Background:
Berserker Street SS, located in Rockhampton, is a Low Socio-Economic Status National Partnership School and an Indigenous Focus School. The school caters for a complex and diverse student population of 500 students from Prep to Year 7. Thirty per cent of the students identify with the Aboriginal or Torres Strait Islander culture, 16 per cent have verified disabilities and 6.5 per cent are in out-of-home care placements. Current Principal, Rebecca Hack was appointed in 2008.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of: An Explicit Improvement Agenda, A Culture That Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The Berserker One Stop Shop (BOSS) document (and the Special Edition BOSS) has been produced to guide the practices of all staff members. It provides clear expectations regarding a wide range of teaching and learning practices and its application has enhanced consistency throughout the school.
- School leaders spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies.
- A clear data collection schedule has been developed for all year levels and data is collected and stored in user-friendly formats to inform teacher judgement and to support school-wide monitoring.
- Teacher Aides are well-trained, highly valued paraprofessionals who are integral to the delivery of learning programs. Their judgements are valued and sought by teachers.
- Significant attention is paid to catering for the needs of students with specific needs. Trained personnel are engaged to design and deliver individual programs in a range of settings throughout the school.
- The social/emotional needs of students are given priority in the development of programs and the Special Education delivery model is integral to success for identified students.
- The Berserker Early Language and Literacy program (BELL) and the Berserker Early Arithmetic Program (BEAP) are core components in the school’s priority to address the literacy and numeracy learning needs of all students.

Affirmations:
- The Explicit Improvement Agenda is narrow and has focused the school on improving and enhancing pedagogical practices. Experts in the fields of Number and the teaching of reading comprehension have been engaged directly to support school staff to enhance their skills.
- A clear curriculum plan outlines what and when teachers should teach and students should learn, and provides clear guidelines for planning expectations, assessment (including students with disabilities), differentiation and higher order thinking.
- Reading comprehension and number targets have been set for each term at, below and above standard. Year level teaching teams review the data on a five-week cycle and report findings and proposed strategies for improving outcomes to the Principal.
- The school uses a variety of strategies to engage parents and carers in the learning process.
- The school is actively participating in the “OUR Education Network” to develop leadership capacity.

Recommendations:
- Embed the practices within the Pedagogical Framework through systematic professional learning for all staff members involved in the teaching and learning process.
- Refine targets within the data collection schedule to reflect the school’s high expectations. Utilise student data trends emanating from the five-week data analysis cycle to inform the process.
- Engage all staff in strategies to increase attendance rates for all students.
- Refine the individual student goal setting practices to maximise their impact on learning. Ensure clear links are evident between expectations, feedback and annotation in student books.
- Support teachers to share practices and moderate student work with their peers from other schools.