



### School Profile

Established in 1871, Banana State School is a co-educational school situated close to Moura and about 45 km from Biloela on the Dawson Highway. Our students come from a range of family backgrounds – some live in our small township, others live on surrounding properties and some travel from Moura. Our school motto is 'Good Citizenship'. We aim to provide a learning environment where the focus is on every student achieving their best personal outcomes. The school is assisted to attain this goal by working actively in positive partnerships with parents and community organisations. Our staff complete regular Professional Development to enhance their abilities to explicitly teach using a range of methods, including digital pedagogies. Our core business is teaching and learning and the daily focus is on improving standards in reading, writing, spelling, punctuation, grammar and numeracy. Our staff consists of a Teaching Principal, 1 Full Time Teacher and a Part-time Teacher, 3 Teacher Aides, an AO2 and a Cleaner. The Chaplain and a Special Needs Teacher visit on a weekly basis. Learning Support is provided on a weekly basis for students who require intervention as identified through our data. Other visiting specialists include the Guidance Officer and a Speech Pathologist. Banana State School offers a multi-age approach, typically, there are only small numbers in each year level which allows staff to develop an understanding of individual needs resulting in personalised learning programs. Within the multi-age format, children work at the appropriate level of the Australian Curriculum, the QCAR Framework and the Early Years Curriculum Guidelines. Students and staff work with technology on a daily basis. The school intranet is used to store curriculum resources and all other school operational policies. Students have access to working in digital environments which encourages them to think and work as both local and global citizens. In our small school, we value the opportunity we have to get to know and accept each student, and the privilege we have to challenge and extend each one in a safe and supportive learning environment. Every student's progress is recorded in an individual profile with targets set for year levels based upon national standards. Through an analysis of the data collected by systemic and school based testing, we aim to meet the needs of our students and promote their progression to the highest possible level of achievement. Parents are actively involved in our school community. P&C meetings are held regularly to allow all parents to have their say and to make joint decisions regarding student activities, the purchasing of resources and the ongoing maintenance and development of school facilities. Our P&C makes a significant contribution to the daily operation of our school. This organisation works hard to raise funds that are used to purchase extra resources and to subsidise the cost of student travel to events held outside of our local community. We have a Community Partnership with the Banana Playgroup Association that bridges the gap between informal and formal learning. A number of annual events bring our whole school and our community together, these include ANZAC Day, Swimming and Athletic Carnivals, Under Eights Day, CWA International Day, NAIDOC Celebrations, Playgroup Fun Days, AVA Pet Program, the Transition Program for both Prep and Year 7 and Concert and Awards Day. Our Responsible Behaviour Plan operates on a daily basis and all students are expected to demonstrate behaviour that complies with our 3 school rules: Be Respectful, Be A Friend, Be Prepared. Our students take great pride in their school; this is obvious in their daily behaviour as they show respect for their learning environment. At Banana State School, there is a focus on establishing positive attitudes towards learning so that our students are equipped to function effectively as good citizens in the 21st century.

### Vision

At Banana State School, we aspire to provide our students with a learning environment where the focus is on each and every student maximising their potential to achieve the best possible outcomes in order to function effectively as good citizens in the 21st Century.

### Values

- We value innovation, inclusivity and excellence and we aim high despite our small size and rural location. We are driven by the ever present challenge to improve teacher performance and raise levels of achievement for all students. Every child needs to feel that they belong to our school.

## Priorities

### Core Priority: Reading

Measures	Targets			
1. The proportion of NAPLAN students assessed as having achieved at or above the National Minimum Standard.	100% of students at or above the NMS			
2. Yrs 3 & 5 NAPLAN Reading	ACARA MySchool Similar Schools comparisons range from Close To to Substantially Above			
3. Early Start	100% of items between Prep and Yr 2			
4. M100W Sight Words	Prep 100 words Semester 2 Yr 1 200 words Semester 1			
5. PM Benchmarking	Prep Semester 1 Level 4 Semester 2 Level 9 Yr 1 Semester 1 Level 15 Semester 2 Level 21 Yr 2 Semester 1 Level 23 Semester 2 Level 26 Yr 3 Semester 1 Level 28 Semester 2 Level 30			
6. Pat R Comprehension Stanine Sept	Stanine 6 Prep (82-89 Scale Score) Yr 1 (94-103 Scale Score) Yr 2 (106-114 Scale Score) Yr 3 (115-122 Scale Score) Yr 4 (123-128 Scale Score) Stanine 7 Yr 5 (138-142 Scale Score) Stanine 7/8 Yr 6 (144-146 Scale Score)			
7. Probe 2	Yr 3 - Set 8 Yr 4 - Set 10 Yr 5 - Set 12 Yr 6 - Set 14			
8. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands.	U2B >45% for Yr 3 U2B >35% for Yr 5			
9. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the QSS percentage.			
10. Average scale score of all assessed NAPLAN students compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the MSS of QSS.			
Strategies	2015	2016	2017	2018
Continue to build processes that support purposeful higher order thinking.	✓	✓	✓	✓
Use Regional School Support Stimulus Reading Document to continue to build processes that support purposeful, successful learning.	✓			
To increase the proportion of NAPLAN students assessed as having achieved in the Upper Two Bands.	✓	✓	✓	✓

