



Kogan State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Department of Education and Training

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School Overview

Kogan State School strives to provide a safe, supportive learning environment that enables our students to develop the necessary skills and attributes to become responsible, respectful members of the community. We promote the best interests of students by nurturing a commitment and dedication to life-long learning.

Established in 1897, Kogan State School is situated on the Condamine Highway between Dalby and Chinchilla. Kogan State School caters for students from both the small township of Kogan and rural properties.

Learning takes place in a small school environment that caters for all our students' learning needs and diverse learning styles. We offer quality learning experiences and a curriculum focussed on literacy and numeracy. Our school has a dedicated and capable staff, excellent resources and well equipped classrooms.

Kogan State School has an active and supportive P&C who are involved in decision making processes at our school.

Principal's Foreword

Principal's Foreword to meet the school's reporting

Introduction

Australian Governments

This report is a summary of the achievements of the Kogan State School community throughout 2016.

School Progress towards its goals in 2016

Priorities	Progress
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Core Priority - Reading	<ul style="list-style-type: none"> Investing for Success plan implemented to improve reading achievement Teaching staff engaged in cyclical data analysis to inform planning and adjust the delivery of reading program to differentiate for student needs Timetabled Guided Reading sessions scheduled Professional development provided to staff Updated reading materials Purchased assistive technology to support and enhance student learning in Reading
Behaviour Management	<ul style="list-style-type: none"> The school launched Positive Behaviour for Learning Training in Essential Skills for Classroom management Review of schools Responsible Behaviour Plan Development of lesson matrix
Attendance	<ul style="list-style-type: none"> Monitored student attendance and promoted the importance of attendance through the newsletter etc. Celebration of regular attendance through newsletters, parade etc.
Workforce-performance development	<ul style="list-style-type: none"> Principal attended ACEL, 'Leading Successfully from the Start' Annual Performance Framework was used as a tool to align staff capability development with school priorities All staff had access to various opportunities for Professional Development that align with system priorities (Code of Conduct, Student Protection), school priorities (Positive Behaviour for Learning, Reading, Analysing Student Data) and as identified in Annual Performance Plans.

Future Outlook

In 2017, Kogan State School will continue its commitment to provide a quality engaging curriculum. Improving student outcomes in key learning areas with a focus on reading. We will continue to closely monitor student progress and provide support and extension where necessary to improve student achievement. Resources will be allocated to maximise student outcomes.

Key areas for improvement as defined in the Annual Implementation Plan include:

Priority	Strategies	Timeline
Capability Development	<ul style="list-style-type: none"> Develop data literacy skills Enhance leadership skills associated with coaching and feedback 	Ongoing
Collaborative Work	<ul style="list-style-type: none"> Collaboratively develop whole-school frameworks – Reading Collaboratively review pedagogical framework with all staff members 	Term 3
Consistency of Practice	<ul style="list-style-type: none"> Develop a school curriculum tool to monitor the coverage of the Australian Curriculum content descriptors across year levels Develop locally relevant STEM curriculum that builds on students' knowledge and skills 	Term 4
Community Engagement	<ul style="list-style-type: none"> 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 schools improvement agenda and curriculum framework to the school community 	Term 4

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	48	29	19	5	85%
2015*	47	24	23	5	90%
2016	21	8	13	2	75%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Kogan State School caters for students from the small township of Kogan and rural properties. Students are from diverse socio-economic, cultural and religious backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	22	22
Year 4 – Year 7		23	
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Kogan offers a full range of key learning areas including; Mathematics, English, Geography, History, Civics and Citizenship Science, The Arts, Technology, Health & Physical Education, Language Other than English (Japanese)

At Kogan State School we strive to deliver a curriculum that has flexibility and capacity to meet the needs of all students.

Kogan State School develops and implements a curriculum that is inclusive and responsive. Our unit plans include strategies for supporting, enriching and extending students, as we acknowledge that 'one size does not fit all'.

Co-curricular Activities

Extra curricula activities include; School camps, Student Council activities, District sporting competitions, Excursions linked to curriculum, swimming lessons and activities with other small schools within the Chinchilla cluster.

