Berserker Street State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Berserker Street State School** was conducted from **17 to 19 March 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 853 and the school enrolment was 550 with an Indigenous enrolment of 42% and a student with disability enrolment of 39.5%.

The key improvement strategies recommended in the review are listed below:

- Develop a sharp and narrow Explicit Improvement Agenda (EIA) focus and collaborate with all staff to define the agreed practices relating to the EIA, what this looks like in classrooms and regularly monitor implementation to promote high expectation and consistency of practice against set targets. (Domain 1)

- Collaboratively develop a roles and responsibility statement detailing accountabilities, actions, measures and timelines against the EIA and priority areas relating to members of the leadership team and all staff members. (Domain 1)

- Develop a timeline for the full roll-out of Positive Behaviour for Learning (PBL) and ensure clear communication with staff, students and parents in relation to its implementation and monitoring. (Domain 3

- Create a culture of high expectations for learning and behaviour and monitor to achieve consistent implementation. (Domain 3)

- Build a united collaborative leadership culture to enact a shared understanding of leadership practices, interactions, consistencies and high expectations. (Domain 1)

Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Berserker Street State School** from **5** to **7 March 2024**.

The report presents an evaluation of the school's performance against the 9 domains of the *School Improvement Tool*. It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

School context

We acknowledge the shared lands of the Darumbal people.

Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	330
Indigenous enrolment percentage:	42%
Students with disability percentage:	33.9%
ICSEA value:	819

Review team

David Cramb	Principal, Reviews, SRR (review chair)
Andrew Walker	Peer Reviewer
Andrew Helton	External Reviewer

Contributing stakeholders

| 3 reviewers | 158 participants | 42 school staff | 90 students | 22 parents and carers | 6 community members and stakeholders |

Key affirmations

The mantra of being '*Better and Brighter Everyday'* guides staff and students in their purpose for teaching and learning.

Leaders have developed an agenda, in consultation with stakeholders, which staff describe as a transformative journey, instilling pride and unity in achieving a shared vision. All staff convey an increasing level of morale and speak of improved and respectful interactions. Community representatives comment positively about the growing reputation of the school. An Indigenous artwork, developed with staff and local community representatives, provides a pictorial representation of the school's values and aspirations.

Leaders aspire to increase student agency in teaching and learning.

The change of focus to a more student-centred decision-making process is starting to drive strategic decisions and direction of the school. Teachers describe a willingness to understand students' backgrounds, contexts and needs. They express a belief that all students are capable of learning and are open to developing collaborative strategies to provide appropriate levels of support. Students and leaders meet regularly to discuss student learning and make decisions to improve their performance.

Leaders engage with parents and a variety of community partners to promote student learning.

A range of active partnerships are established to support students' academic and wellbeing needs. Leaders comment that such partnerships enrich the lives of both students and staff. Trust, respect and mutual benefit between parties have enabled partnership success. Parents express ongoing pride in the school. Community partners value opportunities to contribute to the school. Staff express their appreciation of a local Elder conducting a smoking ceremony as a strategy to promote a 'fresh start' for the school.

Staff express a strong commitment to collegiality and mutual professional learning.

Leaders ensure that ongoing opportunities are created for teachers to work together in year level teams. Teachers and aides share resources, teaching strategies and ideas to support individual students in both formal and informal professional conversations. Mentoring processes are being developed to support teachers in the early stages of their career. Members of the teaching team express a level of appreciation for the support and guidance of leaders. Teaching staff comment that the principal's leadership has given them a feeling of empowerment and a renewed focus on teaching and learning.

Key improvement strategies

Domain 8: Implementing effective pedagogical practices

Develop a shared understanding and language about pedagogy to ensure teaching is flexible and responsive to the learning needs of all students.

Domain 5: Building an expert teaching team

Collaboratively strengthen structured, systematic observation and feedback processes, including scheduled opportunities for Watching Others Work (WOW) with leaders, to build staff capability aligned with priority areas.

Domain 3: Promoting a culture of learning

Consolidate the detailed whole-school multi-tiered supports, strategies and practices to ensure all students access the appropriate support to maximise their learning.