## Priorities

### Core Priority: Writing

Measures	Targets
1. The proportion of NAPLAN students assessed as having achieved at or above the National Minimum Standard.	100% of students at or above the NMS
2. Yrs 3 & 5 NAPLAN Writing	ACARA MySchool Similar Schools comparisons range from Close To to Substantially Above
3. ACARA Literacy Learning Continuum	Prep - Level 1e Yr 1/2 - Level 2 by end of Yr 2 Yr 3/4 - Level 3 by end of Yr 4 Yr 5/6 - Level 4 by end of Yr 6
4. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands.	U2B >45% for Yr 3 U2B >35% for Yr 5
5. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the QSS percentage.
6. Average scale score of all assessed NAPLAN students compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the MSS of QSS.
Strategies	2015 2016 2017 2018
Collaboration and moderation with other schools.	✓ ✓ ✓ ✓
Use NAPLAN marking scheme to inform teaching practice and individual student improvement.	✓ ✓ ✓ ✓

### Core Priority: Numeracy

Measures	Targets
1. The proportion of NAPLAN students assessed as having achieved at or above the National Minimum Standard.	100% of students at or above the NMS
2. Yrs 3 & 5 NAPLAN Numeracy	ACARA MySchool Similar Schools comparisons range from Close To to Substantially Above
3. CQ Benchmarking	Every student achieving at a C level or higher.
4. ACARA Numeracy Learning Continuum	Prep - Level 1b Yr 1/2 - Level 2 by end of Yr 2 Yr 3/4 - Level 3 by end of Yr 4 Yr 5/6 - Level 4 by end of Yr 6
5. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands.	U2B >45% for Yr 3 U2B >35% for Yr 5
6. The proportion of NAPLAN students assessed as having achieved in the Upper Two Bands compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the QSS percentage.
7. Average scale score of all assessed NAPLAN students compared to similar Queensland State Schools.	To achieve statistically similar and numerically equal to or above the MSS of QSS.
8. PAT MATHS PLUS	February - Yr 2 23-26, Yr 3 38-42, Yr 4 52-58, Yr 5 58-61, Yr 6 61-63 September - Yr 2 32-35, Yr 3 41-47, Yr 4 52-58, Yr 5 58-61, Yr 6 61-63
Strategies	2015 2016 2017 2018
Data is collected and used to target improvement for all students. Every student has an individual record of testing and intervention strategies used before post testing.	✓ ✓ ✓ ✓
U2B - use 'Improve' as a tool for to provide NAPLAN U2B questions for students.	✓ ✓ ✓ ✓

### Core Priority: Science

Measures	Targets
None	

## Priorities

Strategies	2015
None	

### Core Priority: Retention

Measures	Targets
1. % of year levels with Progression Rates for ALL students => than 95%	100%
Strategies	2015 2016 2017 2018
Aim to catch all Banana students in our enrolments.	✓ ✓ ✓ ✓
Marketing - mail and personalised	✓ ✓ ✓ ✓

### Core Priority: Attainment

Measures	Targets
1. Individual student data recorded and mapped on spreadsheet stored in the intranet.	Updated each term.
2. OneSchool mark books	Completed each term
3. Student Portfolio	A collection of marked student work showing individual goals, achievement, feedback and improvement.
4. Goals set for all students each term.	All students to be able to verbalise their goals. Celebration of the achievement of goals.
Strategies	2015 2016 2017 2018
Use a data collection schedule for achievement in Reading, Spelling, Maths and NAPLAN.	✓ ✓ ✓ ✓
Track student progress and support over time.	✓ ✓ ✓ ✓
Goal setting to be used across the school.	✓ ✓ ✓ ✓

### Core Priority: Transition

Measures	Targets
1. Early Years data recorded in One School indicates improvement.	Every child to show improvement on 75% of indicators.
Strategies	2015 2016 2017 2018
Transition with Pre-Prep and Junior Secondary conducted each year	✓ ✓ ✓ ✓
Implement an Early Years Plan	✓ ✓ ✓ ✓

### Core Priority: Attendance

Measures	Targets
1. Average DAILY attendance for ALL students	95%
2. % of students with DAILY attendance less than 85%	< 15%
3. % of students with a DAILY attendance of 95+%	40%
Strategies	2015 2016 2017 2018
Embed Attendance Policy	✓ ✓ ✓ ✓
Increase the Attendance Rate for at risk Students < 85%	✓ ✓ ✓ ✓
Continue Better Buddies and Kids Matter	✓ ✓ ✓ ✓

