



Kogan State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Miss Kylie Judd – Principal

### 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 2018, 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 casual grounds/facilities officer. 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.

### School progress towards its goals in 2018

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

#### 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

## Future outlook

In 2019, Kogan State School's Explicit Improvement Agenda continues to be the *Teaching of Reading through quality guided reading*.

Our target is to

- Raise the percentage of students achieving at or above Darling Downs South West Regional Reading Benchmarks from 50% (end of year reading test results, 2018 for continuing students) to 65% (end of year results 2019).
- All students on Individual Curriculum Plans will meet their individual reading goals.

To achieve this, Kogan State School's 2019 Annual Implementation Plan priorities are:

### Leadership & Capability Development

- Align staff Annual Developing Performance Plans with the EIA
- Collaboratively develop and implement an Observation and Feedback culture within the school
- Continue to enhance the data literacy skills of all staff by engaging with the engage with the Leading Learning Collaborative Practice (LLCP).

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

- Collaboratively review, define and implement the Pedagogy Framework, including observation and feedback, to ensure consistent implementation of the EIA.
- 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 develop and implement formal individual student goal setting and feedback processes
- 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

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	21	20	24
Girls	8	9	11
Boys	13	11	13
Indigenous	2	4	5
Enrolment continuity (Feb. – Nov.)	75%	68%	100%

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

### 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 are 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 2018, 42% of students travelled to school by bus. Students are from diverse socio-economic, cultural and religious backgrounds. Our Indigenous population in 2018 was 16% and 0.04% of the student population identified as having English as an Additional Language or Dialect.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	13	12
Year 4 – Year 6			12
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

Kogan State School offers a full range of key learning areas focused on the Australian Curriculum including; English, Mathematics, Science, HASS, The Arts, Technologies, Health & Physical Education and Languages – 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, tennis and athletics lessons with accredited coaches
- regular 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, 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

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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%	83%	100%
• they like being at their school* (S2036)	100%	100%	91%
• they feel safe at their school* (S2037)	100%	88%	91%
• their teachers motivate them to learn* (S2038)	100%	88%	91%
• 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%	88%	91%
• teachers treat students fairly at their school* (S2041)	100%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	90%
• their school takes students' opinions seriously* (S2043)	100%	86%	91%
• student behaviour is well managed at their school* (S2044)	100%	100%	82%
• their school looks for ways to improve* (S2045)	100%	88%	91%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	75%	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%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
• they receive useful feedback about their work at their school (S2071)	80%	75%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	75%	100%
• students are encouraged to do their best at their school (S2072)	100%	88%	100%
• students are treated fairly at their school (S2073)	100%	88%	100%
• student behaviour is well managed at their school (S2074)	100%	75%	100%
• staff are well supported at their school (S2075)	100%	75%	100%
• their school takes staff opinions seriously (S2076)	100%	75%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	75%	100%
• their school is well maintained (S2078)	80%	100%	75%
• their school gives them opportunities to do interesting things (S2079)	100%	88%	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

At Kogan State School, all staff believe that 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 student achievement in academic, cultural, artistic and sporting pursuits.

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: Weekly Parades, Cross Country, Athletics Carnivals, ANZAC Commemoration, End of Year Celebration Night
- being active partners in finding solutions for students who are finding school life challenging
- engaging with regular school newsletters
- encouraging positive use of the school's Facebook page and Website

## Respectful relationships education 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

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	1	1	1
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

Kogan State School has solar panels installed 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,492	7,606	9,108
Water (kL)	121	81	38

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](#) 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	2	5	0
Full-time equivalents	2	2	0

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	1	
Diploma		
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8646.

The major professional development initiatives are as follows:

- 2018 Principal's Conference
- 2018 Mandatory Training Day
- 2018 QELi Small Schools Leadership Program
- First Aid & CPR Updates
- Leading Learning Collaborative Project - Putting Faces to Data – Lyn Sharratt
- PBL Staff Training
- Principal Financial & Business Management Training Days
- Beginning Teacher Mentoring Program
- Age Appropriate Pedagogy
- Whole School Approach to the Teaching of Reading Program
- Essential Skills for Classroom Management
- The Big Six
- Dr Michael Carr-Gregg

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.	98%	94%	95%

### 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	92%	90%	88%
Attendance rate for Indigenous** students at this school	95%	88%	83%

\* 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

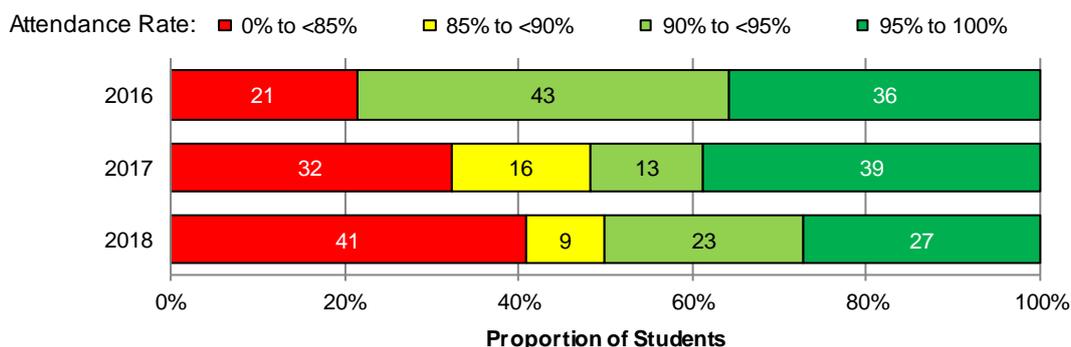
Year level	2016	2017	2018
Prep	DW	93%	DW
Year 1	93%		88%
Year 2	92%	92%	98%
Year 3	95%	89%	89%
Year 4		89%	85%
Year 5	85%	87%	89%
Year 6	96%	90%	91%

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.

At Kogan State School, 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 and 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 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.

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 'NAPLAN' to access the school NAPLAN information.

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.