

Feluga State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Feluga State School acknowledges the shared lands of the Gulngay nation and the Gulngay people of the Dyirbal language region. We pay our respects to their Elders, past and present.

About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	58
Aboriginal students and Torres Strait Islander students	19%
Students with disability	24.1%
Index of Community Socio-Educational Advantage (ICSEA) value	924

About the review

 2 reviewers from 10 to 11 June 2025	 73 participants	 14 school staff
 44 students	 7 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Further refine the Explicit Improvement Agenda, within the Annual Implementation Plan, to clarify priorities for all teaching staff and support consistency in implementing processes for student improvement.

Review timelines and targets aligned with priorities, to systematically monitor and evaluate the effectiveness of improvement strategies.

Domain 8: Implementing effective pedagogical practices
Systematically enact processes for formal conversations among teaching staff to develop a shared understanding and language about pedagogy.

Domain 6: Leading systematic curriculum implementation
Expand processes and practices for engaging in curriculum conversations with school, cluster and regional staff, to support teachers' capability in implementing the Australian Curriculum.

Domain 5: Building an expert teaching team
Formalise processes for teachers' ongoing collaborative capability development, including watching others work, within and beyond the school, to enhance opportunities for reflecting on practice and learning from each other.

Key affirmations



Staff highlight how their active engagement in creating a strong learning culture promotes high expectations and a shared understanding that student voice is respected and valued.

The principal actively promotes strategies to build and maintain a school-wide safe, supportive and orderly environment. Staff, students, families and community members articulate a united belief that every student is capable of success. Students talk about the school's values and comment they support each other. Teachers value the calm learning environment. They highlight they share a collective responsibility for celebrating and maintaining a strong learning culture. Students affirm their teachers care, and comment they appreciate opportunities to learn.



Parents and staff speak of the school's strong sense of identity and the prominent role it plays in strengthening community ties.

Community members highlight the school's proud tradition of community connections and value staff's ongoing commitment to maintaining these relationships. The principal, staff and students describe the Parents and Citizens' Association (P&C) as a valued partner in the school community. They explain the P&C actively collaborates with staff to organise events and raise funds for resources that enhance student learning. Parents and staff speak of the strong generational ties within the school community. They note the decades-long connections of many families to the school. They communicate this legacy will be proudly celebrated at the school's 100th anniversary in 2027.



Staff affirm valuing each student's individuality, identifying their needs and supporting inclusive practices to provide a safe foundation for learning.

The principal and staff highlight they value knowing their students well. Teaching staff share a responsive approach to meeting the diverse academic and wellbeing needs of students, ensuring that all learners are supported within a differentiated and inclusive learning culture. The principal, staff and support team comment that classroom practices reflect a commitment to personalising learning. They discuss building trusting, supportive relationships. Staff comment that every child is heard, valued, and genuinely cared for, creating a foundation for strong engagement and a safe, inclusive learning environment.



The principal and staff articulate a strong commitment to evidence-informed practice and expert knowledge from both within and beyond the school enhances staff capability.

The principal and staff affirm active participation with cluster schools fosters a strong professional learning community. Teachers value the opportunity to collaborate with colleagues across the cluster, noting these connections enhance teacher capability, promote shared practice, and positively support staff wellbeing. The principal articulates how teachers from cluster schools regularly meet to share knowledge, build capability and enhance their delivery of the curriculum. Staff value a collaborative team culture where all members share collective responsibility for student learning and success.