Background:
Irvinebank SS was established in 1886 and is located approximately 50 kilometres from Atherton, within the Far North Queensland education region. The school has a current enrolment of approximately 11 students. The Principal, Tamara Wemyss, was appointed to the position in 2012.

Commendations:
- Improvements have been made since the previous Teaching and Learning Audit in the domains: An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice.
- The Department’s Developing Performance Framework (DPF) is in place and the Principal has ensured that there is an alignment between individual Staff Performance Plans and the whole school improvement agenda.
- The school has developed individual learning plans for each student to ensure tailored support. The plans include personal goals as a strategy to encourage students to be active participants in their own learning.
- The Principal has generated a significant level of interest in explicit instruction and is role modelling key strategies in the classroom for teachers and teacher aides.
- Teacher aides should be commended for their significant support across a variety of learning initiatives that are taking place in the school.
- The Principal is pursuing cluster and school-based moderation of student assessment in order to raise the skills of staff members and the accuracy of in-school data.

Affirmations:
- The school has a curriculum plan that is aligned to the national curriculum requirements. School leaders are playing an active role in monitoring the delivery of the curriculum plan.
- Parents and carers have a strong sense of ownership and provide important support for the school.
- The school is working with the local high school to ensure that all parties are ready for the current Years 6 and 7 students transition into Junior Secondary in 2015.

Recommendations:
- Promote the curriculum overviews and assessments to all stakeholders, ensuring parents are aware of upcoming and current units of work, in order to be a support in their children’s learning.
- Continue the work with individual student learning plans and look to review and refine processes to ensure they remain relevant. These plans should also include key strategies for achieving goals and include opportunity for celebration for achieve key targets.
- Continue to work on classroom observations that may include other schools, ensuring that the observations are focused on the school’s improvement agenda. The process should provide participants with clarity around process including the purpose, the method used and the mechanism for feedback.
- Formalise staff meetings and include routine agenda items around data targets that allows for discussion and analysis. Allow the progress towards targets to be shared by all parties so that there is a genuine team pursuit towards school improvement.
- Engage routine formalise quality assurance strategies to ensure that the school’s processes and procedures are being delivered. Routine reviews will ensure that quality strategies are either in place or that there is purposeful targeted support to address anomalies.
- Provide clarity and consistency for staff members around the allocation of student academic results for end of semester reporting. This will allow quality reviews of longitudinal academic data.