Background:
Feluga SS is a two-teacher school that nestles in the green canefields of the Tully valley. The school is eight kilometres north of the town of Tully in the Far North Region. There are 33 students from Prep - Year 7.

Commendations:
• There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through an improvement in reading and explicit teaching.
• The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes.
• The Principal and teachers have analysed school performance data over a number of years and are aware of trends in student achievement levels.
• There is evidence of a school wide commitment to every student's success and staff members tell stories of significant student improvement in reading and behaviour.
• There is evidence that the Principal and other teachers view reliable, timely student data as essential to their effective leadership of the school.
• The tone of the school reflects a school wide commitment to purposeful, successful learning using the school ethos ‘The 5 C’s’ (commitment, co-operation, common sense, courtesy and consideration).
• Staff morale is generally high.

Affirmations:
• Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
• The Principal is an active participant in cluster meetings and has developed positive partnerships with other small schools nearby.
• The school provides opportunities for teachers to take on leadership roles outside the classroom.
• School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.
• There is a strong sense of pride and belonging in the school.

Recommendations:
• Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
• Ensure there is a documented professional learning plan and the Department’s Developing Performance Framework is implemented for all staff members.
• 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.
• Ensure there is vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building on to and extending learning in previous years.
• Ensure that all staff members use data to establish where students are up to in their learning, to identify skill gaps and misunderstandings, to monitor improvement over time and to monitor growth across years of school. Give a high priority to developing leaders’ and teachers’ data literacy skills.
• Consider ways to provide enrichment, extension programs and to embed higher order thinking skills into all key learning areas (KLAs).