Background:
Lawnton SS is located in the North Coast education region and has a current enrolment of 265 students. The school is an Indigenous Focus school and an Improving Literacy and Numeracy National Partnership school. The current Principal, Kylie Smith, was appointed in 2011.

Commendations:
- Parents, staff members and students described the significant transformation of the school culture which has occurred over the past four years. This has been supported by data in relation to school enrolments, enhanced school opinion survey results and the general morale of staff members and students.
- The Principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and learning outcomes.
- The implementation of the School Wide Positive Behaviour Support (SWPBS) has resulted in the development of shared values, considerably enhanced student engagement and a strong commitment to the implementation of the school behaviour management processes. The leadership of the Prep teacher as chair of the school SWPBS team is one example of outstanding parallel leadership being developed in the school.
- Behavioural expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of most students.

Affirmations:
- There is evidence that data is being used very effectively to inform decisions about school routines, polices and programs. School leaders regularly interrogate student behaviour data for major and ongoing behaviour incidents to identify effective intervention strategies.
- The level of reflection and review of SWPBS strategies has been very responsive to changing student support needs and has led to the implementation of Lunchtime Clubs, the Games Room and changes to the routines and practices during lunch periods.
- There are many stories of student success, including transforming patterns of unproductive behaviour and disengagement in learning.
- The Kids Hope Mentor Program supported by the Baptist Church is very effective in building self esteem with identified students.
- The Students Services Support Team is highly effective in supporting students with special learning or welfare needs in accessing school activities.

Recommendations:
- Continue to develop systematic behaviour data collection processes to include the full range of positive behaviours and to allow classroom teachers to more independently review and reflect on learning engagement and behaviour of students through the use of the OneSchool dashboard.
- Consider developing rewards programs, to further differentiate support for students with a wide range of behaviour profiles.
- Provide regular opportunities to actively engage the full range of parent representatives in reviewing the school’s approach to behaviour management.
- Continue to develop partnerships with families, other schools, local businesses, government agencies and community organisations to support the welfare, engagement and extension needs of students. Consider the role of the newly appointed Chaplain in supporting this.
- Continue to build teacher capability to engage, motivate and challenge students by aligning SWPBS goals with the strategies provided by The Art and Science of Teaching (ASOT) professional development.