Background:
Irvinebank SS has an enrolment of 12 students, catered for in multi-age groupings within the school. The school currently has students enrolled in Prep, Years 1, 2, 4 and 6. Located west of Herberton on the Atherton Tablelands, the school has an Index of Community Socio-Educational Advantage (ICSEA) value of 907.

Commendations:
- Since the previous Teaching and Learning Audit, the school has developed and implemented a whole school data plan. The data collected is used by teachers to inform planning for teaching and learning. Parents indicate that they are provided with regular, ongoing information about the progress being made by their children in class. Data is stored centrally, providing access for all staff members to assist with individual planning.
- A common pedagogical position – explicit teaching – is being developed and implemented across the school. Direct instruction programs support this position in specific areas of the curriculum delivery.
- The Responsible Behaviour Plan has been updated, in response to a previous audit recommendation, to include specific references to cyber bullying and the responsible use of ICT devices. The plan is undergoing review to ensure currency.

Affirmations:
- The school currently enjoys strong community support. Parents express high levels of satisfaction with the staff members and the work being undertaken at the school. Parents are welcomed at the school and encouraged to participate in school classroom activities.
- Staff morale is generally high with all staff members working well together, giving the school a happy, positive tone.
- Work is underway to beautify the school grounds. Parents are fully supportive of this initiative, with plans in place for parents to adopt-a-garden at the school and, with their children, develop the area and look after it.

Recommendations:
- Clarify and sharpen the school improvement agenda, clearly identifying the links between the agenda and detailed student performance targets and timelines.
- Develop and implement whole school performance development planning processes and practices. Ensure performance planning reflects school priorities identified in the explicit improvement agenda.
- Continue the development of the whole school curriculum, assessment and reporting framework to ensure clarity about what students are expected to learn and be able to do across all key learning areas from Prep - Year 7.
- Formalise and document the whole school position on coaching and mentoring. Ensure opportunities are created for teachers to work together and learn from each other’s practices.
- Develop school wide processes and practices that provide effective and timely feedback in forms that make clear what actions individuals can take to make further learning progress. Ensure that this feedback becomes an integral aspect of daily interactions with students in all classrooms.