2044)	100%	100%	100%
their school looks for w ays to improve* (S2045)	100%	100%	100%
their school is w ell maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2014	2015	2016
they enjoy w orking at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in w hich to w ork (S2070)	100%	100%	100%
they receive useful feedback about their w ork at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that: (S2114)	2014	2015	2016
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%
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%	86%	100%

* 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

- Parents attended fortnightly parades and participated in the celebration of student achievement.
- The P&C was very active in 2016, operating a weekly tuckshop and assisting with the maintenance of the school.
- Parents attended school activities 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.
- Parents of students with diverse needs were consulted to develop plans that gave their children access to the curriculum, allowing them to participate fully at school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Students are engaged in elements of the Daniel Morcombe Program to learn about staying safe at school, home and in social settings. This program focuses on personal safety and awareness, engaging students in learning activities on how to identify and respond to abuse and violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,953	5,178
2014-2015	23,606	3,409
2015-2016	10,225	277

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.

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 <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

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$4170.

The major professional development initiatives are as follows:

- Training for a Beginning Teachers' Mentor
- Upgrading First Aid qualifications for all staff
- Training in Jolly Phonics
- Inclusive Education training
- Early Years Mathematics
- Workshops and conferences for all school staff including nonteaching staff.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	94%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

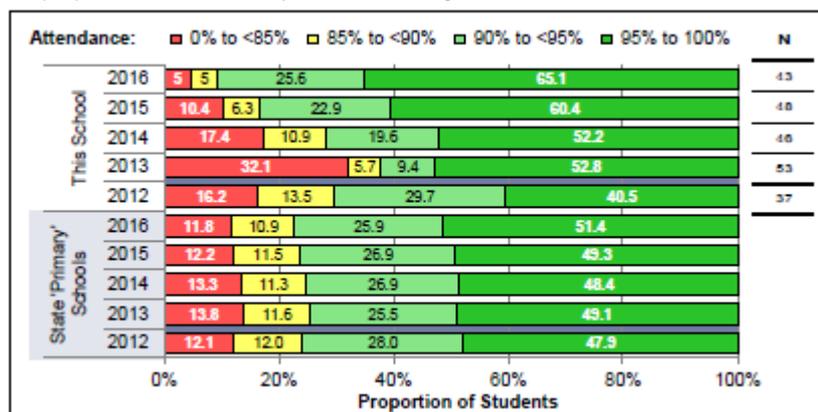
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	90%	90%	94%	92%	94%	84%	96%					
2015	94%	96%	93%	94%	97%	96%	94%						
2016	95%	98%	96%	94%	94%	94%	97%						

*Attendance rates effectively count 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 in 2016, we used the following procedures to improve attendance

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

When a pattern of absences was identified, the following actions were taken:

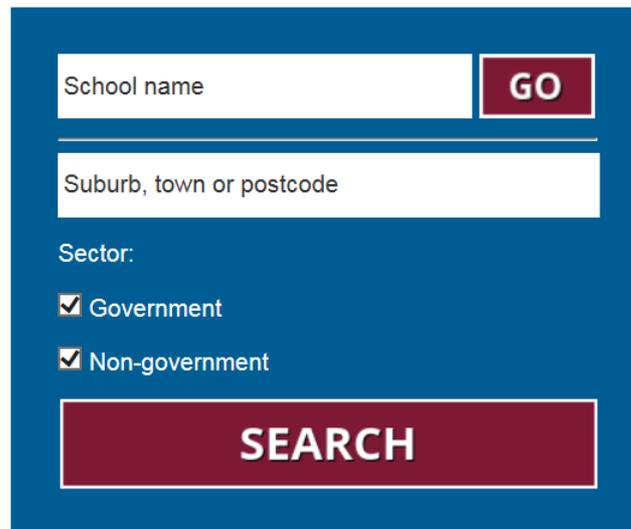
- Classroom teacher called parent enquiring about the absent child and the reason for their absence.
- For repeated unexplained absences, the principal held a parent teacher meeting outlining the concerns and strategies to improve child's attendance. The principal followed the *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* DETE policy.

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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 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.