



Kogan State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

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School Overview

Kogan State School is a friendly and inclusive community, where quality educational and social outcomes are our focus and where each and every student is important and valued.

Established in 1897, Kogan State School is situated on the Dalby Kogan Road approximately 50 kilometres south-west of Dalby and approximately 50 kilometres south-east of Chinchilla. Kogan State School is part of Darling Downs South West Region and provides a co-educational, multi-age setting for students in years Prep to Six. The school offers curriculum programs in line with the priorities of the Department of Education and the Australian Curriculum, with a strong focus on literacy and numeracy.

In 2017, the school staff consisted of a teaching principal, a teacher, one Distance Education LOTE teacher, a part-time business manager, three part-time teacher aides, one cleaner and a groundsman. Together, we provide and facilitate a quality education that makes a positive difference to the lives of all students at our school, as we support all students in developing their confidence and striving for personal success.

The value of the parental role in education is recognised at Kogan State School. Parents and carers are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

At Kogan State School everyone has a shared responsibility and accountability to ensure every student is supported to succeed. Teachers and support staff are highly skilled and explicit teaching and quality relationships underpin our success.

At Kogan State School we provide a highly effective primary education in a safe, supportive learning environment, aiming to prepare young people to lead successful and productive lives. We foster confident, literate and numerate lifelong learners who can succeed in an ever changing world. This is achieved through adopting a Positive Behaviour for Learning (PBL) whole-school approach to creating a safe and supportive learning environment. Our four school wide expectations of Be Respectful, Be Responsible, Be a Learner and Be Safe are explicitly taught and implemented throughout the school.

Principal's Foreword

Introduction

The Kogan State School Annual Report provides an overview of our school's strategic achievements for 2017 and outlines our future directions and initiatives for 2018.

It is hoped that you find this report informative in determining the quality of education outcomes and persuasive in considering our school and school community in the future.

School Progress towards its goals in 2017

The staff at Kogan State School were committed to the following priorities in relation to the school's Explicit Improvement Agenda and Annual Implementation Plan in 2017:

Capability Development

- Develop data literacy skills of all staff.
- Enhance leadership skills associated with coaching and feedback.

Collaborative Work

- Collaboratively develop whole-school frameworks.
- Collaboratively review the pedagogical framework with all staff members.

Consistency of Practice

- Develop a school curriculum-tracking tool to monitor the coverage of the Australian Curriculum content descriptors across year levels.
- Develop a locally relevant STEM curriculum that builds on students' knowledge and skills.

Community Engagement

- Develop processes to improve, evaluate and monitor current and future school community partnerships.
- Develop a maintenance plan for the school grounds in consultation with P&C and members of the local community.
- Develop processes to communicate the targets, timelines and achievements of the school's improvement agenda and curriculum framework to the school community.

Future Outlook

In 2018, Kogan State School's Explicit Improvement Agenda is the *Teaching of Reading through quality guided reading*.

Our target is to

- Raise the percentage of students achieving at or above the DDSW Regional Reading Benchmarks from 29% (end of year PM results, 2017 for continuing students) to 60% (end of year PM results, 2018)
- All students on Individual Curriculum Plans will meet their individual reading goals.

To achieve this, Kogan State School's 2018 Annual Implementation Plan priorities are:

Explicit Improvement Agenda (EIA)

- School EIA is clearly articulated within the school and community.
- Implementation of Australian Curriculum and Department of Education priorities within set timeframes.

Leadership & Capability Development

- Align staff Annual Developing Performance Plans with the EIA

- Collaboratively develop and implement an Observation and Feedback culture within the school
- Develop the data literacy skills of all staff

Collaborative Work / Consistency of Practice - Curriculum, Pedagogy & Learning

- Collaboratively develop and implement a whole school Reading Framework
- Use of data to drive continuous improvement in teaching practice and student outcomes in relation to EIA
- Collaboratively review, define and implement the Responsible Behaviour Plan for Students
- Implement and embed rigorous and regular moderation processes to confirm teacher judgement of student achievement

Collaborative Work - School Community Engagement & Partnerships

- Collaboratively develop strategic priorities with P&C and local community
- Promote positive public image of Kogan State School
- Improve student attendance at Kogan State School

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	47	24	23	5	90%
2016	21	8	13	2	75%
2017	20	9	11	4	68%

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

Kogan State School offers an inclusive multi-age setting for students in years Prep to Six, where students are grouped according to achievement and individual needs catered for. Developmental programs and Individual Curriculum Plans are offered as support for students with identified learning difficulties.

Kogan State School caters for students from the small township of Kogan and surrounding rural properties. In 2017, 43% of students travelled to school by bus. Students are from diverse socio-economic, cultural and religious backgrounds. Our Indigenous population in 2017 was 17% and 0.04% of the student population identified as having English as an Additional Language or Dialect.