How Information and Communication Technologies are used to Assist Learning

Desk top and laptop computers are used extensively throughout the school in all areas of the curriculum on a daily basis. Interactive Whiteboards, digital still & video cameras and ipods are essential tools utilized by all teachers and teacher aides in curriculum delivery

Social Climate

Overview

Kogan State School encourages safe, respectful and responsible behavior at all times. The school is building a culture of high expectations regarding attendance, behaviour and academic performance. Student discipline is a shared responsibility and requires a combined effort by all staff. We "own" each and every student and are jointly committed to their success. Kogan is a Positive Behaviour Learning school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school* (S2001)	100%	DW	DW
their child feels safe at this school* (S2002)	100%	DW	DW
their child's learning needs are being met at this school* (S2003)	100%	DW	DW
their child is making good progress at this school* (S2004)	100%	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	DW	DW
teachers at this school motivate their child to learn* (S2007)	67%	DW	DW
teachers at this school treat students fairly* (S2008)	67%	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	DW
this school works with them to support their child's learning* (S2010)	100%	DW	DW
this school takes parents' opinions seriously* (S2011)	100%	DW	DW
student behaviour is well managed at this school* (S2012)	100%	DW	DW
this school looks for ways to improve* (S2013)	100%	DW	DW
this school is well maintained* (S2014)	67%	DW	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	85%	100%
they like being at their school* (S2036)	100%	86%	100%
they feel safe at their school* (S2037)	94%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	94%	90%	100%
their teachers expect them to do their best* (S2039)	100%	90%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	86%	100%
teachers treat students fairly at their school* (S2041)	82%	81%	100%
they can talk to their teachers about their concerns* (S2042)	88%	81%	100%
their school takes students' opinions seriously* (S2043)	94%	76%	100%
student behaviour is well managed at their school* (S2044)	88%	81%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	86%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	75%	100%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	75%	DW
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)	80%	89%	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%	78%	80%
their school gives them opportunities to do interesting things (S2079)	80%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to be actively involved in their child's education. Regular communication through fortnightly newsletters keeps parents informed and aware of what is happening in the classrooms and around the school.

Opportunities for involvement include

- Classroom volunteers
- P&C Association
- P&C events
- Grounds improvement

Respectful relationships programs

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



The Respectful Relationship Program focusses on influencing behavior change to prevent domestic and family violence. The program supports students to develop pro-social behaviours that lead to respectful relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	2	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	445	64
2014-2015	2,526	11,317
2015-2016	14,492	121

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time Equivalent	1	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	2
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 2016 were \$7497

The major professional development initiatives are as follows:

- ACEL – 'Leading Successfully from the Start'
- Positive Behaviour Learning Training
- Peer Review Training
- First Aid training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 44% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	95%

*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 2016 for all Queensland Primary schools was 93%.

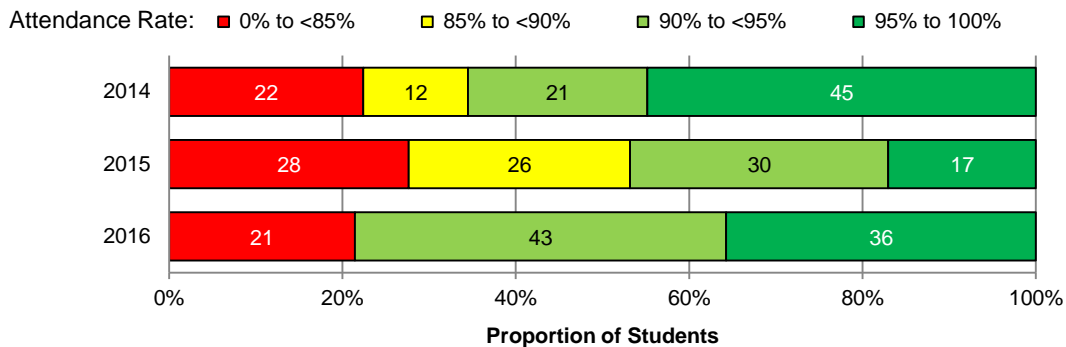
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	91%	89%	86%	88%	83%	90%	88%					
2015	84%	86%	91%	DW	91%	92%	87%						
2016	DW	93%	92%	95%		85%	96%						

*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 DET 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 rolls are marked in the morning and again after lunch by classroom teachers. Parents are contacted by phone if absences are not notified, in accordance with DET policy. Parents are offered strategies to encourage their children to come to school. Those parents that are experiencing difficulties meet with the Principal.

Strategies to increase attendance;

- Class celebrations for those students attending 98%
- Rewards and recognition for students who have attended a full week

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

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Government

Non-government

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