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Principal's Foreword

Introduction

Kogan State Schools' pledge states;

At Kogan State School we strive to do our best – in class, at play and on the sports field. We care for others by being friendly, fair and helpful. We work and play safely and obey the rules. With our school we 'Lead the Way'.

This document outlines the progress Kogan SS has made over the 2010 year and our focus for the future. This is achieved by review of academic and school survey results and through identification and implementation of our varied inclusive educational programs.

Together Kogan State School and our community will 'Lead the Way'.

School progress towards its goals in 2010

Over the course of the 2010 year, Kogan State School achieved the following from the 2010 operational plan.

- Implementation of Individual Learning Planes for all Indigenous students.
- School funded Teacher Aide for 5hrs per week focused around literacy support.
- Differentiation within all classes.
- Implementation of P-9 Literacy and Numeracy indicators.
- Implemented and maintained recommended English, Mathematics, and Science time allocations.
- Implemented NAPLAN plan in Term 1.
- Continued to track and monitor students' progress through school's assessment framework
- Maintained communication strategies with parents and community to support teaching and learning in the school.
- Implemented School Responsible Behaviour Plan

- Address the findings of the Curriculum Teaching and Learning audit, develop action plan and implement.

Future outlook

In 2011 Kogan State School will continue its commitment to planning and delivering quality engaging curriculum. Our main areas of focus over the year will be;

- Develop whole school reading and spelling programs.
- Ready the teaching staff to implement the National Curriculum in Term 1 2012.
- Increase parental involvement through volunteer opportunities, formal and informal interviews and family fun days.
- Continue implementation of NAPLAN plan over the course of the year.
- Implement EATSIP and CT&L plans.
- Provide dynamic curriculum delivery to engage students and provide support and extension opportunities.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
27	17	10	60%

Characteristics of the student body:

Kogan State School has 2 multi-aged classes with enrolments in each year level. Students are from diverse socio-economic, cultural and religious backgrounds. In 2010 class sizes grew and were under 20 students per class with 4 grades represented in each setting. Class sizes are stable with most families engrained in the community. Kogan SS caters to student diversity in all areas of the curriculum.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	10	100%	100%	0%	0%
Year 4 – Year 10	12	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	11	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings;

- Education in a rural setting
- Small multi-age class settings
- Inclusive Education
- A flexible learning environment
- Students in Grades 4 to 7 participate in LOTE lessons.
- Health and Physical Education is of great importance within the school and local community, Student participate in cluster and district sporting events throughout the year.

Extra curricula activities;

- Excursions linked to curriculum.
- Bi-annual camp.
- Varied sporting activities both on location and with other school at varied locations (such as small school athletics).
- Attendance at supportive educational opportunities (such as Queensland Arts Council performance, etc).
- Swimming lessons for all students
- ICAS - International competitions and assessments for schools offered.

How Information and Communication Technologies are used to assist learning;

Kogan State School continues to improve its ICT through the following; integration of the Interactive whiteboard into all classrooms, student computer ratio of 1:2; implementation of online and server based software to enhance literacy and numeracy in all KLA's, and participation in Clever Network of schools.

Staff are continually engaged in professional development integrating ICT's into daily lessons to cater for the diverse needs of learners in the digital age. Information and communication technology is used for research, learning, consolidation, practice, presentation, communication and recreation across the school.

Social climate

Kogan State School practices an open door policy. Parents are aware that they can contact staff at any time in relation to issues concerning their children. Parents are invited to a variety of school events and culminating days and they are encouraged to be active participants in the education of their children.

Parent, student and teacher satisfaction with the school

Kogan State School has seen a dramatic increase over 2010 in parent and staff satisfaction with the school to 100%. While parents appear to be satisfied with their students' education, students' have decreased in their satisfaction. Changes are being implemented to produce more engaging lessons to increase student satisfaction. Staff have been given the opportunity to access appropriate professional development and are engaged in team building exercises over the duration of the 2010 year.

Performance Measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	54%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	83%
Percentage of staff members satisfied with morale in the school	100%

Involving parents in their child's education.

Kogan State School has an active P&C. Through a parent reading program they are given the opportunity to provide assistance in the classroom in a variety of ways, with expansion of these paramount to the 2011 school year. Parents also participate in special events and celebrations throughout the year including culminating days, school and cluster sporting events, school camps and excursions and the end of year concert. The P&C fundraises across the year, provides tuckshops fortnightly, for special events and conducts events to help keep the local community tidy.

Reducing the school's environmental footprint

Over the course of the 2010 year there were a number of increase in Electricity consumption with the use of the new BER funded Library. While this has impacted on the amount of electricity, heating is set to below 25 degrees and cooling is set to 25 degrees in summer. These devices are only used when fans and natural ventilation is inadequate. Water has also been an area of improvement with cost dropping due to water saving features of the school grounds, use of tanks for drinking water and amalgamation of the local council.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	Water KL	Gas MJ
2010	\$4,036	\$3,805	\$0	\$0	\$231	\$0	\$0	19,029	0	0
2009	\$4,385	\$3,094	\$0	\$0	\$1,291	\$0	\$0	17,940	0	0
% change 2009 - 2010	-8%	23%	N/A	N/A	-82%	N/A	N/A	6%	N/A	N/A

OUR STAFF PROFILE

Kogan State School (1078)

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2	2	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	1
Certificate	0

- Doctorate
- Masters
- Bachelor degree
- Diploma

OUR STAFF PROFILE

Kogan State School (1078)

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 7947.00

The major professional development initiatives are as follows:

- Inclusive regional conference attended by all staff.
- Prep training.
- Curriculum, assessment and alignment development.
- ICT development and integration through Clever Networks.
- Hidden Histories / Crossing Cultures for all staff.
- First Aid.
- ESL support for Classroom Teachers.
- EATSIP planning and development.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 50% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 87%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice per day with the sign in/out book referred to for late or early absences.

If a student is absent a phone call, note or email is required within 3 days of this absence. If no contact is made then the class teacher will attempt to contact parents.

Teachers will contact parents when frequent absences affect student progress. This is dealt with on an individual basis and may result in written correspondence outlining parent responsibility around compulsory attendance.

When a student is absent for an extended period without contact from parents, the principal will contact parents.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Kogan State School identifies the need to close the gap between Indigenous and Non-Indigenous Australians. All effort is made to achieve this through our current differentiated teaching practices and use of Education Queensland schooling initiatives. Through these we aim to increase attendance and attainment of all students.