

Linville State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Linville State School** from **16 to 17 March 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD), to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan

Internal reviewer, SIU (review chair)

Murray Branch

Peer reviewer



1.2 School context

Location:	George Street, Linville
Education region:	Darling Downs South West Region
Year opened:	1901
Year levels:	Prep to Year 6
Enrolment:	30
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	936
Year principal appointed:	2013
Full-time equivalent staff:	2.64
Significant partner schools:	Esk State School, Harlin State School, Toogoolawah State School, Toogoolawah State High School
Significant community partnerships:	Harlin Moore District Community Club, Somerset Regional Council, Toogoolawah Show Society
Significant school programs:	Readers Cup, chaplaincy program, Sporting Schools, chess club, guitar lessons, Somerset Primary School Cup



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, two teacher aides, administration officer, chaplain, Support Teacher Literacy and Numeracy (STLaN), seven parents, 20 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Somerset Regional Council Sports and Recreation Officer.

Partner schools and other educational providers:

- Principal of Toogoolawah State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2017
Headline Indicators (2016 release)	School Data Profile (October 2016)
OneSchool	School budget overview
School improvement targets	School Vision Statement Document
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Curriculum, assessment and reporting framework	Responsible Behaviour Plan



2. Executive summary

2.1 Key findings

The principal and staff members demonstrate positive and caring relationships with students and parents, and work to build mutually respectful relationships across the school community.

This is demonstrated in the way parents easily engage with members of staff, students and visitors to the school. Students have positive interactions in the playground and articulate they are happy in the small school setting and are supportive each other.

The collaboratively developed school vision outlines the school's belief of the importance of students developing positive dispositions towards learning and setting goals for the future.

The principal and staff members are using this vision to unpack what high expectations look like at the school. There is a developing culture of inquiry within the school.

The principal and staff members are committed to improving the learning outcomes for all students and have established an Explicit Improvement Agenda (EIA) for the school.

The EIA is detailed and expansive and each priority area outlines multiple actions. Timelines included in the EIA are aligned to actions describing the development of school documents and purchasing resources. The time required for embeddedness of practice is not yet reflected in the timelines.

There is an expectation that all staff members will be highly committed to the continuous improvement of their professional practice.

The principal works with a peer coach and utilises regional resources to support the learning needs of all staff members, particularly beginning teachers. Teachers report observation and feedback from the school principal. A systematic and consistent modelling, feedback and coaching cycle that enhances the roles of the principal as an instructional leader and classroom teacher is yet to be developed.

The principal places a high priority on ensuring the learning needs of all students are identified and addressed in day to day teaching.

There is evidence within classrooms of flexible student groupings and adjustments to content and expected product. The expertise of teaching staff members in providing the differentiation necessary to overcome student misunderstandings and challenge high performing students is variable.



The principal and staff members clearly articulate their belief that reliable data on student outcomes is crucial to the successful implementation of the school's EIA.

The teaching team collects data on the EIA priorities in writing, reading and spelling. Some teachers use data to identify starting points for improvement and to monitor progress over time in reading. The level of teachers' data literacy is variable.

School-based assessments are adapted from the Curriculum into the Classroom (C2C) resource units of work.

The assessments are modified to suit the achievement standard for each year level in the multi-age setting. Standardised assessments track and diagnose details of student learning. The school is yet to establish a process to quality assure the alignment of assessment and curriculum.

The principal seeks ways to enhance student learning and wellbeing through partnering with parents, families and the local community.

The school views its relationship with the whole community as an integral part of learning and promotes itself as the central heart of the community. The school is highly respected in the community and parents and community members are appreciative of the opportunities the school provides for students.



2.2 Key improvement strategies

Narrow and sharpen the school improvement agenda to enable classroom teachers the opportunity to embed agreed strategies and teaching practices and include timelines for actions and targets for improvement.

Develop a systematic modelling, coaching and feedback framework aligned to the EIA.

Continue to build teacher expertise in developing appropriate learning experiences that will engage and challenge all students.

Build the teaching team's data literacy skills to determine starting points for learning and evaluating practice and its impact on student learning improvement.

Develop processes to quality assure the alignment of the school's curriculum and assessment practices.