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	22	22	13
Year 4 – Year 6	23		
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Kogan State School offers a full range of key learning areas focused on the Australian Curriculum including; Mathematics, English, Geography, History, Science, The Arts, Digital Technology, Design & Technology, Health & Physical Education and Language Other than English – Japanese (year 5 & 6 through the Brisbane School of Distance Education).

At Kogan State School we strive to deliver a curriculum that is inclusive and responsive to individual student needs. We acknowledge that ‘one size does not fit all’ and provide flexibility and capacity to meet the needs of all students through strategies for supporting, enriching and extending students.

Co-curricular Activities

Kogan State School offers extra curricula activities such as:

- school camps / excursions linked to the Australian Curriculum
- opportunities to represent the school, region or zone at sporting activities
- swimming lessons with an accredited coach
- activities with other small schools within the Chinchilla Cluster

How Information and Communication Technologies are used to Assist Learning

At Kogan State School, we believe the purposeful use of technology is integral in today’s classrooms. Students have access to a wide variety of information communication technologies (ICTs), ranging from iPads, desktop computers, laptops and associated peripherals. We use digital resources and tools to differentiate learning, communicate information and enhance experiences (e.g interactive white boards, iPads, document cameras, cameras & microphones).

ICTs are taught at a classroom level through integration and embedded classroom practices. We also facilitate eLearning opportunities to our students through platforms such as the Brisbane School of Distance Education.

Kogan State School takes ICT conduct, safety and responsibility seriously. We are continuously modifying our digital approach to pedagogy to keep the learning intent intact and relevant.

Social Climate

Overview

Kogan State School is a small school and, as such, is able to foster a climate of cooperation between school and home. Our school is characterised by dedicated staff, supportive families and students who enjoy positive relationships. The school is building a culture of high expectations for students in terms of attendance, academic performance and behaviour.

Engagement in the Positive Behaviour for Learning process (PBL) has provided an opportunity to review and build upon the school behaviour management approaches with the goal of maximising academic and social outcomes for all students. Benchmarks for student behaviour are set high and underpinned by our four school wide expectations of Be Respectful, Be Responsible, Be a Learner and Be Safe.

PBL empowers teachers to influence student behaviour through explicitly teaching, modelling and acknowledging students for demonstrating the expected school behaviour. A system for acknowledging and rewarding positive behaviour is implemented. When students make positive behaviour choices then learning can be optimised.

Every student has the right to feel safe and supported in our school environment. Behaviour, including bullying, that is not conducive to learning and positive relationships, is dealt with in accordance with the Kogan State School Responsible Behaviour Plan (available on the Kogan State School website).

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)	DW	DW	100%
this is a good school (S2035)	DW	DW	100%
their child likes being at this school* (S2001)	DW	DW	100%
their child feels safe at this school* (S2002)	DW	DW	100%
their child's learning needs are being met at this school* (S2003)	DW	DW	100%
their child is making good progress at this school* (S2004)	DW	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	100%
teachers at this school motivate their child to learn* (S2007)	DW	DW	100%
teachers at this school treat students fairly* (S2008)	DW	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	100%
this school works with them to support their child's learning* (S2010)	DW	DW	100%
this school takes parents' opinions seriously* (S2011)	DW	DW	100%
student behaviour is well managed at this school* (S2012)	DW	DW	100%
this school looks for ways to improve* (S2013)	DW	DW	100%
this school is well maintained* (S2014)	DW	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	85%	100%	83%
they like being at their school* (S2036)	86%	100%	100%
they feel safe at their school* (S2037)	95%	100%	88%
their teachers motivate them to learn* (S2038)	90%	100%	88%
their teachers expect them to do their best* (S2039)	90%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	100%	88%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	81%	100%	88%
they can talk to their teachers about their concerns* (S2042)	81%	100%	100%
their school takes students' opinions seriously* (S2043)	76%	100%	86%
student behaviour is well managed at their school* (S2044)	81%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	88%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	86%	100%	75%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	100%	80%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	DW	75%
students are encouraged to do their best at their school (S2072)	100%	100%	88%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	100%	100%	75%
staff are well supported at their school (S2075)	89%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	75%
their school looks for ways to improve (S2077)	100%	100%	75%
their school is well maintained (S2078)	78%	80%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

* 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

Communication is at the core of effective school and home partnerships. Being a small school, we are readily able to make face to face contact with parents/carers about positive aspects of students' progress, as well as the areas of challenge. In addition to this personal contact we also publish items in the newsletter recognising students of the week and student achievement in academic, cultural, artistic and sporting challenges.