Domain 7: Differentiating teaching and learning

Strengthen processes in the co-creation of Personalised Learning Records (PLR) to ensure broad consultation in considering the design of appropriate supports for learners.

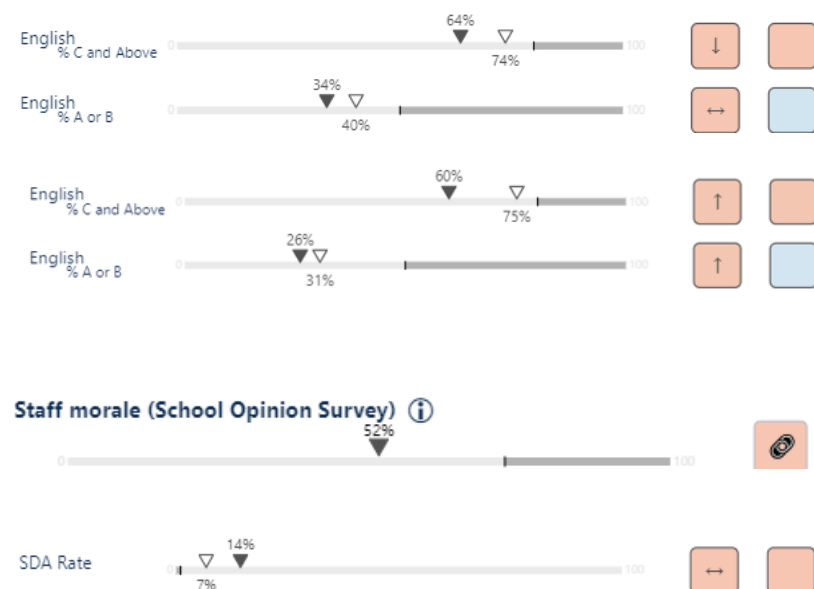**Domain 6: Leading systematic curriculum implementation**

Refine the whole-school plan for curriculum delivery to ensure units continue to be contextualised to engage students in learning.

Initial data insights

Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest

English % C and Above — 64% / 74%
English % A or B — 34% / 40%
English % C and Above — 60% / 75%
English % A or B — 26% / 31%

- Student English achievement currently below relative performance data.

Staff morale (School Opinion Survey) ⓘ — 52%

- Staff morale at 52%.

SDA Rate — 14% / 7%

- Historically a high rate of SDAs.

Data-informed inquiries

- Priorities to address student learning.

- Factors influencing staff morale.

- Strategies to support maximising student learning time.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- Refine the EIA, including a clear focus with specific targets, timelines and accountabilities for key personnel, to monitor the impact on student learning.

Domain 2: Analysing and discussing data

- Prioritise further capability building for teachers in data literacy to promote a deeper understanding of data sets to inform classroom decision-making processes.

Domain 3: Promoting a culture of learning

- **Consolidate the detailed whole-school multi-tiered supports, strategies and practices to ensure all students access the appropriate support to maximise their learning.**

- Systematically enact the PBL action plan that includes specific targets, to ensure practices are consistently implemented for student behaviour support and engagement.

- Monitor and assess the impact of intervention strategies implemented, to ensure appropriate and effective ongoing support for students and teachers.

Domain 4: Targeting school resources

- Prioritise the staged implementation of the School Strategic Infrastructure Plan (SSIP), in consultation with regional infrastructure advisors, to ensure facilities are equipped to deliver 21st century learning.

- Maintain the focus on using emerging data sets to ensure resources are allocated flexibly to support the EIA and meet individual student needs.

Domain 5: Building an expert teaching team

- **Collaboratively strengthen structured, systematic observation and feedback processes, including scheduled opportunities for WOW with leaders, to build staff capability aligned with priority areas.**

- Develop a professional learning plan, aligned to the improvement agenda and Annual Performance Development Plans (APDP), to support staff learning goals.

- Formalise connections with like schools to allow for professional learning opportunities for staff and build strategic leadership capability of leaders.

