



Banana 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

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 students working mainly in the following groupings: P to 2, Years 3 and 4 and Years 5 and 6. Our successful delivery of the Australian Curriculum has a focus on literacy improvement. In such a small school, we have the benefit of knowing and understanding each student, and the opportunity to challenge and extend each one of them in a caring, supportive classroom. All students in our school have individual learning goals and behaviour goals to ensure that every student is succeeding. Every student's progress is tracked for the purpose of monitoring individual improvement. Parents have the opportunity to be involved in our school in various ways, our P&C meets regularly and our parents deliver a weekly tuckshop service for our students. Our students take great pride in their school; this is obvious in their daily behaviour as they follow our 3 School Rules - Be a Friend, Be Respectful, Be Prepared.

School progress towards its goals in 2018

Two broad areas for improvement were outlined in the school's 2018 Annual Implementation Plan. Areas for improvement were:

1. The consistent implementation of effective pedagogical practices.
2. The development and maintenance of an expert teaching team.

Teachers developed the use of exemplars and success criteria to identify explicitly what students had to do to demonstrate success. The use of learning walls to become assessment literate learners began to emerge. Conversations with students indicated an evolving understanding of how they were able to utilise learning walls to improve their learning.

Members of the teaching team provided written and verbal feedback to students. Some feedback clearly identified the next steps in learning whilst other feedback focused on effort and participation. Some students understood and were able to articulate their learning goals and the actions required to make further learning progress.

Future outlook

Banana State School Implementation Plan 2019

TARGETS

100% of classrooms have Learning Walls for English which clearly identify learning intentions and success criteria
100% of students achieving their Cluster Level on the Literacy Continuum in reading aspects

>50% of students receive an A or B in English

>80% of students receive a C or better in English

>45% for Year 3 and >35% for Year 5 achieving in the U2B in NAPLAN Reading

Average Relative Gain in Reading in NAPLAN for Year 3 to 5 students is similar to or better than the nation

<p><i>Improvement priority – Successful learners with a focus on teaching quality</i></p>	<p>AIP Progress Inquiry</p>
<p>Strategy – Sharp and narrow focus on reading with clear timelines</p>	<p>At 3 months:</p>
<p>Actions Improve students' literacy achievement through focusing on the reading demands of Australian Curriculum English in 2019.</p>	<p>Changes in organisation - 100% of classrooms have co-constructed Learning Walls for English which clearly identify learning intentions and success criteria.</p> <p>Student learning goals based upon Literacy Continuum.</p>
<p>Strategy – Know our learners</p>	<p>At 9 months:</p>
<p>Actions Analyse A-E, PM and Probe data every term to monitor progress, guide professional practices and transitions, and prompt early intervention.</p> <p>Use Early Start to monitor students' progress in reading and identify next steps.</p> <p>Use the P-10 Literacy Continuum throughout 2019 to monitor students' progress in reading and identify next steps.</p>	<p>Changes in data -100% of students achieving their Cluster Level on the Literacy Continuum in reading aspects</p> <p>>50% of students receive an A or B in English</p> <p>>80% of students receive a C or better in English</p> <p>>45% for Year 3 and >35% for Year 5 achieving in the U2B in NAPLAN Reading</p> <p>Average Relative Gain in reading in NAPLAN for Years 3 to 5 students is similar to or better than the nation</p>
<p>Strategy – Effective pedagogical practices</p>	<p>At 3 months: Changes in teaching practice - Teachers, teacher aides and students co-construct and use the Learning Walls in all classrooms which clearly identify learning intentions and success criteria.</p>
<p>Actions Ensure consistency of teacher judgment and accurate reporting against the English achievement standards through alignment of assessment/moderation processes and practices within and across schools.</p>	<p>At 6 months:</p> <p>Staff will have participated in moderation both within school and across schools.</p>
<p>Strategy – Expert teaching teams</p>	<p>Teaching staff will have completed PD on giving feedback and making observations.</p>
<p>Actions Create a systematic approach to collaborative inquiry-based professional learning, coaching, mentoring and feedback, to improve teaching practices.</p>	<p>Teacher aides will have completed a self reflection process working with a teacher mentor to identify strengths and areas for development.</p> <p>Changes in school staff collaboration - Teachers, teacher aides and students have evidence of feedback given to them and how they have used this feedback to improve.</p> <p>At 9 months:</p> <p>Changes in engagement, practice and data - 100% of staff members share responsibility for student success through improved teaching practices as a result of observation and feedback.</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	41	36	35
Girls	18	20	19
Boys	23	16	16
Indigenous	9	6	5
Enrolment continuity (Feb. – Nov.)	87%	81%	97%

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

Student information	% males: 44%	% females: 56%
	% Indigenous students: 16%	% students with disabilities: 5%

Overview

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	20	18
Year 4 – Year 6	20	22	17
Year 7 – Year 10			
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 belief that all students are capable of learning when given the appropriate learning opportunities and necessary support is apparent across the school. This shared belief that all students are able to achieve is consistently articulated by all staff members and reflected in the regular sharing and analysis of performance data as a means of maintaining high expectations across the school.

