

Kogan State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Kogan State School acknowledges the shared lands of the Baranggum nation and the Baranggum people of the Baranggum language region.

About the school

Education region	Darling Downs South West Region
Year levels	Kindergarten to Year 6
Enrolment	32
Indigenous enrolments	40.6%
Students with disability	3%
Index of Community Socio-Educational Advantage (ICSEA) value	882

About the review

 2 reviewers from 26 to 28 March 2024	 43 participants	 16 school staff
 10 students	 12 parents and carers	 5 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Review all strategic planning documents to create an explicit and coherent, data-informed Annual Implementation Plan (AIP) to drive the strategic agenda with precision and focus.</p> <p>Domain 6: Leading systematic curriculum implementation Review curriculum unit plans, with regional support, to ensure all students access their curriculum entitlement.</p> <p>Domain 8: Implementing effective pedagogical practices Create formal opportunities for staff to engage in modelling, observations and feedback to build a shared understanding of effective pedagogies and support a common language about pedagogy.</p>
<p>Domain 2: Analysing and discussing data Broaden the focus of current data sets to include <i>Equity and Excellence</i> success measures to facilitate discussions about differentiated teaching and learning.</p> <p>Domain 7: Differentiating teaching and learning Develop professional learning opportunities for staff to enhance their capability to plan and implement evidence-informed reasonable adjustments and targeted interventions.</p>

Key affirmations



Staff, students, and families describe an atmosphere of caring and belonging throughout the school.

Leaders express they recognise and value the diversity of students who attend the school, and work hard to ensure their wellbeing and engagement needs are considered and proactively planned for. Student wellbeing and engagement is supported through a variety of initiatives including breakfast club, lunchtime programs and Rhythm2Recovery. Students articulate they enjoy coming to school and like their teachers, and they feel included, safe and supported. Leaders and staff describe how they trust and support each other. The 2023 School Opinion Survey (SOS) indicates 100% of staff agree with the statement 'I enjoy working at this school'.



Leaders articulate the school has a number of experienced staff members.

Staff acknowledge the experience of their colleagues, and express they welcome opportunities to learn from each other to share their knowledge and expertise. Leaders and staff articulate informal professional conversations occur with colleagues regarding student improvement. They describe how staff work to support one another and regularly share student observations to support students' learning progress.



Leaders and staff use data to inform school-level decision-making regarding literacy and reading.

Leaders detail time is set aside for staff to periodically discuss Promoting Literacy Development (PLD) data and monitor the effectiveness of literacy teaching practices. Staff articulate an established data wall is actively used by staff to track students' progress in reading. Leaders and staff describe how the data wall provides opportunities to inform interventions for students requiring literacy development support.



School community members speak highly of the school and its positive reputation in the community.

Staff articulate they are committed to and celebrate their small-school identity and its ability to cater for their students and families. A pre-Kindergarten and pre-Prep program assists students and families to transition into Kindergarten and Prep. Parents express appreciation for this program and value the program's flexibility. The Parents and Citizens' Association (P&C), with support from the YMCA, provide a breakfast program for students each morning. Parents, students and community members articulate they have 'great teachers at this school'.