Domain 6: Leading systematic curriculum implementation

- **Refine the whole-school plan for curriculum delivery to ensure units continue to be contextualised to engage students in learning.**

- Review moderation processes, including monitoring student learning at appropriate junctures, to strengthen teacher knowledge and capability in delivering the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning

- **Strengthen processes in the co-creation of PLRs to ensure broad consultation in considering the design of appropriate supports for learners.**

- Clarify roles, responsibilities and accountabilities around the teaching of students with diverse needs to build a shared responsibility for student learning.

- Develop the capability of diverse learning teachers (DLT) and classroom teachers to select and implement differentiated teaching strategies appropriate to the learning needs of students.

- Develop a process for identifying student barriers to learning to provide appropriate differentiated teaching approaches and support provisions for identified students.

Domain 8: Implementing effective pedagogical practices

- **Develop a shared understanding and language about pedagogy to ensure teaching is flexible and responsive to the learning needs of all students.**

- Establish effective teaching and learning strategies in all classes, including the co-construction of learning walls and student goals, to maximise opportunities for student ownership of their learning.

Domain 9: Building school-community partnerships

- Collaboratively create mutually-agreed goals and targets to establish shared accountability of school-community partnerships.

***bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- The principal has led a process of school transformation. Staff describe the principal as a 'champion' for the school's future. They comment that they have moved from a 'feeling of hopelessness to a feeling of empowerment'.

- Staff express a shared belief in setting high expectations for all students. They promote the establishment of a learning culture focused on engagement and wellbeing. Teachers comment that 'everything we now do is about student learning'.

- The principal has led a strategic agenda based on the school's vision and values underpinned by the statement, '*Better and Brighter Everyday*'. Staff communicate they share this vision and appreciate the principal's role in providing a consistent and context-appropriate improvement agenda.

- Leaders' roles align to school priority areas. The leadership team comments that they work together to support the implementation of the agenda. A leadership dashboard is developed to document the progress of each leader in implementing components of the agenda and to monitor impact.

Key findings

- The principal and leadership team comment that they have worked together to create strategic and operational documents and processes and have begun to implement strategies to embrace a quality learning environment.

- Planning for the 2024 Annual Implementation Plan (AIP) commenced early in Term 4, 2023. The principal describes the strategic planning process as a 'universal approach', which included consideration of the strategic plan 2020–2024, voice from staff, students, parents, feedback from the 2023 AIP, and clarifying the school context. Teachers express they appreciate the opportunity to contribute to the school's strategic agenda.

- Three priorities support the AIP. These are based on an inclusive culture with high expectations, developing a systematic curriculum delivery, and implementing effective pedagogical practices. The key target to measure the impact of these focus areas is A-C LOA in English.

- Some teachers comment that the EIA has a literacy focus with components of reading, spelling and Promoting Literacy Development[1] (PLD). Others suggest a more consistent approach to reading would be a valuable next step. The principal acknowledges a need to refine the EIA, including a clear focus with specific targets, timelines and accountabilities, to measure the impact on student learning.

- Leaders and teachers discuss using evidence to inform decisions regarding strategic planning. This includes quantitative data regarding student learning and surveys that provide stakeholder feedback. The principal regularly shares strategic planning information with the Parents and Citizens' Association (P&C).

- The leadership team and key roles include the principal and deputy principal Head of Department – Curriculum (HOD-C) Head of Diverse Learning (HODL) and guidance officer.

Improvement strategy

- Refine the EIA, including a clear focus with specific targets, timelines and accountabilities for key personnel, to monitor the impact on student learning.

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[1] PLD. (2020). *Resources to improve literacy levels within primary schools.* https://pld-literacy.org/

Domain 2: Analysing and discussing data

Affirmations

- Leaders communicate they understand the importance of data and are successfully changing the narrative to align practices to the new 'Berserker Way' — an academic focus rather than a behaviour focus. Leaders work together on emerging data sets to inform the decision-making processes of the school.

- The PBL committee uses data to inform decisions for focus areas to improve student behaviour. Staff members indicate a growing consistency in the application of these processes has led to a significant reduction in SDAs. School data indicates SDAs have decreased from 150 in 2022, 117 in 2023 and currently 7 for 2024.

- Teachers and leaders meet regularly during Cohort Collaboration (CC) meetings. They comment that these meetings, using data cards and analysing data from 3 marker students, have sharpened the focus for the next steps in teaching.

