Background:
Linville SS is a two teacher school with approximately 30 students. The school is located north of Toowoomba in the Darling Downs South West region. The school is arranged into two classes; Prep - 3 and Years 4 - 7.

Commendations:
- There has been some progress made since the previous Teaching and Learning Audit in the domain of Systematic Curriculum Delivery.
- The school has begun to effectively implement its Responsible Behaviour Plan for Students.
- Most parents take an obvious interest in their children’s learning.
- Physical learning spaces are used creatively and technology is accessible to the majority of staff members and students.
- The school has been effective in implementing the English curriculum following the Curriculum into the Classroom (C2C), using assessment and criteria sheets.
- The school undertakes professional learning activities.
- There is some clarity about what students are expected to learn.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Staff members expressed that they were open to observing each other teach and giving and receiving feedback.
- The school has a documented Professional Learning Plan.

Recommendations:
- Develop the Principal and teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- The Principal needs to further develop the agenda for improvement and be able to clearly communicate the improvements they wish to see in student behaviours and outcomes.
- Support all staff members to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of schooling.
- Ensure the school and parents are engaged in conversations and planning around the transition of students into Junior Secondary.
- Further develop the whole school pedagogical framework to align with the school improvement plan, with a continued focus on explicit teaching of literacy and numeracy.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Develop a whole-school curriculum plan which identifies the curriculum, teaching and learning priorities and requirements. Ensure moderation is a key element to monitor delivery of the Australian Curriculum.
- Ensure data discussions trigger in-depth discussions of teaching practices in the school.