



School Improvement Unit Report

Berserker Street State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Berserker Street State School** from **8 to 10 October 2016**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Michael Hansen	Peer reviewer
Dr Jenny Nayler	External reviewer

1.2 School context

Location:	Berserker Street, North Rockhampton
Education region:	Central Queensland Region
Year opened:	1917
Year levels:	Prep to Year 6
Enrolment:	512
Indigenous enrolment percentage:	27.7 per cent
Students with disability enrolment percentage:	13.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	871
Year principal appointed:	2008
Full-time equivalent staff:	39.8
Significant partner schools:	Mount Archer State School, Frenchville State School, Lakes Creek State School, North Rockhampton State High School, St Mary's Catholic Primary School
Significant community partnerships:	Central Queensland University (CQU), Dr John Edwards and Bill Martin 'Schools that Deliver', Bidjerdii Aboriginal & Torres Strait Islanders Corporation, Dr John Munro – literacy and teaching of reading, Ann Baker (South Australian Mathematician in Residence), Lynne Foley – Leaders of the Future program, Football for Children, Central Queensland Multicultural Association, Multicultural Development Academy (MDA) Ltd, Police-Citizens Youth Club (PCYC), Rotary Club of Rockhampton, community support, Women's Shelter, Local schools network, principal mentoring, technician, Burpengary State School and Tullawong State School, local support agencies, Child and Youth Mental Health Services (CYMHS), Anglicare, Red Cross, Headspace, Umbrella Network
Significant school programs:	Auslan Languages other than English (LOTE) program, whole-school thinking program, John Munro literacy/reading program, Berserker Early Arithmetic Program (BEAP), Ann Baker Natural Maths, B-Fit, kitchen garden/multi-cultural cooking program, trauma awareness and training program for staff members



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), master teacher, Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), project officer and support teacher, 28 teachers, three specialist teachers, four interns, Business Services Manager (BSM), 17 teacher aides, tuckshop convenor, and Parents and Citizens' Association (P&C) president and 10 parents.

Community and business groups:

- Bidgerdii Aboriginal & Torres Strait Islanders Corporation, Chief Executive Officer, PCYC youth worker and OSHC providers, Womens Shelter representative, Rockhampton Sunrise Rotary Club and four Multicultural Association representatives.

Partner schools and other educational providers:

- Rockhampton North State High School - Principal, Principals of Frenchville State School, Depot Hill State School and Lakes Creek State School, two CQU representatives, Dr John Edwards and Bill Martin (via Skype) and Berserker Kindergarten Director.

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Curriculum planning documents
Investing for Success 2016	Strategic Plan 2014-2017
OneSchool	School Data Profile (August 2016)
Professional learning plan 2016	School budget overview
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	School differentiation plan or flowchart
Professional development plans	School newsletters and website
School data plan	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school is driven by the fundamental belief that all students can and will be successful.

There is a strong culture of mutual trust and support among teachers, and the school leaders and parents are actively encouraged to become partners in their child's education. The school has created a strong learning environment that has at its core, being safe, tolerant, respectful and inclusive. It promotes intellectual rigour.

The school is committed to building a team of highly skilled teachers.

The leadership team supports teaching staff to engage in ongoing professional learning through events (conferences, seminars and lectures), personal learning (professional reading and online courses) and practice-based learning (formal lesson observations, peer coaching and classroom walkthroughs). Teachers report the usefulness of the observations and the follow-up professional conversations.

The school leaders have established and are driving a broad improvement agenda for the school, grounded in research evidence over several years.

The foci include Anne Baker's¹ Natural Maths, John Munro's² literacy/reading program and Sheena Cameron's³ writing program. The principal has provided staff members with a term-by-term school's improvement agenda flowchart that has yet to impact across the whole school. The school has recently engaged Dr John Edwards and Bill Martin to introduce the concept of a whole-school thinking program. Staff members clearly identify this as the narrow Explicit Improvement Agenda (EIA) moving forward.

¹ naturalmaths.com.au

² Munro, J. (2003). Fostering literacy learning across the curriculum. *International Journal of Learning*, 10, 327-336.

³ Cameron, S., & Dempsey, L. (2013). *The writing book: A practical guide for teachers*. S & L Publishing.



The principal is committed to the provision of timely support and intervention for identified students.

The school population includes a significant number of Students with Disability (SWD), English as an Additional Language or Dialect (EAL/D), refugees, students facing disadvantage or trauma. Teaching staff provide multiple examples of adjustments to their planning for teaching and assessment for the full range of students in their class, including high achieving students. The model of inclusive practices and stages of support are yet to be fully documented and communicated across the school.

A school template for recording Individual Curriculum Plans (ICP) known as the 'Individual Support Plan' (ISP) is in use for identified students.

These plans are collaboratively developed with parents, specialist staff and the class teacher and uploaded into OneSchool. The school recently moved to semester reporting in OneSchool. It is identified that ISP reporting, using the school template, is yet to be fully articulated in OneSchool student reports. The principal identifies that the school will transition to using the OneSchool ICP template in 2017.

The school places a high priority on student wellbeing.

There are comprehensive processes developed to provide academic and non-academic support to address individual student needs. The school implements an effective '*B-Fit*' program weekly which is attended by large number of students. Staff response rates for morale and communication are below state primary schools response rates. Identified opportunities to provide a safe and supportive environment for all staff members to engage in feedback and decisions regarding the strategic direction are yet to be fully developed.

The whole-school curriculum plan provides a detailed and sequenced plan for curriculum delivery.

Emphasis is placed on the Australian Curriculum (AC) general capabilities with a focus on literacy, numeracy, and critical and creative thinking. There are efforts to make the curriculum locally relevant. Year 4 history, for example, explores local Indigenous histories and cultures. An innovative robotics program is being developed prior to wider implementation in 2017 as part of the digital technologies learning area.

The principal has led the development of a highly effective and targeted set of pedagogical practices that are consistently applied in all classrooms.

The school leadership team recognise that highly effective teaching is the key to improving student learning throughout the school. The school's leadership team actively promotes a range of pedagogical practices that are research based, which include direct teaching, Natural Maths, and the John Munro literacy strategies. These are consistently applied by teaching staff. These practices are developed to specifically address the educational needs of the school's diverse student cohort.



2.2 Key improvement strategies

Narrow, sharpen and communicate to all stakeholders the EIA, including explicit targets and timelines to embed the whole-school thinking program.

Collaboratively develop and publish the full model of inclusive practices.

Transition to the use of OneSchool ICP to facilitate reporting for SWD and additional learning needs.

Monitor student and staff wellbeing and provide opportunities for students and staff members to provide feedback and voice concerns in a safe and supportive environment.

Enrol the support of regional personnel to support the ongoing development of curriculum planning processes and documentation.