



Berserker Street State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 full school review. Excellence in achievement is integral to our school. At Berserker 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 full-time Wellness Centre. 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 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.

School progress towards its goals in 2018

Goal	Progress	Status
Developing our whole school Thinking Program and embedding teaching of thinking in every classroom	International thinking experts, John Edwards and Bill Martin, provided professional development to all teaching staff in March and October to build capacity in teaching thinking skills and develop a shared vision for the teaching of thinking at BSSS. Staff were provided with resources to trial thinking skills and dispositions with their class and feedback was collected. The Thinking Taskforce worked together to develop and drive an the Thinking Action Plan with the goal of writing and implementing the Berserker Whole School Thinking Program in 2019. Feedback has been continually collected from staff around which skills and dispositions are most valuable and relevant for our students and this feedback will be used to identify the central skills and dispositions which will form the basis of the Berserker Thinking Program.	Ongoing
Developing pedagogical leadership capacity through our work with the international Schools That Deliver Network and Lynne Foley.	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 suit of professional learning tools developed on site. The skill development of this team was greatly enhanced through ongoing involvement with the international Schools That Deliver Network. Two staff undertook leadership training in the "Women in Leadership" Program with Lynne Foley. The HOC, Master Teacher, HOSES and Principal were all involved in Leadership programs delivered by QELI which required the implementation of a project in the school.	Ongoing
Refining our intensive support processes through Individual plans and an approach that recognises the needs of every individual child.	The school embedded the newly developed newly developed support plan processes and tracking to ensure all students had the appropriate support plans. This process was monitored and refined throughout 2018.	Ongoing
Implementation of Australian Curriculum	The draft English Program was implemented and feedback used to adjust and refine the program. The Berserker English Program will be published and fully implemented in 2019. The school continued to work with the Technologies curriculum in order to develop a whole school technologies overview to be implemented in 2019. Teachers from four year levels were involved in professional development designed to deeply engage them with the Australian Curriculum and planning processes to collaboratively create quality assessment pieces and unit plans. The revised Whole School Curriculum Plan was published at the end of 2018.	Ongoing
Monitoring and implementation of supports for staff and student well-being	A Health and Well-Being Committee was developed with the aim of implementing processes at the school to foster and support the well-being of individuals. Student well-being was monitored through school processes, regular student support meetings and referrals for support actioned as required.	Ongoing

Future outlook

In 2019 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:

- Continuing to develop and refine our whole school Thinking Program and embed the teaching of thinking in every classroom
- Refining our pedagogical approaches to intensively support students and recognise the individual needs of every child through a range of strategies including implementation of key elements of the Berry Street Education Model (BSEM), implementing a Positive Behaviour for Learning (PBL) framework, a focus on inclusive practice and refining Complex Case Management processes.
- Continuing to focus on implementation of the Australian Curriculum with specific focus on planning, assessment and moderation processes and implementation of Technologies.

Parent and community engagement across the school is a continued priority, and we will focus on strategies to increase parent engagement in student learning, develop effective school parent partnerships and engaging the community in significant school events. 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 with emphasis 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	504	475	516
Girls	231	221	252
Boys	273	254	264
Indigenous	139	161	194
Enrolment continuity (Feb. – Nov.)	93%	86%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Berserker Street State School has a rich and diverse student population. We have children from many diverse cultural backgrounds including approximately 39% of our student population who come from a much valued Aboriginal, Torres Strait and South Sea Islander population. We have students from China and Japan in addition to students from South East Asia and from countries such as Afghanistan, South Africa and India who have all added to our community in a very positive way. We have a special education program with approximately 20 full or part-time staff catering for approximately 17% of our student population with special needs within the classroom and in small groups for focused learning.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	21	21
Year 4 – Year 6	22	22	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. We provide intensive support and extension opportunities for students from Prep through to Year 6 and additional staff are provided through our Investing For Success funding to support all cohorts, resulting in small groups throughout the school.

In 2017 we introduced AUSLAN (our Languages Other Than English) program across the whole school. We have continued to work 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) in the development of our Whole School Thinking Program. The development of this program is an ongoing priority for the school.

We value the whole student and, as such, provide a range of excursions and camps which are a key component of our curriculum. We have provided all students from Prep – Year 6 opportunities to engage in the arts, including attendance at performances at the Pilbeam Theatre.

The school has invested in establishing an Innovation Centre where students have the opportunity to immerse themselves in robotics, coding programs and 3D printing.

We 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 2017:

Music - Strings, woodwind, brass, percussion, junior and senior choirs, junior and senior signing choirs

Creativity – OptiMystics, a group of students from Year 4-6, participated in the regional OptiMinds challenge

Performance – including theatre, Twilight Concert, dance program, Eisteddfod, Choral Festival, community performance opportunities.

Art – indigenous art groups, murals, craft groups

Cooking and Gardening – Our fabulous Stephanie Alexander Kitchen Garden forms the basis of a weekly gardening and cooking program focussing on healthy eating and creative cooking.

Community Service – Student Council Activities, ANZAC Day Ceremonies.