We invite parents/carers to participate in our school community through:

- volunteering in the classrooms
- attending goal setting meetings with their child and teacher
- being active participants in the P&C Association
- attending special parades recognising students' effort and achievement
- attending a range of activities throughout the year, including: End of Year Celebration Night, Athletics Carnivals, Weekly Parades, ANZAC Commemoration
- being active partners in finding solutions for students who are finding school life challenging
- engaging with fortnightly newsletters
- encouraging positive use of the school's Facebook page and Website

Respectful relationships programs

Kogan State School's four school wide expectations of Be Respectful, Be Responsible, Be a Learner and Be Safe underpin our school's core business and all programs and policies associated with our school. Staff and students are involved in weekly focus lessons. All of these lessons and our school's weekly programs link directly to building respectful relationships across our school and community.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	2	1	1
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

Kogan State School has solar panels on the roof of the main building that are feeding power back into the grid. The water for the school comes from the town supply and rainwater tanks. Students and staff are conscious of power usage and are encouraged to turn off air conditioners, lights and fans during times when the buildings are not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	2,526	11,317
2015-2016	14,492	121
2016-2017	7,606	81

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

GO

Sector:

Government

Non-government

SEARCH

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	2	2	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	3
Diploma	
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 \$6,900

The major professional development initiatives are as follows:

- 2017 Principal's Conference
- 2017 State Schooling Roadshow
- 2017 Mandatory Training Day
- First Aid
- Leadership Coaching Workshop Program
- Leading Learning Collaborative Project - Putting Faces to Data – Lyn Sharratt
- P-10 Literacy Continuum Roadshow
- PBL Staff Training
- Principal Financial & Business Management Training Days
- Qld Curriculum South Brisbane Literacy PD Inspiring Students to Write
- School Reading Programs

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.	96%	98%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 56% 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).	88%	92%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	95%	88%

*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%.

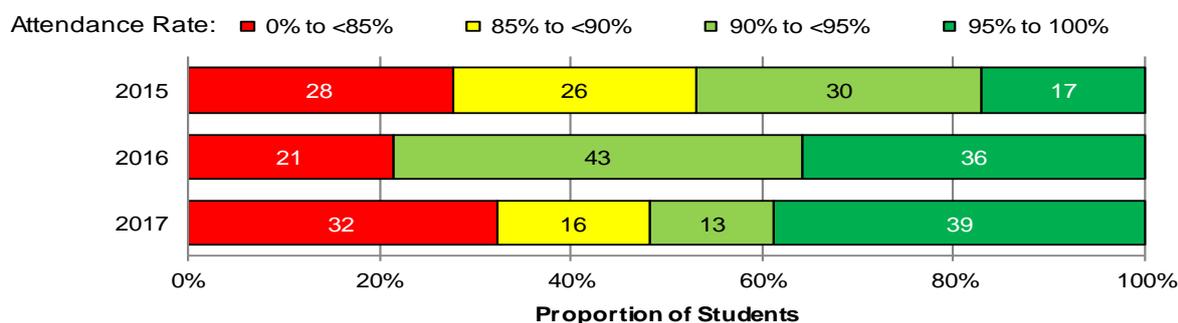
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	84%	86%	91%	DW	91%	92%	87%						
2016	DW	93%	92%	95%		85%	96%						
2017	93%		92%	89%	89%	87%	90%						

*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.

Class teachers mark the class roll twice a day, in the morning and the afternoon. Students arriving late or leaving early must be signed in or out by a parent/carer at the office. Unexplained student absences are reported to the school office, and parents/carers are contacted to ascertain the reasons for these absences, in accordance with Department of Education processes.

A process for following up unexplained absences on a daily basis is implemented. The impact of attendance (and non-attendance) and the importance of prompt arrival at school on students and their learning (and habitual late arrival) are addressed proactively through the school newsletter and on an individual family basis, managed by the principal, if necessary.

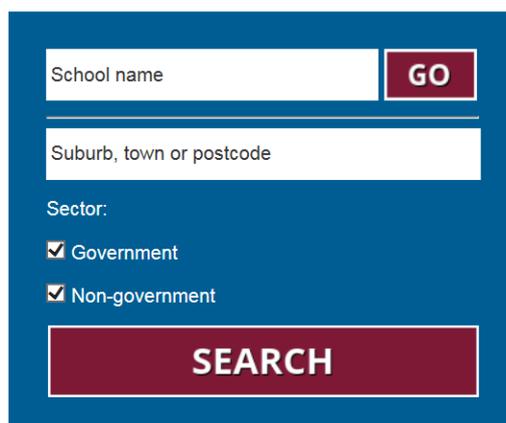
The school is working with parents/carers to ensure all students maintain very high levels of attendance. We believe that “Every Day Counts” when it comes to student learning and this is advertised around our school as well as published in our newsletters and Facebook page. Importantly, we ensure that our curriculum and pedagogical practices are engaging, making our school a pleasurable and exciting place for students to be.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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



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.

Conclusion

The Annual Report for 2017 is provided to the community of Kogan State School as an account of the school’s operations and achievements throughout the year. Personal contact is welcomed if additional detail or information is requested. Please make contact through the school office to arrange an appointment with the Principal.