Key findings

- A newly designed school-wide data plan was distributed and explained during staff development days at the beginning of the year. Teachers describe an awareness of this new strategic document and are starting to use it to inform teaching and assessment processes.

- Some teachers remark that they use student learning data to form differentiated reading and spelling groups and to inform how best to use support staff, such as teacher aides, to support students in their classrooms.

- Some teachers identify that data use has become more purposeful over time. They mention that much of the data they now interact with in their day-to-day practice is helpful to track and monitor student progress.

- Leaders place an emphasis on the collection and analysis of student data (including behavioural and academic) to monitor whole-school, cohort, and classroom decisions. They view timely access to reliable data as essential to their effective leadership of the school and in their drive to enhance a school-wide culture of evidence-informed decision-making.

- Members of the leadership team articulate that the data being collected, as outlined in the new data plan, is being used by teachers. They identify that further capability building of teachers' data literacy would promote a deeper understanding of data sets, leading to more informed decision-making processes.

- PLD is being used by teaching staff as a key strategy to improve literacy outcomes for students. Data from the PLD diagnostic screeners is used extensively in each year level. Teachers observe that using PLD data and teaching approaches is showing initial gains in student literacy results.

- Leaders understand the need to monitor data sets to track progress. Systemic data sets such as 'relative gain' and 'like school' comparisons are seen as an integral part of this process.

- Teachers use data from transition statements from Early Childhood Education and Care (ECEC) centres, in addition to observations during Prep transition days and enrolment interviews, to enable a smooth transition into Prep.

Improvement strategy

- Prioritise further capability building for teachers in data literacy to promote a deeper understanding of data sets to inform classroom decision-making processes.

Domain 3: Promoting a culture of learning

Affirmations

- The mantra of being '*Better and Brighter Everyday*' is strongly espoused by staff members and students. It has provided a succinct common language to rebuild pride and unite students, staff and community members in achieving the vision.

- An Indigenous artwork has been developed in consultation with staff and local community representatives. It provides a pictorial representation that aligns with the school values and aspirations. The geographical features depicted link to key aspects of student development.

- Staff members convey an increasing level of staff morale when reflecting upon recent years. They speak of improved and respectful interactions between students, staff and parents.

Key findings

- The PBL team consists of representatives of teachers from varying year levels, teacher aides, leaders and parents. This team meets fortnightly to discuss and coordinate the various projects and initiatives of the PBL agenda to improve student behaviour and provide support mechanisms for teachers.

- A range of artefacts to support school processes have been developed by the PBL team. These include a minor/major behaviours matrix, pictorial prompt charts showing levels of actions and flowcharts for action for escalating behaviours. The team is working to revise the PBL handbook as a resource for all staff.

- The PBL team is starting to implement an action plan and associated roadmap to strategically engage with staff and ensure strategies are implemented consistently across the school. Teachers articulate the need to ensure the actions are clear and provide transparent, consistent expectations within classroom and play environments.

- Strategies and programs regarding the 3 tiers of support for students, whole-school, focused and intensive levels, are documented. Leaders understand the need to continue to work collaboratively with staff members to implement the appropriate strategies needed.

- Leaders articulate a mantra of 'calm classrooms – calm school'. Teachers comment they value professional learning in approaches such as Teach Like a Champion[2] (TLAC) and Zones of Regulation[3]. Leaders suggest that a changing focus has been to develop a more student-centred process for behaviour support.

- Intervention strategies, such as the reflection room, provide the conditions for deeper engagement with students to investigate the underlying causes for behaviours. Leaders recognise the need to continually measure the impact of these strategies to support teaching and learning.

- A daily morning assembly allows leaders to promote the vision, values and behaviours expected for students. Parents and students display a strong awareness of these expectations. Students describe how they are motivated by the rewards systems in place using 'Berserker Bucks' and certificates. They highlight their pride when receiving behaviour awards and enjoy the range of activities offered during termly celebrations known locally as 'Bigger & Brighter' days.

Improvement strategies

- **Consolidate the detailed whole-school multi-tiered supports, strategies and practices to ensure all students access the appropriate support to maximise their learning.**

- Systematically enact the PBL action plan that includes specific targets, to ensure practices are consistently implemented for student behaviour support and engagement.