At Banana State School, the Australian Curriculum is offered from Prep - Year 6 in English, Maths, Science, Health and Physical Education, Humanities and Social Science, The Arts, Technologies and Languages. The curriculum is delivered using the Version 8 C2C units.

Co-curricular activities

Significant activities offered by Banana State School:

- Student Council Activities
- Participation in community events - ANZAC Day, Biloela Show
- School Camp and excursions
- Graduation and Award Ceremonies

How information and communication technologies are used to assist learning

Digital pedagogies used at Banana State School are:

- Use of Smart Boards in classrooms to enhance learning and curriculum delivery
- Employment of a teacher on a casual basis to enhance the delivery of STEM activities
- Use of robotics resources at every year level
- All students have daily access to computers on a one-to-one basis in classrooms
- Digital Pedagogies used in the delivery of all C2C V8 units.

Social climate

Overview

Banana State School is committed to the provision of a safe, supportive, and disciplined learning environment, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

It is important that students, staff and parents understand what bullying is, how it impacts on people and our school's response to bullying. At Banana State School we use the following educational strategies.

- We ensure pupils are exposed to Bully Prevention Strategies and information through the delivery of the Australian Curriculum V8 HPE Units from Prep to Yr 6, the delivery of the 'Respectful Relationships' program from Prep to Yr 6 and the work of the School Chaplain.
- Students are proactively involved in writing anti-bullying codes for their classroom or conducting surveys to find out where, when and how bullying is occurring.
- We inform parents that bullying will not be tolerated.
- We keep records of incidents.
- We train students in acceptable ways of behaving.
- We encourage and reward good behaviour.

At Banana State School we promote effective social skills and positive relationships by:

- Ongoing recognition of positive behaviours through setting Behaviour Goals for each term based upon our School Expectations and our Banana Gems Program.
- Fortnightly, Beautiful Banana Citizen Awards are given out on parade. These students are nominated by any member of staff at Banana State School for displaying positive behaviours and social interactions with peers, staff and visitors.
- Development of classroom specific behavioural expectations aligned to our school's Responsible Behaviour Plan
- Annual orientation to school's Responsible Behaviour Plan, outlining school-wide expectations
- Continued feedback to parents through phone calls and face-to-face interviews.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	83%	100%	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%	91%	90%
• their child is making good progress at this school* (S2004)	100%	91%	90%
• 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)	67%	91%	90%
• 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%	90%
• this school takes parents' opinions seriously* (S2011)	100%	91%	100%
• student behaviour is well managed at this school* (S2012)	83%	91%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• 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%

Percentage of students who agree [#] that:	2016	2017	2018
• 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%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	94%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	94%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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)	100%	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

Banana State School clearly articulates and enacts its vision to *'provide 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'*. The local community demonstrates pride in the school and embraces the school's history and traditions that in some cases are shared through generations of attendance at the school.

We endeavour to establish and develop partnerships with local businesses and community members and recognise productive partnerships important to improving learning outcomes for students.

We implement our Parent and Community Engagement framework which articulates the importance of effective communication, partnerships with parents, community collaboration, collaborative decision making and a positive school culture.

In 2018, our collaboration with the wider community was apparent through our hosting of the Variety Bash, involvement in ANZAC Day services and march and active engagement in local sports activities.

Banana State School supports a weekly playgroup for local pre-school aged children. This playgroup is highly regarded by local families who have difficulty accessing kindergarten services in larger regional centres. Some parents articulate that this program assists students in experiencing a smooth transition to Prep.

The community is kept well informed through fortnightly newsletters, the school sign, social media, school website and staff members who liaise with local organisations.

Positive, respectful relationships are developed within all partnerships. Banana State School is valued and respected in the community. Our school espouses an open door policy and parents report that they always feel welcome.

Respectful relationships education programs

The Respectful Relationships program has been delivered at Banana State School by either the Chaplain or Principal in the following class groupings Prep-Yr 2, Yrs 3 and 4, Yrs 5 and 6. The HPE Australian Curriculum, delivered by classroom teachers, has also provided opportunities for a focus on personal safety and awareness, including preventing, identifying 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 school community is supportive of the school in the development of positive and effective caring relationships and a love of learning. Teachers work to provide calm and intentionally inviting classrooms in which students experience a sense of safety and belonging. Many parents and members of the wider community express the view that the efforts of staff members to support all students are strongly valued within the community.

The school has a team of committed staff members who share responsibility for student success and wellbeing. Staff members speak passionately of the collaborative efforts to support the learning and wellbeing of students and this is reinforced through conversations with parents.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

During 2018, Banana State School suffered the impact of a severe drought. Therefore, our water and electricity usage was increased as we struggled to continue to provide a safe and pleasant environment for our students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,225		25,255
Water (kL)	277	584	

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.