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. Many of our students also participate in our signature B-Fit program which is run before and after school.

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

How information and communication technologies are used to assist learning

Information and Communication Technologies are integrated across the curriculum at Berserker Street SS to enhance teaching and learning. 2017 saw further investment in Information Communication Technologies at Berserker Street State School with a continued focus on resourcing 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. The range of ICT equipment and programs within our school, including the LEGO Robotics EV3 Mindstorm kits, LEGO WeDo and Blue-Bots kits, allow students to broaden their curriculum knowledge and understanding of digital technologies. Additionally, students in Year 4-6 engage in higher order thinking challenges through self-paced online coding programs to further enhance their innovation skills.

Every student has their own XO Computer from Prep to Year 6 which are used to value add, enhance and support curriculum offerings in a range of ways. In addition, every learning space in the school has access to high-speed wifi. This infrastructure allows every class access to a computer, which they can use, for their schoolwork, projects and homework.

Students further have access to 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. Teachers develop and publish their units of work, mark attendance via the ID Attend application and undertake semester reporting requirements on the departmental OneSchool application.

Other ICT programs in the school during 2017 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 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 2017, including breakfast club, a Guidance Officer, mentoring, friendship groups, additional teacher aides and support staff.

We also employ a full time youth worker through our long-standing relationship with PCYC. Intensive support for students with a high degree of need is provided. The school engages with external providers to ensure that students and families are able to access services as required.

Berserker Street State School has a comprehensive suite of programs aimed at preventing and addressing bullying. The school is proactive in maintaining a positive schoolwide approach to managing the behaviour of students. Behaviour issues, including reported incidences of bullying, are dealt with following the school's Responsible Behaviour Plan. As part of the Berserker Street SS school-wide values program, students are explicitly taught our values and behaviour expectations. This program is implemented in every classroom in

term one each year. Our school values and expectations are further discussed and reinforced at school assembly each fortnight. 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 and experiences 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.

Parent and community engagement across the school is a priority, and we continue to focus on strategies to increase parent engagement in student learning, develop effective school parent partnerships and engage the community in significant school events such as our school Sports Day, Twilight Concert and our annual Meet and Greet Evening.

Additionally, we have the following processes in place, which positively impact our social climate:

- Staff, students and parents/carers have access to a range of support personnel including our School Guidance Officer and external agencies through a referral process.
- An active School Council who enthusiastically work towards building better outcomes for our students through a range of measures, including fundraising.
- Our Youth Worker provides support and assistance to our students as identified or required
- The active promotion of a safe, supportive, positive and respectful environment for all stakeholders
- Openly celebrating the achievements of our students through school assemblies, telephone calls and emails to parents and displaying student work in the Administration Foyer and in classrooms.
- Celebrating student diversity and actively maintaining inclusive practices to support and extend all students.
- A B-Fit program which is run before and after school by staff volunteers to give students the opportunity to improve their fitness and well-being

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	100%	95%
• this is a good school (S2035)	97%	100%	95%
• their child likes being at this school* (S2001)	100%	100%	95%
• their child feels safe at this school* (S2002)	100%	100%	89%
• their child's learning needs are being met at this school* (S2003)	97%	100%	95%
• their child is making good progress at this school* (S2004)	97%	100%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	95%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	95%
• teachers at this school treat students fairly* (S2008)	91%	100%	89%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	89%
• this school works with them to support their child's learning* (S2010)	97%	100%	95%
• this school takes parents' opinions seriously* (S2011)	97%	100%	89%
• student behaviour is well managed at this school* (S2012)	94%	94%	84%
• this school looks for ways to improve* (S2013)	97%	100%	100%
• this school is well maintained* (S2014)	97%	89%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	95%	95%
• they like being at their school* (S2036)	98%	95%	95%
• they feel safe at their school* (S2037)	99%	93%	98%
• their teachers motivate them to learn* (S2038)	99%	98%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	95%
• teachers treat students fairly at their school* (S2041)	98%	95%	95%
• they can talk to their teachers about their concerns* (S2042)	99%	91%	89%
• their school takes students' opinions seriously* (S2043)	99%	94%	92%
• student behaviour is well managed at their school* (S2044)	100%	92%	84%
• their school looks for ways to improve* (S2045)	100%	98%	97%
• their school is well maintained* (S2046)	100%	98%	95%
• their school gives them opportunities to do interesting things* (S2047)	100%	95%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	96%	95%	96%
• they receive useful feedback about their work at their school (S2071)	96%	89%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	90%
• students are encouraged to do their best at their school (S2072)	98%	100%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	94%	97%	93%
• student behaviour is well managed at their school (S2074)	94%	94%	91%
• staff are well supported at their school (S2075)	85%	87%	91%
• their school takes staff opinions seriously (S2076)	88%	85%	89%
• their school looks for ways to improve (S2077)	98%	95%	98%
• their school is well maintained (S2078)	94%	87%	89%
• their school gives them opportunities to do interesting things (S2079)	94%	89%	89%

* 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.
- 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, Infants' Concert, Awards and Graduation Ceremony and the Meet and Greet gave parents the opportunity to be part of, and celebrate with, 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.