- Monitor and assess the impact of intervention strategies implemented, to ensure appropriate and effective ongoing support for students and teachers.

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[2] Teach Like a Champion. (2022). *Teach Like a CHAMPION©.* https://teachlikeachampion.org/

[3] Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control.* Think Social Publishing.

Domain 4: Targeting school resources

Affirmations

- The Business Manager (BM) and the principal comment that they plan strategically, in consultation with the Regional Senior Finance Officer, to align the financial expenditure and human resource allocation ensuring the school works within systemic allocations.

- The principal, deputy principal and BM meet regularly to review cash flow and resource allocations to ensure alignment to school priorities.

Key findings

- The principal regularly engages in open communication with staff regarding financial balances and allocated human resources to outline the current state of the budget. Teachers articulate an appreciation for this transparency and understand the processes being used to ensure the available budget is allocated with a focus on student learning.

- Staff have input into the budget planning process. They submit budget submissions to the deputy principal and principal as required. These are then prioritised to ensure alignment with the AIP.

- Priority has been given to updating the SSIP to include identified needs. This plan identifies the need for a range of infrastructure projects to maintain and update facilities. Many of the school buildings are heritage listed and the principal expresses a strong desire to work with the region and other partners to ensure facilities are equipped to deliver 21st century learning.

- Available resources are allocated to support the use of technologies to maximise student learning. Staff convey that the Innovation Room (library) has a number of desktop computers and available sets of laptops and iPads for classroom borrowing. Future investments in digital technology are planned for this year. Resources for online learning, such as Languages, contribute to the implementation of the curriculum program.

- Resources have been allocated to establish a diverse learning team including HODL, one full-time equivalent (FTE) and 2 part-time DLTs and teacher aides to better support students with diverse learning needs.

- Leaders are analysing the effect of newly allocated human resources and emerging data sets to monitor the impact on student learning outcomes. This informs day-to-day and short- to medium-term allocations of resources to meet emerging student needs. Leaders advocate the importance of resource flexibility, aligned to school priorities, to ensure ongoing support of students.

Improvement strategies

- Prioritise the staged implementation of the SSIP, in consultation with regional infrastructure advisors, to ensure facilities are equipped to deliver 21st century learning.

- Maintain the focus on using emerging data sets to ensure resources are allocated flexibly to support the EIA and meet individual student needs.

Domain 5: Building an expert teaching team

Affirmations

- Leaders ensure that ongoing opportunities are created for teachers to work together in year level teams. The CC sessions are held fortnightly and are used to share practices, analyse student work samples and discuss units of work. Teachers express these sessions are highly valued.

- Teachers articulate their appreciation for the ongoing support of colleagues. Teachers and aides share resources, teaching strategies and ideas to support individual students in both formal and informal professional connections.

- The principal articulates that regional support has been prioritised to ensure the school is fully staffed with teachers and a permanent leadership team. This commitment has provided the platform for a shared responsibility for students' academic and social progress. Teachers comment that they appreciate the stability of the school being 'fully staffed'.

Key findings

- The principal places a high priority on attracting and retaining teachers appropriate to the context of the school. Opportunities are provided for potential employees to view the school and engage in thorough induction processes before appointment to encourage a growing pool of applicants to join the teaching team.

- Leaders indicate that APDP processes are a priority for the first part of the current school year. Teachers and teacher aides express a willingness to engage in capability development processes connected to school improvement agendas to build consistent practices and compare expectations and standards relating to student achievement.

- A range of Professional Development (PD) activities have been undertaken by staff members. These include PLD, Collaborative and Proactive Solutions[4] models, and TLAC. Leaders are committed to enhancing planned approaches to professional learning, guided by the goals of APDPs and aligned to the school improvement agenda.

- Leaders offer opportunities for modelling classroom practices to interested teachers. Some teachers identify they would appreciate further opportunities to learn from colleagues through structured, systematic observation and feedback opportunities and WOW. Leaders highlight the use of Walks and Talks to support early career teachers' development.

