

Berserker Street State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the shared lands of the Darumbal people.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	330
Indigenous enrolments	42%
Students with disability	33.9%
Index of Community Socio-Educational Advantage (ICSEA) value	819

About the review

 <p>3 reviewers from 5 to 7 March 2024</p>	 <p>158 participants</p>	 <p>42 school staff</p>
 <p>90 students</p>	 <p>22 parents and carers</p>	 <p>6 community members and stakeholders</p>

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.

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.