Background:
Lawnton SS is located in the North Coast Education Region. The Prep - 7 enrolment is 265 students. It is currently an Indigenous Focus school and an Improving Literacy and Numeracy National Partnership school. Principal, Kylie Smith was appointed in 2011.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in the domains of An Explicit Improvement Agenda, A Culture That Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and an expressed community confidence in the school leadership team.
- School Wide Positive Behaviour Support and an extensive range of proactive school wide practices have established an effective platform for productive teaching and learning.
- Teachers commit to ongoing professional learning based on The Art and Science of Teaching (ASOT). Collegial mentoring, coaching and feedback structures focus on improving classroom teaching.
- Targeted human resource deployment maximises student learning and effective teaching in Literacy Blocks. The skilled contribution of teacher aides is highly valued.
- Parents are encouraged to take a genuine and close interest in their child’s education and the activities of the school.

Affirmations:
- The school’s Monitoring and Assessment Framework provides clarity regarding the timing, effective collection and use of student data in measuring student progress.
- Literacy Blocks are a valued structure used to enhance differentiated learning in reading.
- A range of support and extension options provide negotiated intervention programs that cater for the differential learning needs of targeted students.
- A range of productive community partnerships are focused on enhancing the learning and wellbeing of the student population.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback about student achievement.
- A process is in place to support school based and cluster teacher moderation of student assessment.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills such that staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Review the school curriculum plan to address all key learning areas (KLAs) and to ensure horizontal and vertical alignment with the Australian Curriculum, so there is continuity and progression of learning for students in a multi-age class structure.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Strengthen the process that links the analysis of student assessment data with recording adjustments to teaching programs so as to address the learning needs of all students.
- Strengthen current processes for the identification of student learning goals through linkages to regular and timely feedback to students.