

# Investing for Success

## Under this agreement for 2020 Berserker Street State School will receive

**\$407,273**

### This funding will be used to

- Close the gap in student attendance by increasing the attendance of indigenous students from 85.1% in 2019 to 90% in 2020
- Improve student engagement in classrooms and in the playground resulting in the percentage of students in Tier 1 in the Positive Behaviour Learning (PBL) Triangle Data increasing from 77.9% (2019) to 85% (2020)
- By the end of their prep year, 90% of students will have intelligible speech to an unfamiliar listener, 90% of the time
- 50% of Year 2 students will improve either 6 or more PM levels or progress to PROBE by the end of 2020
- Increase from 68% (Semester 2, 2019) to 75% (Semester 2, 2020) the percentage of Year 1 students achieving a 'C or above' in English
- Improve engagement and educational outcomes of students who have experienced significant trauma, through intensive support and trauma aware complex case management

### Our initiatives include

- Investing in personnel, resources and training in the Early Years to refine and enhance oral language programs (*'What Great Principals Do Differently, 15 things that matter most'*, by Todd Whitaker)
- Investing in professional development for staff working with students who have experienced trauma and/or are living in out-of-home care (*'Calmer Classrooms'*, by Department of Communities, Child Safety and Disabilities, Department of Education; *'Berry Street Education Model'*).
- Investing in personnel and resources to develop effective complex case management processes and support for students who have experienced trauma and/or are living in out-of-home care
- Engaging Head of Early Years to provide targeted professional development, modelling and coaching to deepen teachers' understanding of the Australian Curriculum and school signature programs to secure highly effective pedagogical practice in all early years classrooms through a case management approach (*'Clarity – What Matters Most in Learning, Teaching and Leading'* by Lyn Sharratt)
- Engaging Student Engagement Teachers for lower primary and upper primary to increase student engagement through student support, improving differentiation processes and building staff capability
- Investing in developing teacher skills through classroom release, collegial engagement, mentoring, modelling, professional conversations and support
- Enhancing higher order thinking through explicit teaching, program development, professional learning and digital innovation (*'Schools That Deliver'*, drawing on the research of Edward de Bono and Art Costa, by Dr John Edwards and Bill Martin)
- Continuing to implement a targeted process for unit planning which develops teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards and incorporates processes for robust moderation and provides teachers with professional development in using the Australian Curriculum and Achievement Standards to develop comprehensive units of work and assessment rubrics
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards



**Queensland  
Government**

## Our school will improve student outcomes by

Engaging in ongoing strategic professional development to enhance unit planning processes, develop teacher knowledge and understanding of the Australian Curriculum and implement processes for robust moderation	\$35 677
Enhancing higher order thinking through program development, professional learning and digital innovation	
Employing Speech Language Pathologist to enhance oral language and early literacy outcomes.	\$40 000
Employing Head of Early Years (HOEY) to provide intervention for early years students and ongoing strategic support and professional development for early years teachers through a case management approach	\$116 596
Employing 2 x Student Engagement Teacher to provide strategic support for staff in engaging complex students	\$200 000
Employing 0.5 FTE Community Education Counsellor (CEC)	\$5000
Training key staff in trauma-informed practice through the Berry Street Education Model and embedding trauma-informed practices in all classrooms	\$10 000



**Amanda Rankin**  
Principal  
Berserker Street State School



**Tony Cook**  
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Department of Education