- The principal is developing connections with like schools in other parts of the region to be able to learn from their experiences and share strategies for staff professional learning. As a recently established leadership team, leaders recognise this provides opportunities to develop their own capability as strategic leaders.

- The staff cohort includes several teachers in the early stages of their career. Mentoring processes are being developed to support beginning teachers. These teachers express appreciation for the support and guidance of colleagues and leaders.

Improvement strategies

- **Collaboratively strengthen structured, systematic observation and feedback processes, including scheduled opportunities for WOW with leaders, to build staff capability aligned with priority areas.**

- Develop a professional learning plan, aligned to the improvement agenda and APDPs, to support staff learning goals.

- Formalise connections with like schools to allow for professional learning opportunities for staff and build strategic leadership capability of leaders.

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[4] Greene, R. (2023). *Collaborative & Proactive Solutions*. https://cpsconnection.com/

Domain 6: Leading systematic curriculum implementation

Affirmations

- Staff share a belief that quality teaching and learning supports student engagement. Leaders use strategic planning to consider alignment of staff expertise and effective curriculum delivery. They comment that recent changes, such as digital technology being implemented by specialist teachers, is an example of this approach.

- A detailed school-developed Level 3 planning process is implemented. Planning meetings to consider First Nations perspectives occur each term and involves cohort teachers, the HOD-C, DLTs and the Community Education Counsellor (CEC). Teachers comment they appreciate this detailed planning opportunity.

- Teachers comment that they review the whole school curriculum document, year and band plans, and AC to contextualise planning for the current cohort of students.

Key findings

- A 3-step process has been implemented to improve teachers' knowledge and capability to deliver the AC. This includes refining all 3 levels of planning across the school, moderating student work at multiple junctures, and familiarising teachers with the Australian Curriculum Version 9 (ACV9) to implement English and Mathematics in 2025.

- Assessment tasks and achievement standards are considered when planning units. Completed unit plans are stored on G drive. These include information regarding what students are required to 'know' and 'do' as well as each teacher's plans for differentiation.

- Staff comment that the next priority is to provide engaging and relevant learning opportunities for all students. Leaders acknowledge a need to further develop staff capability to create contextualised units of work in order to achieve this goal.

- A cyclical process to provide 4 junctures of moderation has been developed with processes and protocols published on SharePoint and clearly displayed in the 'Engine Room' used for team planning meetings. Dates for each juncture are predetermined in the data plan. Leaders explain that using student assessment folios in the final stage of moderation is a developing strategy.

- Moderation in the early stages of planning is emerging. Leaders express a desire to review processes for monitoring student learning through moderation at appropriate junctures, to strengthen teacher knowledge and capability in delivering the ACV9. They discuss this may include moderation with other schools.

- Leaders identify a focus on implementing evidence-informed approaches for the teaching of reading. The HOD-C models lessons for some teachers. Staff acknowledge this work is an emerging priority. The Speech Language Pathologist (SLP) has led a literacy café to build teacher understanding in this area. Staff members comment they look forward to further professional learning of this kind.

Improvement strategies

- **Refine the whole-school plan for curriculum delivery to ensure units continue to be contextualised to engage students in learning.**

- Review moderation processes, including monitoring student learning at appropriate junctures, to strengthen teacher knowledge and capability in delivering the AC.

Domain 7: Differentiating teaching and learning

Affirmations

- Teachers express a belief that all students are capable of learning. They communicate they are open to developing and planning differentiation strategies to provide tailored supports and appropriate learning opportunities.

- Differentiation strategies are considered and documented as part of curriculum planning. Leaders and teachers describe processes to group and target identified students as 'below', 'at' and 'above' levels with intensive, focused and enriched activities planned.

Key findings

- Most teachers express feeling supported by leaders to deliver differentiated curriculum units that support the learning of all students. Many teachers note the challenges of delivering programs to disengaged learners.

- Teachers highlight that the school approach to inclusive practices is evolving. They recognise the challenges and opportunities that are inherent in these changed approaches.

- Leaders understand the need to work with teachers to contextualise curriculum units. They are working to support teachers to create interest-based learning opportunities, that consider students' backgrounds and current capabilities. Teachers provide examples of this emerging work.

