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:
- Since the previous Teaching and Learning Audit in 2010 there has been a positive shift in all eight domains. The greatest improvement has been in the domains: An Expert Teaching Team, An Explicit Improvement Agenda, Analysis and Discussion of Data and Systematic Curriculum Delivery.
- The explicit improvement agenda is focused on the improvement of reading and writing and is being driven by the adoption of a revised reading program and a structured differentiation to create learning groups of student with similar instructional levels.
- Teaching practices used to progress the improvement agenda include the utilisation of the Explicit Teaching model of pedagogy as the research based model for teaching.
- The use of teacher aides to maximise learning for students in a range of structured programs at every year level is a feature of the learning environment about which students, parents and staff members comment very favourably. Teacher aides assist students with spelling, grammar and reading groups. Prep class, numeracy coaching and individual support plans for students. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The curriculum organisation and planning process enables teachers to effectively unpack the mandated curriculum in a small school multi-age context and ensures alignment with the school’s curriculum framework to reflect the Australian Curriculum.
- Students requiring scaffolding to access the curriculum and learning are identified through a range of data collections and analysis to set next learning goals and indicate support provisions to achieve these goals.
- The engagement of staff members in reflective practices indicates a collegial commitment to seek explicit feedback for improvements in explicit teaching practices.
- The Department’s Developing Performance Framework (DPF) for all staff members is actively aligned to the explicit improvement agenda to enhance skills in the delivery of quality learning experiences for students.
- The Principal is working closely with local high schools and families of students in Years 6 and Year 7 to successfully transition students to Junior Secondary Schooling in 2015.

Affirmations:
- Target and Goal setting by students in reading and numeracy actively engages students in their own learning. Short cycle data monitoring and discussions keep reading curriculum adjustments relevant.
- School leaders place a very high priority on the ongoing professional learning of all staff members and the school has undertaken a Lead School role in the region for teacher learning and development in Explicit Teaching practices.
- The school has made effective use of the small school environment to provide vertical learning extensions for advanced learners.

Recommendations:
- Continue to embed the current narrow and deep improvement agenda for reading and writing that makes explicit the enacted curriculum intent using aligned pedagogies, support provisions and adjustments.
- Further develop staff members’ knowledge and usage of Class Dashboard in relation to data entry and analysis of academic performance data, attendance data, and diagnostic data, as well as, major, minor and positive behaviours of students.
- Consider migrating the current suite of diagnostic tools onto the OneSchool data base and make accessible in Class Dashboard.
- Continue to monitor and review the current whole school curriculum plan to reflect the change practices for the teaching of reading.