## Priorities

### Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Measures	Targets
1. % of year levels with Progression Rates for Indigenous students $\geq$ 95%	100%
2. Average DAILY attendance for Indigenous students	88%
Strategies	2015 2016 2017 2018
Continue to work with EATSIPS and Liaison Officers to improve outcomes for our indigenous students	✓ ✓ ✓ ✓

### School Priority: Behaviour

Measures	Targets
1. End of Semester Report	90% of students on C+ for Behaviour
Strategies	2015 2016 2017 2018
To build strong, positive relationships with students	✓ ✓ ✓ ✓
Moderation of A-E Behaviour and Effort and analyse data.	✓ ✓ ✓ ✓

### School Priority: Public Confidence

Measures	Targets
1. Full Systems Audit	Sound
2. % of students satisfied that they are getting a good education at the school	92%
3. % of parents satisfied that their child is getting a good education at the school	91%
4. % of parents satisfied that this is a good school	95%
5. % of school staff satisfied with the morale at the school	93%
Strategies	2015 2016 2017 2018
Working with other small schools or schools in the geographic area to provide sporting opportunities for our students.	✓ ✓ ✓ ✓
Community Partnership	✓ ✓ ✓ ✓
Learning and Wellbeing Framework	✓ ✓ ✓ ✓

### School Priority: Instructional Leadership

Measures	Targets
1. Professional Learning Plan	Every member of the teaching staff to complete at least 1 professional learning activity with staff from similar schools every year. Every staff member to have evidence of professional learning in priority areas.
2. Developing Performance Framework	Completed record of formal and informal visits and feedback.
3. Developing Performance Framework	Evidence of coaching and mentoring to match areas identified for growth.
4. Improvement in Literacy and Numeracy	Strands - Reading - Yr 3 Reading - 420, Writing - 415, Spelling - 410, G&P - 430, Numeracy - 400 Improvement Rate - Yrs 3-5 Reading - 95, Writing - 70, Spelling - 90, G&P - 80, Numeracy - 90
5. Use of the Banana State School Pedagogical Framework.	Teachers will demonstrate a clear understanding of and ability to use chosen pedagogies in key areas of learning. They should be able indicate how they use feedback on their work from school leaders.

## Priorities

Strategies	2015	2016	2017	2018
Develop staff members' confidence with using data in an on-going and systematic way within the teaching and learning cycle.	✓	✓	✓	✓
Embedding of the Banana State School Pedagogical Framework.	✓	✓	✓	✓
High yield strategies to be implemented in every classroom to improve student performance in U2B.	✓	✓	✓	✓
Grow and develop principal instructional leadership and the instructional skills of the teaching team	✓	✓	✓	✓

### School Priority: Teacher Quality and Explicit Instruction

Measures	Targets
1. All teachers have completed the Teacher Review Process.	All teachers can measure the improvements in their own performance throughout the year by the improvement shown in their students' achievements.

  

Strategies	2015	2016	2017	2018
Develop professional knowledge.	✓	✓	✓	✓
Develop a deep understanding of the P-12 Curriculum, Assessment and Reporting Framework.	✓	✓	✓	✓
Develop professional practice.	✓	✓	✓	✓

### School Priority: Great Results Guarantee

Measures	Targets
1. A-E Ratings in C2C Assessments	Increase the percentage of students achieving a 'C' standard or above in mathematics from 67% in Year 5 (2014) to 100% in Year 6 (2015)
2. A-E Ratings in C2C Assessments	Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard
3. Early Start	Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 30% to 100%
4. Yr 3 NAPLAN Numeracy	Increase the number of students in the U2B in Yr 3 NAPLAN Numeracy from 0% to 40%
5. NAPLAN	100% of students at the NMS in all NAPLAN strands.
6. Yr 5 NAPLAN Reading	Increase the percentage of students at or above the NMS from 89% to 100%
7. Yr 5 NAPLAN Grammar and Punctuation	Increase the number of students at or above the NMS from 88% to 100%

  

Strategies	2015	2016	2017	2018
Develop collaborative data inquiry processes (to build teachers' ability to interpret data, identify and scale-up effective teaching practices and differentiate better)	✓			
Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistics)	✓			
Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement ambitious but achievable individual curriculum plans	✓			

## Priorities

### School Priority: Curriculum Planning

Measures	Targets
1. WSCP is compliant with all requirements in "P-12 curriculum, assessment and reporting framework", and is relevant to Banana SS's context.	
2. A-E Ratings in C2C Assessments	85% of Prep - Yr 6 students receiving a C or higher in English, Maths and Science
Strategies	2015 2016 2017 2018
A whole-of-school approach to improving outcomes; with high expectations reflected throughout the Whole School Curriculum Plan, Assessment Schedule and Improvement Agenda.	✓ ✓ ✓ ✓
Use a deep understanding of the Australian Curriculum to adopt and adapt the C2C materials to suit the Banana State School context.	✓
Use CQ Frameworks to continue to build processes that support purposeful, successful learning.	✓
Use "Steps for Success"	✓

### Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

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Principal

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P and C / School Council

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Assistant Regional Director