Background:
Linville SS is a small primary located 39 kilometres west of Kilcoy, within the Darling Downs South West education region. The school has a current enrolment of 30 students from Prep to Year 7. The Principal, Aaron McDonnell, was appointed to the position in 2012.

Commendations:
- Students enjoy an inviting and family like learning environment which is safe, friendly and supportive of each student as an individual.
- Staff members work well as a team and support each other in the task of providing the best environment possible for student learning.
- Considerable attention has been focused on providing age appropriate curriculum for all students. Teacher programs and teacher aide efforts are used to target the gaps in individual student learning across the school. Most attention has been focused on student reading skills, with positive progress evident against regional benchmarks.
- In the P-2 classroom, a high energy teaching program is delivering excellent literacy progress for beginning readers and writers.
- Schoolwide Positive Behaviour Support (SWPBS) was introduced in 2014. The initial focus on the consistent positive teaching of desired behaviour is reported by parents and staff members as a positive change to the learning environment, more focused on quality learning.
- The school rules: Be a safe learner, Be a respectful learner and Be a responsible learner have been updated this year and are already well known by students and staff members.
- The behaviour matrix identifies desired behaviours in the various contexts at school. These are planned to be systematically taught to students as needed.
- A Reward system is used to acknowledge desired behaviour in the classroom and in the playground. Helping hands, Student of the Week and a variety of rewards are publicly acknowledged on the weekly Praise Parade in which many parents attend.
- Learning Goals are used in the classrooms to focus students on specific learning tasks. These have been very successful. The achievement of individual learning goals is celebrated.

Affirmations:
- The SWPBS team, which includes parents, has consulted widely within the community to ensure maximum ownership of the processes. A local business supports the rewards system ensuring desirable learning behaviour is acknowledged.
- Students and parents acknowledge that behaviour management processes followed at the school were delivered fairly and that consequences were appropriate.
- Recent events at the school had demonstrated the excellent way in which students’ supported others in times of crisis.
- Teacher Aides have been trained in key teaching and learning strategies. The school values their roles as paraprofessional partners in student learning excellence.

Recommendations:
- Continue to develop the SWPBS systems to ensure consistency of behaviour expectations for all students at the school. Ensure students, teachers and parents can identify the consistent school wide beliefs, practices and outcomes that the school is pursuing.
- Simplify the values the school wishes to use to guide behaviour decisions.
- Focus on pedagogy which lifts the rigor and engagement of the more able learners, to foster a hunger for learning and personal excellence.
- Engage parents as valued partners in the teaching and learning process to maximise leverage for improvement.