

# Linville 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 review, 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

Linville State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Darling Downs South West
Year levels	Prep to Year 6
Enrolment	16
Aboriginal students and Torres Strait Islander students	6%
Students with disability	37.5%
Index of Community Socio-Educational Advantage (ICSEA) value	911

### About the review

 1 reviewer from 6 to 7 November 2025	 30 participants	 6 school staff
 15 students	 4 parents and carers	 5 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
 Prioritise opportunities for collaborative planning, including moderation, to build staff knowledge and capability in implementing the Australian Curriculum (AC), monitoring student learning and quality assuring curriculum alignment.

Systemically enact a whole-school approach to teaching reading through the AC to ensure a shared understanding of and consistent practices for, effectively teaching reading.

**Domain 8: Implementing effective pedagogical practices**  
 Build staff capability in making pedagogical decisions, considering the curriculum, the learning and the learner to enable deliberate and responsive pedagogical choices.

Formalise opportunities for staff engagement in modelling, watching others work (WOW), observations and feedback to facilitate reflection on and refinement of their pedagogical practices.

### Key affirmations



**The principal and staff explain they prioritise maintaining a positive school culture by fostering authentic relationships with students and families to support learning and engagement.**

Staff and parents highlight the strong sense of belonging within the school. Staff describe the school as a great place to work. Parents praise the caring and responsive approach of the principal and staff in supporting their child’s wellbeing and learning success. The principal and staff comment a priority is placed on building and maintaining positive and caring relationships between staff, students and parents. They describe efforts to maintain a safe, respectful and inclusive learning environment.



**Staff, parents and students celebrate the close-knit relationships that underpin daily school life and contribute to a sense of community for all.**

Parents, staff and community members express they value the school’s community feel. The principal articulate efforts to engage parents and the community as active partners in students’ education. Parents describe regular communication from the principal, which keeps them informed about their child’s learning progress, engagement and areas for improvement.



**The principal and staff articulate they recognise and work to support the complexity of student needs to ensure students successfully engage in the curriculum.**

Staff and the principal comment they have a comprehensive understanding of their students’ backgrounds. They speak of doing their best to support all learners in the school to achieve positive wellbeing, engagement and academic outcomes. Parents and community members comment the principal and staff’s commitment to catering for individual students’ learning has earned the school a positive reputation in the community for supporting students. The principal and staff convey knowledge of each student’s social and emotional status as a key component in assisting them to access the curriculum. Parents describe the principal and staff as supportive and responsive of their child’s needs.



**Stakeholders and community members describe the positive impact the principal and staff have in engaging the school community in school life.**

Stakeholders and community members detail how the principal and staff partner with other schools, local businesses and organisations as well as participate in community celebrations and commemorations. They comment this enhances positive relationships with the community and improves student outcomes. The principal, staff, parents, students and community specifically highlight the staff and students’ participation in the school’s Book Week parade through the main street of Linville. The principal refers to keeping parents and the community informed with what is happening at the school through social media, newsletters, emails and text messages. Parents express they value the regular and consistent communication from the principal.