Background:
St Lawrence SS is a one teacher school, 120 kilometres north of Rockhampton, in the Central Queensland Region. The school has 10 students in all year levels from Prep - 7. The school has a second teacher for one day a week who teaches science and health and physical education (HPE). The school is part of the Carmila Cluster of explicit instruction.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of Effective Teaching Practices.
- There is a particular focus on improved teaching methods in reading and writing, and professional learning activities are focused on building teachers’ understandings of highly effective teaching strategies in these areas.
- The Principal has developed an explicit and detailed local school improvement agenda around improved reading comprehension and writing strategies using the ‘Sheena Cameron Reading Comprehension’ strategies and the ‘Seven Steps to Writing’ success program.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement in sight words, spelling and reading.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- Physical spaces and recently purchased technology are used effectively to maximise student learning.
- There is evidence that the Principal views reliable, timely student data as essential to effective leadership of the school.

Affirmations:
- The school has started the process of tracking student outcomes using individual data profiles.
- There is a documented Professional Learning Plan with some alignment to the school improvement agenda.

Recommendations:
- Further refine the whole school curriculum plan to ensure all the essential learnings in other key learning areas (KLAs) and history are covered and include the guide to making judgements for each year level.
- Ensure that data is used to establish where students are up to in their learning, to identify skill gaps and misunderstandings, to monitor improvement over time and growth across years of school. Give a high priority to developing teachers’ data literacy skills.
- Continue the implementation of the Department’s Developing Performance Framework with all staff members.
- Ensure that the full range of school data is analysed then summarised, displayed and communicated.
- Further develop a whole school differentiation plan to develop staff members’ teaching skills, to ensure that differentiation is a priority of the school.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on explicit instruction.
- Research highly effective ways to provide feedback to students, which guide the actions they need to take, to make further improvements.
- Ensure a school wide process is established for identifying specific student learning needs. This will assist in the development of future budget allocations to meet targeted student needs.
- 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.