- Teachers are developing an awareness of recording and tracking support for diverse learners through PLRs, and how this information can be used to inform the next steps in teaching. Leaders recognise the need to collaborate with stakeholders to refine and consolidate this process, to ensure students are supported.

- DLTs are allocated to year levels to provide differentiated support for students. Support may include whole-class, small group and individual support. Leaders identify the need to transition to a co-teacher role with accountabilities for each member of the teaching teams. Leaders emphasise the need to further develop the capability of DLTs and classroom teachers to select and implement appropriate differentiated teaching strategies.

- A documented student support referral process is used to prioritise support provisions for identified students. Leaders use this and other models of support to identify barriers to students' learning and direct targeted support.

- The use of assistive technologies and software programs are emerging to support the diverse needs of learners. Leaders are researching the best ways to further invest in such technologies to support identified students.

Improvement strategies

- **Strengthen processes in the co-creation of PLRs to ensure broad consultation in considering the design of appropriate supports for learners.**

- Clarify roles, responsibilities and accountabilities around the teaching of students with diverse needs to build a shared responsibility for student learning.

- Develop the capability of DLTs and classroom teachers to select and implement differentiated teaching strategies appropriate to the learning needs of students.

- Develop a process for identifying student barriers to learning to provide appropriate differentiated teaching approaches and support provisions for identified students.

Domain 8: Implementing effective pedagogical practices

Affirmations

- The principal comments that leaders access current research relating to effective teaching practices. They share a vision for a learning focus in every classroom including implementation of evidence-informed teaching practices that promote a culture of learning.

- Teachers express a belief that a range of pedagogical strategies is required to support students to engage in learning. Leaders work with teachers to consider pedagogy when planning curriculum units. Students comment that they love learning at the school and appreciate their teachers.

- TLAC strategies are employed to support students prepare for learning. Leaders have participated in professional learning regarding TLAC. Teachers articulate how these strategies have been implemented across the school to establish consistent learning routines.

Key findings

- A range of pedagogies are currently used across the school. Teachers comment that Age-appropriate pedagogies (AAP) are used in the early years. The Walker Learning Approach[5] (WLS), investigative learning, and inquiry-based learning are used in some classes.

- Leaders comment that implementing effective pedagogies is a key next step and aligns with plans to provide a contextualised curriculum. They express a desire to develop a shared understanding and language about pedagogy to ensure teaching is flexible and responsive to the learning needs of all students.

- Leaders comment that using learning walls is a developing strategy in all classes. Teachers highlight that learning walls support students in English. Co-developing learning walls with students is yet to be consistent.

- Some students are able to explain how they use the wall to support their learning. Teachers bring photos of their learning walls to CC meetings. Early career and beginning teachers visit other classes to observe learning walls.

- Leaders express a desire to increase student agency in teaching and learning by refining strategies, such as learning walls and implementing student learning goals. Some teachers comment that leaders visit their classrooms to ask students about their learning. Some students comment that they receive feedback to help them improve. Leaders acknowledge a need to establish effective teaching and learning strategies in all classes to maximise opportunities for student ownership of their learning.

- Teachers meet to discuss identified marker students to address barriers to student learning, track growth and share work samples. Success criteria are identified for the following fortnight and strategies are discussed to support learning.

- Leaders support beginning, early career, and identified teachers through an induction into the teaching processes of the school. They are provided opportunities to discuss challenges and to celebrate successes.

Improvement strategies

- **Develop a shared understanding and language about pedagogy to ensure teaching is flexible and responsive to the learning needs of all students.**

- Establish effective teaching and learning strategies in all classes, including the co-construction of learning walls and student goals, to maximise opportunities for student ownership of their learning.

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[5] Early Life Foundations. (2019). *Walker Learning: Personalised & Holistic Learning.* https://earlylife.com.au/walker-learning/

Domain 9: Building school-community partnerships

Affirmations

- Leaders engage with a variety of community stakeholders to promote student learning. Partnerships are fostered with organisations including The Smith Family, Police-Citizens Youth Club (PCYC), and Rockhampton Children and Family Centre to ensure actions and projects are undertaken through the lens of student needs.

- Families talk about a generational attachment, with parents and grandparents expressing pride in the school.

