

Berserker Street State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	PO Box 9911 Frenchville North Rockhampton 4701
Phone:	(07) 4999 0333
Fax:	(07) 4999 0300
Email:	principal@berserkerstreetss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Rebecca Hack

School Overview

Berserker Street is a school with a growing reputation for excellence and innovation. Beautiful turn-of-the-century buildings have been upgraded to provide some of the most modern learning spaces in Rockhampton. The school is part of an international network of schools focussed on excellence in outcomes for all. A previous National Partnership provided the school with access to substantial additional funding, which has provided high levels of classroom resourcing and teacher training. The quality of the academic programs at Berserker was verified through the recent School Review. Excellence in achievement is integral to our school.

At Berserker we have a state-of-the-art Innovation Centre, every classroom is equipped with a digital interactive whiteboard and every student in the school has their own individual XO laptop. Unique programs include AUSLAN sign language classes in every grade, and our whole school thinking program developed in conjunction with international experts. Our large Multi-Purpose Sport Stadium, with Olympic sports flooring and considerable AV resources is proving to be a draw card with the local community. Our core values are respect, excellence and appreciation of others. Our commitment to student well-being is high, with a Wellness hub staffed by a full-time Guidance Officer and Youth Worker. A wide range of extra-curricular opportunities are available. Just some of these include a free after school sporting program, lunchtime activities such as AUSLAN signing choirs and futsal, a diverse selection of music programs, and a fully stocked games and activities centre in the library. We work closely with our local community and welcome parental and community involvement within our school. We host several major community events throughout the year to celebrate the wonderful achievements of our students.

Principal's Forward

Introduction

Queensland state schools annually publish information to parents about student and school performance. This document contains important information about our school's journey in 2016. I am very proud of the work of students and staff at Berserker Street State School and have pleasure in providing this report to you. It covers a wide range of areas relating to staff, student and school achievements throughout the year.

School Progress towards its goals in 2016

There was strong progress towards achieving school-wide goals in 2016. School enrolments continued to rise throughout the year as a result of our growing reputation in the community. As a result we are able to retain a large team of additional support staff, including a Master Teacher, Learning Support staff, Guidance Officer, Youth Worker and many special education teachers and teacher aides.

Leadership capacity across the school remained strong, with a 6 member school leadership team working together to improve pedagogy and classroom practice across the school using a comprehensive suite of professional learning tools developed on site. The skill development of this team was greatly enhanced through ongoing involvement with the international OUR Education Network which provided leadership master classes and coaching.

Throughout the school, systems were enhanced to track student progress and inform learning goals for all students. In particular, the embedding of the BEAP and BELL early arithmetic and literacy programs greatly enhanced student progress and enabled rich conversations about pedagogy and explicit instruction. The school commenced on a new journey to embed a world class thinking program across the school. Teachers are working with international thinking experts, Dr John Munro and Bill Martin to develop and embed this program.

Future Outlook

In 2017 the school will focus on three key areas for classroom improvement and our suite of professional development programs will be specifically tailored to focus on these areas:

- Developing our whole school Thinking Program and embedding teaching of thinking in every classroom
- Developing pedagogical leadership capacity through our work with the international Schools That Deliver Network and Lynne Foley. This work will be used to enhance the school literacy improvement strategy
- Refining our intensive support processes through Individual plans and an approach that recognises the needs of every individual child

Parent and community engagement across the school is a priority, and we will be focussing on strategies to increase parent engagement in student learning, develop effective school parent partnerships and engaging the community in significant school events. The launch of a range of new digital communication strategies will assist in better linking parents with the school.

Across the school we will continue our regular cycles of peer observations, lesson observations and professional conversations to build teacher capacity, with a focus on our whole school pedagogical model, the BOSS. We will have an intensive improvement focus driven by separate School Improvement Plan revised in regular cycles. This will incorporate a focus on target setting, tracking, monitoring and using student data to drive classroom practice.

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	515	243	272	142	90%
2015*	490	221	269	130	88%
2016	504	231	273	139	93%

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

Berserker Street State School has a rich and diverse student population. We have children from all backgrounds including a much valued Aboriginal, Torres Strait and South Sea Islander population. We also have several new students from South East Asia (Vietnam, Burma, The Philippines), and from countries such as Brazil, Iran and Afghanistan who have added to our community in a very positive way.