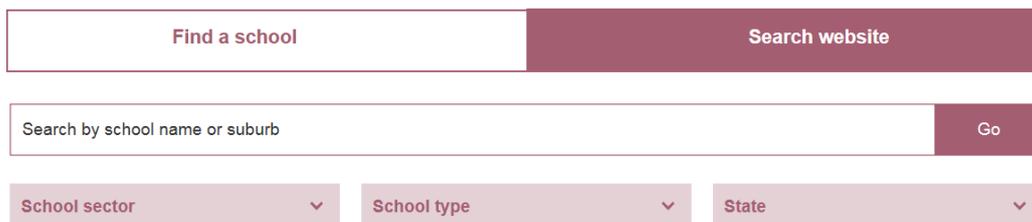
School funding

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](http://www.myschool.edu.au/) 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

Search by school name or suburb 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 NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	3	6	<5
Full-time equivalents	3	3	<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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11751.14

The major professional development initiatives are as follows:

- Opportunities for staff members to share and enhance their professional practice through an informal process of observation and feedback based on Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was enacted. The principal recognised the need to provide opportunities for all staff members to be involved in regular and systematic observation and feedback aligned with the school's Explicit Improvement Agenda and pedagogical model.
- Moderation across schools
- iEducatе 2018
- Reading Professional Development at the Reading Centre
- Teacher Aides Professional Development Days
- Teacher Aide Certificate IV in Education Support
- Principals' Conference

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.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	95%	93%	95%
Attendance rate for Indigenous** students at this school	94%	91%	91%

* 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%	94%	97%
Year 1	98%	95%	96%
Year 2	96%	93%	96%
Year 3	94%	94%	98%
Year 4	94%	91%	98%
Year 5	94%	92%	91%
Year 6	97%	97%	91%

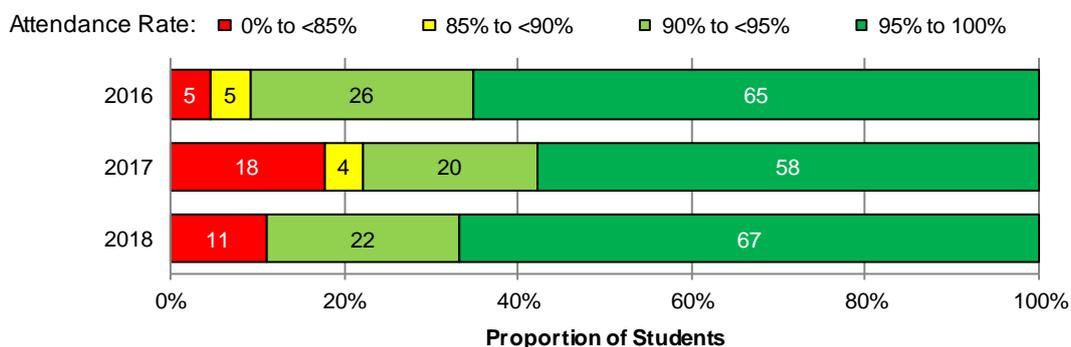
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Banana State School's responsibilities regarding attendance:

- We ensure all staff follow electronic roll marking procedures in the morning and afternoon using OneSchool and Infoways.
- We ensure unexplained absences are followed up routinely.
- Administration staff record all telephone calls regarding absences in OneSchool.
- When the classroom teacher is absent, supply teaching staff are made aware of roll marking procedures. The Administration Officer sources information for Infoways.
- The Principal monitors nonattendance and implements strategies to reduce reoccurrence.
- Letters are issued requesting explanations for absences that have been unexplained.

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

- No Unexplained Absences.
- 100% follow up to ensure all absences are explained.

When a student is absent without explanation, for 3 days or a pattern of absences has been identified, Banana State School staff will take the following actions:

- The classroom teacher will call the parent enquiring about the absent child and the reason for their absence.
- For repeated unexplained absences the principal can hold a parent teacher meeting outlining the concerns and strategies to improve child's attendance.

All students, parents and staff work in unison to promote >96.3% attendance.

In Terms 1 and 2, we celebrate attendance of students who have <4 days absent in 10 weeks.

In Term 3, we seek community sponsorship of a celebration for students who have <4 days absent in 10 weeks.

In Term 4, we celebrate attendance of students who have <4 days absent in 10 weeks by having an excursion sponsored by the P&C.

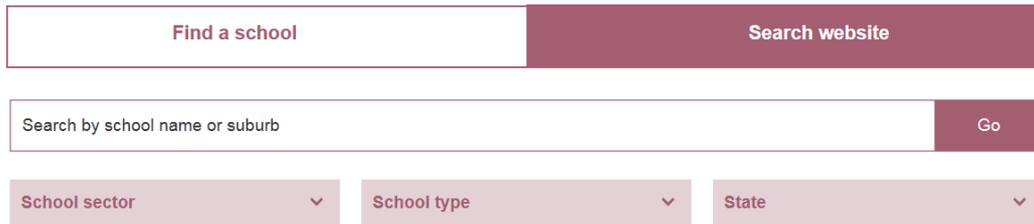
NAPLAN

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.



The search interface consists of a top bar with two buttons: 'Find a school' and 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



A rectangular button with the text 'View School Profile'.

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



A horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.