- 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	23	28	60
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,450		164,437
Water (kL)	1,062	4,221	1,790

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

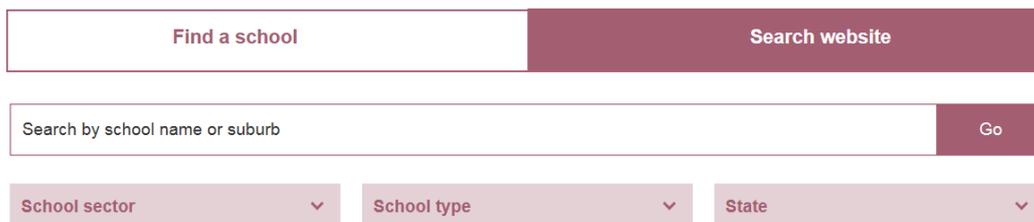
School funding

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	39	40	5
Full-time equivalents	37	27	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	30
Diploma	2
Certificate	

*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 2018 were \$69 196.65

The major professional development initiatives are as follows:

All teaching staff participated in professional development relating to teaching of thinking with Dr John Edwards and Bill Martin, authors of "Schools That Deliver. Non-teaching staff were involved in professional development related to the teaching of thinking delivered by the Berserker Street SS Thinking Taskforce. This professional development program involved intensive learning sessions after school, and small group work through the school day. Two staff also received leadership training in the "Women in Leadership" Program with Lynne Foley.

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 Teachers also engaged in a range of professional conversations aimed at analysing data and

developing individual, differentiated programs for students and a significant percentage of staff were involved in professional development which deeply engaged them with the Australian Curriculum and planning processes to collaboratively develop a Unit Plan.

In addition staff attended a wide range of specialized PD in a range of areas including Leadership, Coaching, Mentoring, Assessment, AUSLAN and First Aid. Leadership and support staff also received professional development focused on supporting students who have experienced trauma.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	91%
Attendance rate for Indigenous** students at this school	91%	89%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

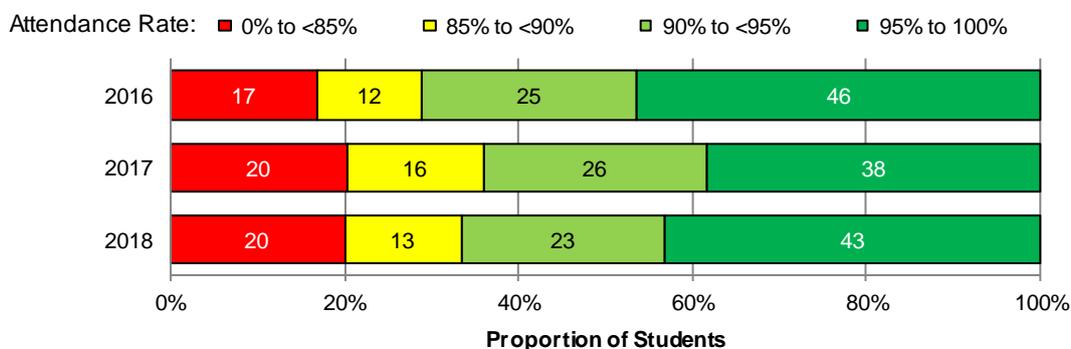
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	93%	90%	Year 7			
Year 1	92%	90%	93%	Year 8			
Year 2	91%	92%	92%	Year 9			
Year 3	92%	91%	93%	Year 10			
Year 4	91%	92%	91%	Year 11			
Year 5	92%	90%	90%	Year 12			
Year 6	92%	91%	91%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. Parents are now contacted via text message each day when their child is absent without explanation through the Same Day Student Absence Notification system. Where a student is absent for three consecutive days without explanation, contact is made with the family.

To proactively address attendance issues, key staff assist with absence management through working with families to resolve issues which are potential blockers to regular attendance.

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

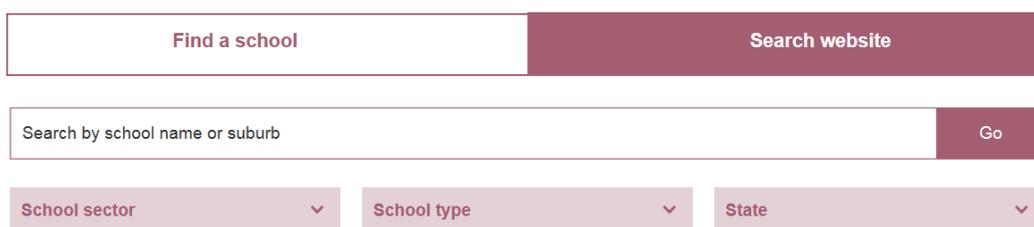
Information is provided to parents about the impact of good attendance on student achievement. “Every Day Matters” is promoted through our school community via the school newsletter and Facebook and classroom programs have emphasised the importance of punctuality and regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



4. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.