We have a special education program with six separate classrooms and seventeen full or part-time staff catering for our students with special needs both within the classroom and in small withdrawal groups for focused learning.

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	19	18	17
Year 4 – Year 6	25	22	22

*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

At Berserker Street State School we offer a range of distinctive programs both within and outside of the classroom. Our Learning Pods provide intensive support and extension opportunities for students from Prep through to Year 6. Students are ability grouped where appropriate for English and Mathematics and additional

staff are provided through our Great Results Guarantee funding to support all cohorts, resulting in small groups throughout the school.

In 2016 we introduced a new LOTE (Languages Other Than English) program. AUSLAN (Australian Sign Language) was taught in Year Five and Six, and will be taught from Prep in 2017.

We also started a new school wide Thinking Program in 2016. We worked closely with world experts Dr John Edwards (who convenes the International Conference on Thinking) and Bill Martin (who works closely with leading researcher and author Art Costa). The development of this program is an ongoing priority for the school.

We have a cooperative arrangement with North Rockhampton State High School, and borrow specialised equipment so our students can take part in engaging scientific experiments such as dissections, chemical reactions and forensic science.

We value the whole student and, as such, provide a range of excursions and camps which are a key component of our curriculum. We of course provide a rich curriculum developed using ACARA National Curriculum. Every teacher further develops their curriculum plan through cooperative planning days each term. Teachers work with our Head of Curriculum and a small team of other teachers to ensure our rich and vibrant curriculum is continually enhanced and meeting the needs of our students.

Our training with nationally regarded experts Assoc Prof John Munro (teaching of reading) and South Australian Mathematician in Residence Ann Baker continue to influence our teaching of literacy and numeracy to ensure world's best practices are used.

We continue to provide a wide range of programs to assist students with disabilities to engage with education. These include AUSLAN, Sensory Programs, Occupational Therapy, Gross Motor, Fine Motor, Speech therapy, Social Skills and intensive literacy / numeracy intervention.

Co-curricular Activities

Our school provides a rich array of extra-curricular activities across a wide range of areas. The following are some of the opportunities provided to our students during 2015:

Music - Strings, woodwind, brass, percussion, choirs, signing choirs, marimba percussion ensembles, recorder ensembles and ukulele groups

Performance – including theatre, twilight concert, dance program, eisteddfod, Fanfare, Choral Festival, community performance opportunities, performances at the Multicultural Festival.

Art – indigenous art groups, murals, craft groups, scrap-booking

Cooking and Gardening – Our fabulous Stephanie Alexander Kitchen Garden received a huge facelift in 2015 thanks to parents and the local community. It forms the basis of a weekly cooking program focussing on healthy eating and creative cooking. In 2016 our students also competed in the Tastes of the World Competition.

Community Service – 'Clean Up Crew', Student Council Activities, Community gardening program

Sport – All students in years 5 & 6 participate in an interschool sporting program, (sports offered include softball, cricket, soccer, rugby league, netball and Oz-Tag). Our Sporting Schools' program is available two afternoons per week; in addition, many students competed for regional representative sports with students representing Rockhampton in a range of sports. We continue to participate in the Education Queensland Regional Shield which takes place over 2 days in Term 3.

Other – NAIDOC whole school community celebration including games, painting, story-telling, film and indigenous foods

How Information and Communication Technologies are used to Assist Learning

2016 saw further investment in Information Communication Technologies at Berserker Street State School with the establishment of our Innovation Centre. This state-of-the-art centre houses high powered computers, a broad range of robotics, and equipment for 3D Printing and Computer Aided Design.

Every student has their own XO Computer from Prep to Year 6. In addition every learning space in the school now has access to high speed wifi.

This infrastructure allows every class access to a computer which they can use for their school work, projects and homework. Students further have access to access specific resources and programs through Education Queensland's web based Learning Place. Teachers also have access to a wide range of network based literacy and numeracy software which is used daily to enhance learning in the classroom.

Every classroom is fully connected and teachers have all completed a training in integrating the touch screens and interactive whiteboards into their pedagogy.

Other ICT programs in the school during 2016 also included our iPad program. This program is used in a range of settings, for example to enhance literacy groups with interviews, podcasting and listening post style activities. We also use a range of digital technologies such as microscopes, document viewers and ezy-speak recordable microphones to enhance the classroom experience.

