



Banana State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 multi-age classes, with all students working at their year level of the Australian Curriculum. Our successful curriculum has a central focus on literacy and numeracy. All of the Key Learning Areas are covered annually in our 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 Foreword

Introduction

Welcome to a reflection on a year of teaching and learning at Banana State School.

In 2017, the two School Improvement Priorities were:

1. Effective Pedagogical Practices
2. Differentiated Teaching and Learning.

As you read through this report, you should be able to develop a clearer picture of the vision and dynamics of the Banana State School. The report can be obtained on the school website and in hard copy from the school office.

School Progress towards its goals in 2017

Priority 1 Effective Pedagogical Practices	<ul style="list-style-type: none">- We used the strategy of developing the knowledge of teaching and learning for all staff members to achieve improvement in this area.- The following actions were used to make progress in this priority area:<ol style="list-style-type: none">1. Teachers observed other teachers.2. Lesson planning following a uniform school process.3. Teachers gave each other feedback targeted on improvement in pedagogical practices.4. Teachers completed Professional Development related to this priority.5. The Age Appropriate Pedagogies Program was implemented in 2017.- Work on this priority will continue in 2018.
Priority 2 Differentiated Teaching and Learning	<ul style="list-style-type: none">- We used the strategy of improving outcomes for all students in every year level through differentiation to focus on this priority.- The following actions were used to make progress in this priority area:<ol style="list-style-type: none">1. Classroom teachers focused on the priority of improving student learning through goal setting.2. Classroom teachers discussed this priority in parent interviews.3. Students in Yrs 2, 3, 4 and 5 participated in IMPACT Projects.4. Classroom teachers used Early Start materials across prep to Year 2 to inform teaching, learning and resourcing and to track progress.5. Classroom teachers provided focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.6. Teachers gathered and used evidence to determine the different year-level curriculum some students required and this was implemented through achievable ICPs.- This priority was implemented and completed in 2017.

Future Outlook

Explicit Improvement Agenda 2018

Priority 1 Effective Pedagogical Practices	Targets: <ul style="list-style-type: none">- 100% of students know what is expected of them in our classrooms.- 100% of students are monitored and showing progress along the P-10 Literacy Continuum- An increase in the % of students achieving an A or B in English will be evident by the EOY 2018- The achievement of all students working on an ICP will be a Sound in English by EOY 2018- Relative Gain for 100% of students will be positive between Yrs 3 and 5
Priority 2 Effective Teaching Teams	Targets: <ul style="list-style-type: none">- 100% of teachers move their students towards independent learning through a gradual move from teacher directed learning to students taking responsibility for their own learning- 100% of students can articulate their goals and identify their success criteria

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	46	28	18	8	95%
2016	41	18	23	9	87%
2017	36	20	16	6	81%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Banana State School has multi-age classes, flexible timetabling allows students to work in various groupings – all students are taught using the Australian Curriculum for their year level.

We have 10% of the student body being Indigenous students. We do cater for students with a disability who are visited regularly by specialist staff. These students are fully integrated into classrooms but they are provided with one-on-one support at designated times during the weekly timetable.

A large percentage of our students have a rural background with many families being involved in mining, farming or grazing industries.

We have a significant number of single-parent families.

A large number of our students continue their secondary schooling at Moura State High.

Students generally live within a 20 km radius of the school and they travel to and from school by walking, car or bus transport.

In many cases, a number of generations of the same family have attended Banana State School.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	18	20
Year 4 – Year 6	20	20	22

Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2017, the Australian Curriculum was implemented in English, Mathematics, Science, History, Geography, Digital Technologies and Languages (in Yrs 5 and 6 only).
- In 2017, HPE, The Arts and Design Technologies were implemented using Queensland Curriculum materials.
- A Flexible Approach is used to deliver the Australian Curriculum with reporting to parents for all students in Prep to Yr 6 occurring in each semester.
- At Banana State School, we teach Queensland Beginners and Queensland Modern Cursive script in Handwriting from Prep to Yr 6.
- We teach Australian Standard Spelling using both the C2C Spelling Overview and Words Their Way.
- We use a whole school approach to supporting all students' learning.
- Our teaching staff use Whole School Curriculum Planning, Year Level Planning and Unit Planning.
- We implement the Banana State School Pedagogical Framework in every classroom.
- We implement a Homework Policy across the school.
- We implement a Whole School Assessment Plan, using schedule of assessment for each year level.
- Assessment items from C2C are used in every year level from Prep to Yr 6.
- At Banana State School, we identify and minimize barriers that prevent students demonstrating what they know, understand and can do, as well as how teachers make on balance and moderated judgements.
- Banana State School administers the prescribed assessments in Years 3 and 5 within the National Assessment program – Literacy and Numeracy (NAPLAN).
- At Banana State School, we administer diagnostic assessments to gather evidence of student performance to inform teaching that is focused on improving the achievement of every student.

Co-curricular Activities

- School Camp is a significant event for students in Yr 6. In 2017, students travelled to North Keppel Island and this was a memorable experience for all students involved. Students were able to enjoy a wide range of activities in this island setting where there was a particular focus on sustainability and alternative energy.
- School students are involved in their local community through their participation in ANZAC Day, the Biloela Show, the CWA International Competition and their association with the Uniting Church and the Banana Progress Association.
- An active Student Council operates regular extra curricula events for all students. This committee also provides a wonderful opportunity for students to develop their sense of responsibility and leadership.

How Information and Communication Technologies are used to Assist Learning

- 14 Yrs 4 and 5 students participated in the IMPACT Project **Just Write** in Semester 1.
- 7 Yrs 2 and 3 students participated in the IMPACT Project **Just Write** in Semester 1.
- Teachers developed their capability to use technology to differentiate and improve learning in every year level.
- The Learning Place is used regularly by all staff and students as a platform for communication and research across all subject areas.
- The P&C is proactive in assisting to provide new tools for learning such as laptops

Social Climate

Overview

In 2017, we implemented our Responsible Behaviour Plan. Students were given opportunities to learn how to respond to bullying on a personal and group level. These learning experiences equipped our students with strategies for building responsible behaviour and relating effectively with their peers.

100% of our students feel they are safe at school and 100% of our parents believe their children are safe at this school. 91% of our parents believe their children are treated fairly.

The school climate at Banana State School is further enhanced by the weekly visits from our School Chaplain who has a positive and powerful interaction with students and their parents.

In 2017, the Kids Matter Program was implemented as a school-wide approach to create and maintain a safe and supportive learning environment.

The Better Buddies Program was also used to build a special link between our Prep and Yr 6 students.

As our school is small, our staff are able to provide a nurturing environment in which student needs are catered for in a personal and professional manner.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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)	80%	83%	100%
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%	91%
their child is making good progress at this school* (S2004)	100%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
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)	100%	67%	91%
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)	100%	100%	91%
student behaviour is well managed at this school* (S2012)	100%	83%	91%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)	100%	100%	100%

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	94%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	94%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%
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)	86%	100%	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 are very involved in the life of Banana State School and on any day of the school week, you can find parents in action in our school, either assisting in the classroom, maintaining the grounds or running the tuckshop.

Our staff report to parents both formally and informally through parent/teacher meetings, phone calls, report cards and providing work samples that reflect student progress.

We communicate frequently with parents via fortnightly newsletters and a fortnightly parade.

Information is always made available regarding excursions, camps and sporting activities. Parent information sessions are held to provide an opportunity for all parents to ask questions, share concerns and become involved wherever possible in learning activities. Parents are invited to attend excursions and school camps to assist with student supervision.

The P&C plays a major role in the operation of our school and they organise a number of fundraising activities to provide extra support for teaching and learning in our school. Parents play a huge role in Sports Days held at our school, assisting with the preparation of the grounds, running of the tuckshop and timing or recording of events.

At Banana State School, parents are actively encouraged to build relationships with staff and participate in the process of their child's learning.