- Local Indigenous community representatives speak highly of their relationship with the school. They say they look forward to expanding their opportunities to include Indigenous perspectives in curriculum activities.

- Staff members enlist the support of community Indigenous members to use cultural processes to assist in resetting and realigning values. A local Elder conducted a smoking ceremony to 'cleanse' the grounds to promote a 'fresh start' for the school. Staff remark that this process was significant to begin the new school agenda.

Key findings

- The CEC builds connections with groups such as the Darumbal group through the Turtle talks program, mentoring and dance program with Darumbal Community Youth, and Deadly Choices, to provide learning and cultural opportunities for students.

- The Smith Family have established a 2-year partnership agreement for identified families to participate in the scholarship program. Representatives attend the school regularly during assemblies to meet families. They provide information on their services and connections to other community-based organisations to provide wraparound services for families in need.

- The PCYC have a strong partnership with the school. They provide before and after school care, and offer the 'Team Up' program, which is an 8-week team building program for Years 5 and 6 students.

- The principal has sought partnerships to promote early education and support young Aboriginal students and Torres Strait Islander students and their families through connection with the Rockhampton Children and Family Centre. This organisation is currently formulating plans to establish an on-site hub.

- A long-term partnership with the Berserker Childcare and Kindergarten (C&K) exists. Regular reciprocal visits between the school and the centre occur during the year. Prep teachers visit the centre to meet and connect with potential Prep enrolments.

- The principal understands the importance of nurturing school-community partnerships to ensure the range of available resources and community input meets the needs of the complex setting. The principal describes setting goals and clear targets, in collaboration with partner organisations as a positive strategy moving forward.

- In the last 5 years, the school has connected with, and hosted local Australian Football League (AFL), soccer and Futsal clubs that mainly use the stadium facilities.

- The local high school principal describes the smooth transition processes for Year 6 students transitioning to high school. A feature of this partnership includes hosting trainee teacher aide secondary students.

- The P&C are strong advocates of the school. Tangible supports include convening the Better and Brighter carnival and are actively involved in the PBL committee.

Improvement strategy

- Collaboratively create mutually-agreed goals and targets to establish shared accountability of school-community partnerships.

E&E School Summary

ICSEA	Total Students	First Nations Students	Students With Disability	Students In Care	School
819	**328**	**145**	**119**	**18**	Berserker Street State School ⌄

Student Performance

Starting Strong — Prep - Year 2

	Actual	Relative
English % C and Above — 64% / 74%	↓	◻
English % A or B — 34% / 40%	↔	◻
Mathematics % C and Above — 74% / 82%	↓	◻
Mathematics % A or B — 44% / 52%	↔	◻
Attendance (Semester1) — 84% / 83%	↑	◻
SDA Rate — 5% / 3%	↔	◻

Building on Foundations — Year 3 - 6

	Actual	Relative
English % C and Above — 60% / 75%	↑	◻
English % A or B — 26% / 31%	↑	◻
Mathematics % C and Above — 66% / 79%	↔	◻
Mathematics % A or B — 30% / 38%	↑	◻
Attendance (Semester1) — 84% / 84%	↑	◻
SDA Rate — 14% / 7%	↔	◻

Governance

Financial practices

Actual vs Planned Expenditure as at 31/12/2023

75.7% planned year to date expenditure has occurred	$323,000 planned expenditure still to occur this year
$142,000 funding provisioned for expenditure in future years	$464,000 in bank account

Workforce practices

Allocated staffing resources used as at 31/12/2023

94.1% Day 8 allocated teaching resources used	FTE diff 24.6 23.1	-1.4 Day 8 FTE allocation paid FTE

Staff morale (School Opinion Survey) ⓘ — 52%

HSW

Completion of annual safety assessment — YES NO 07/09/2023

Student safety (School Opinion Survey) ⓘ — 87%

School mgmt.

School audit rating as at 31/10/2023

Self Manage	Support	Priority Support

Utilisation rate as at 10/01/2024 ⓘ

<=60%	61%-80%	81%-94%	>=95%

ⓘ Legend ▼ Actual Performance ▽ Relative Comparison | Statewide Target