Background:
Bajool SS was established in 1888 and is located approximately 40 kilometres south of Rockhampton, within the Central Queensland education region. The P – 7 school has a current enrolment of approximately 33 students. The Principal, Shona Boardman, was appointed to the position in 2002.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that is being reviewed for 2015 to reflect the change of school emphasis to Be Kind as a value to underpin the three expected behaviours: Be Kind to Ourselves, Be Kind to Others and Be Kind to our Land.
- Staff members and students are able to articulate the schools expected behaviours.
- The Principal and Leadership Team are driving a very positive approach to creating a supportive learning environment through a strong focus on the learning engagement for all students in the curriculum. Vertical streaming in a multi-age context is a feature of the learning environment, as is the effective engagement of teacher aides to successfully support student engagement.
- Systems are well established for monitoring major and positive behaviour in the school.
- Positive student behaviour is reinforced through a range of whole school and class systems. These systems are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly, term and yearly basis.
- The school is in contact with the local high schools to develop a Junior Secondary transition program to assist senior primary students in the successful transition to Junior Secondary in 2015.

Affirmations:
- Respectful and caring relationships are evident in the school environment. This is reflected in the building of supportive relationships with families and the positive way in which staff members and students interact. Active parents report that staff members are very welcoming and are very willing to work with families to improve the learning opportunities for their children.
- The utilisation of the widely recognised School Harvest Garden, as a unifying device for academic and social development, is a feature of the school environment and widely supported in the school community.
- Staff members and parents tell good news stories of students with complex needs being intensively supported by the school and agencies engaged by the school, to modify and adjust the curriculum to suit the individual learning needs, resulting in positive outcomes for the student.

Recommendations:
- Include in the 2015 revision of the RBPS, a matrix to illustrate to students how the expected behaviours can be displayed in class and throughout the school. Explore the alignment of the student awards system to match each of the three expected behaviours.
- Continue to make the Being Kind behaviour expectation very visible throughout the school and classroom environment.
- Consider developing a well understood criterion for the recording of behaviour incidents. Include minor events into the OneSchool data base to monitor behaviour trend data before major incidents arise.