Consultation processes are in place regarding the adjustments made to assist students with diverse needs to access and participate fully at school.

Respectful relationships programs

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

These programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The Daniel Morcombe Curriculum has been used from Prep to Yr 6 to implement learning activities in the classroom.

Every member of our school community has been asked to participate in some capacity to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2017, the following steps were taken to reduce our environmental footprint:

- solar panels are in use on 2 of the main buildings in the school
- water tanks were repaired to maintain the use of rainwater for both drinking and watering the grounds
- timers were used on all taps to prevent water wastage
- recycling bins are in place for cardboard and paper and these are maintained by the Banana Shore Council.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	23,606	3,409
2015-2016	10,225	277
2016-2017		584

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	3	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 2017 were \$9253.05.

The major professional development initiatives are as follows:

- Professional Development for Teachers and Teacher Aides related to the Improvement priority of Effective Pedagogical practices
- Peer observations
- Age Appropriate Pedagogies
- iEducat Conference – 2 teaching staff attended to develop their knowledge and effective use of digital pedagogies

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	91%

*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 2017 for all Queensland Primary schools was 93%.

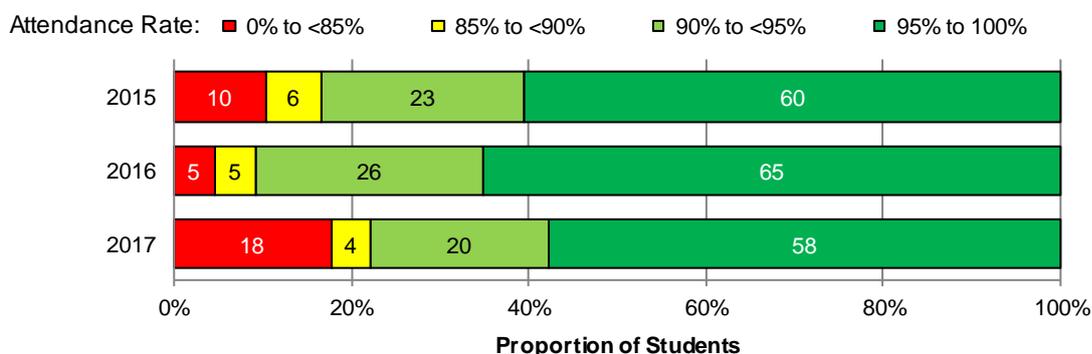
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	96%	93%	94%	97%	96%	94%	NA	NA	NA	NA	NA	NA
2016	95%	98%	96%	94%	94%	94%	97%	NA	NA	NA	NA	NA	NA
2017	94%	95%	93%	94%	91%	92%	97%	NA	NA	NA	NA	NA	NA

*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 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.

At Banana State School, we are committed to achieving the following targets in improving attendance:

- No Unexplained Absences.
 - 100% follow up to ensure all children who are away have phoned, emailed or called the school.
 - Our rolls are marked twice daily in One School.
 - Daily absentees are registered in Infoways and parents of all students who have unexplained absences are notified via a text message.
 - When a student is absent without explanation for 3 days or 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 will hold a parent teacher meeting outlining the concerns and strategies to improve child's attendance.

At Banana State School we promote 100% attendance by:

- Promoting the importance of attending school everyday through parades, school newsletter items and in classroom discussions.
- Creating safe and supportive classroom environments that encourage children to attend school every day.
- Providing rich and stimulating learning experiences in all classrooms that encourage students to learn. Encouraging participation in extra curricular offerings and individual child interest areas at the school.
- Staff showing interest and concern for student welfare and following up with absences that have been unexplained.
- Expecting **all** parents to explain **all** absences. Banana State School will provide a variety of options for parents to notify the school of absences (email, note, or phone). Classroom teachers will follow up unexplained absences by sending home a reminder letter to parents where absences have been unexplained. Principal will regularly contact parents to explain absences.

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

School name

Suburb, town or postcode

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.

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