Social Climate

Overview

Berserker is a school that prides itself on social inclusion and support for students. We provided a wide range of pastoral care initiatives in 2016, including breakfast club, a Guidance Officer, additional teacher aides and support staff. We also employ a full time youth worker through our long standing relationship with PCYC.

The school also operates "ACCESS" which is our Wellness Centre. ACCESS coordinates a range of external providers who deliver high quality preventative programs aimed at social skilling, as well as physical and mental health and well-being throughout the school. This centre also provides intensive support for students with a high degree of need.

Berserker Street State School has a comprehensive suite of programs aimed at preventing and addressing bullying. The school's dedicated Bullying Prevention Plan is available on the school website, or in hard copy by request. The school participates in the Better Buddies, and Friends programs, and has introduced a range of structured play areas to build social skills of children. A Virtues program is taught in every class and the school holds a special "Say No To Bullies" day to raise awareness of issues relating to Bullying with all students. The Guidance Officer is available to facilitate programs, and to work with groups or individuals. In 2013, 2014 and 2015 100% students believe they are getting a good education at this 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)	89%	98%	97%
this is a good school (S2035)	78%	98%	97%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	83%	98%	100%
their child's learning needs are being met at this school* (S2003)	83%	96%	97%
their child is making good progress at this school* (S2004)	94%	96%	97%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	97%
teachers at this school motivate their child to learn* (S2007)	94%	96%	97%
teachers at this school treat students fairly* (S2008)	78%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	98%	97%
this school works with them to support their child's learning* (S2010)	100%	96%	97%
this school takes parents' opinions seriously* (S2011)	67%	92%	97%
student behaviour is well managed at this school* (S2012)	78%	94%	94%
this school looks for ways to improve* (S2013)	76%	94%	97%
this school is well maintained* (S2014)	83%	96%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	94%	99%	98%
they feel safe at their school* (S2037)	94%	99%	99%
their teachers motivate them to learn* (S2038)	99%	100%	99%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	100%
teachers treat students fairly at their school* (S2041)	89%	100%	98%
they can talk to their teachers about their concerns* (S2042)	87%	98%	99%
their school takes students' opinions seriously* (S2043)	94%	99%	99%
student behaviour is well managed at their school* (S2044)	88%	98%	100%
their school looks for ways to improve* (S2045)	98%	100%	100%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	91%
they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
they receive useful feedback about their work at their school (S2071)	92%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	98%	98%	94%
student behaviour is well managed at their school (S2074)	100%	98%	94%
staff are well supported at their school (S2075)	96%	93%	85%
their school takes staff opinions seriously (S2076)	94%	94%	88%
their school looks for ways to improve (S2077)	98%	98%	98%
their school is well maintained (S2078)	92%	95%	94%
their school gives them opportunities to do interesting things (S2079)	98%	96%	94%

* 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 able to be involved in their child's education in many ways at Berserker Street State School. Parent volunteers were welcomed into classrooms to assist with reading groups, homework books, mathematics groups and specialised tasks such as gardening. Parents also accompanied students on key excursions, providing additional supervision.

In addition, the school pedagogical framework, the BOSS, has a parent engagement section with clear expectations around engaging and involving parents at every level of their child's education including awareness of curriculum and assessment programs each term, and of the progress of their own child.

Community events such as the whole school sports day, Twilight Concert, Christmas Concert and annual Spring Fair, were another way in which parents were able to be part of our school community. Another one of our key community events was our annual NAIDOC celebration. This full day celebration involved a huge range of parents, who assisted in delivering activities, dreamtime story-telling, painting, games and food preparation.

All teachers welcomed parents to engage in their child's progress through provision of quality reporting and interview cycles, as well as an open door policy to discuss programs and progress throughout the year. A number of celebratory class events took place where parents were welcomed into the school to see their child in action in the classroom and view the work the class had completed.

The school has detailed and comprehensive consultation processes to work with parents to provide the best individualised program to meet their learning needs and draw from a wide range of options for students with disabilities.

The school is engaged with a wide range of community groups. The multicultural association and MDA work with us to teach our students about other cultures – a good example of this is the successful cooking program where students learn to cook foods from around the world, using produce they have grown in our kitchen

garden. We work closely with PCYC who provide our before and after school care program as well as a full time youth worker to support students at school. We also work with a range of community support agencies to assist families in need.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We have embedded programs that build this understanding across the school. Every child participates in the Life Education program at no cost, thanks to community sponsorship. We also teach appropriate, respectful and helpful relationships as part of our health program. In year 6 all students are able to participate in a program delivered by specialist educators from TRUE. We understand the impact of unhealthy relationships on students and every staff member has undergone comprehensive training on the impact of trauma on children.

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	107	49	23
Long Suspensions – 6 to 20 days	4	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In order to reduce our environmental footprint, the school has installed new high efficiency light bulbs in every room, and has also installed a solar power system which contributes to reducing our coal based power use. We also had students involved in learning activities across the school which focussed on an analysis of our energy use, and had them identify ways to further reduce them.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	253,230	6,253
2014-2015	256,803	907
2015-2016	161,450	1,062

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

Suburb, town or postcode

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	33	8
Full-time Equivalents	38	22	7

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	8
Bachelor degree	28
Diploma	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 \$68921.37

The major professional development initiatives are as follows:

Every teacher and teacher aide participated in a range of professional development relating to effective teaching of Numeracy. As well as participating in the professional development sessions, all staff were able to see modelled lessons where new learned strategies were applied in the classroom.

Similarly all staff participated in professional development relating to teaching of thinking with Dr John Edwards and Bill Martin, authors of "Schools That Deliver". This professional development program involved intensive learning sessions after school, and small group work through the school day. Ten staff also received leadership training in the "Leaders of the Future" Program with Lynne Foley and conducted Leadership Projects across the school.

All teachers in the school were involved in a professional learning program including working with peers, professional observations, mentoring and modelling improve instruction across a range of priority areas such as phonemic awareness. Teachers also engaged in a range of professional conversations aimed at analysing data and developing individual, differentiated programs for students.

In addition staff attended a wide range of specialized PD in a range of areas including Leadership, Assessment and First Aid. In particular our long association with the international OUR Education Network continued and provided coaching and leadership master classes to a range of staff in the school. The Principal, Rebecca Hack also took part in an advanced academic course on the Teaching of Reading through the Australian Council of Educational Research, after being awarded a \$5000 scholarship.

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%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% 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).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	91%

*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%.

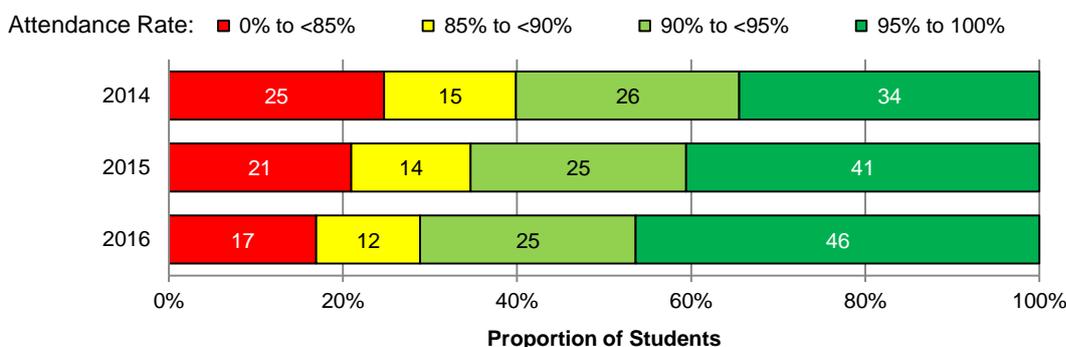
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	90%	90%	90%	90%	91%	88%	93%					
2015	92%	89%	93%	91%	87%	92%	91%						
2016	92%	92%	91%	92%	91%	92%	92%						

*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.

At Berserker Street State School there are a number of strategies to manage attendance. Class rolls are marked twice daily, at the commencement of the day and after lunch. Late arrivals and student departures are managed centrally through a sign in/out system at the office. Where a student is absent for three consecutive days without explanation, contact is made with the family.

To proactively address attendance issues, our Indigenous Learning Centre coordinator and staff assist with absence management through working with families to resolve issues which are potential blockers to regular

attendance. The Wellness Centre coordinator also works to connect families with support agencies outside of the school to assist them in maintaining regular attendance.

In addition, the school has held 'attendance campaigns' where students are praised for regular attendance and information is provided to parents about the impact of good attendance on student achievement. "Every Day Matters" flyers have been distributed to all families and classroom programs have emphasised the importance of punctuality and regular attendance.

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.

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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.