

# Milton State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Milton State School** from **22 to 24 March 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Imogen Stager	Peer reviewer
Ken Swam	External reviewer



## 1.2 School context

<b>Location:</b>	Bayswater Street, Milton	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	689	
<b>Indigenous enrolment percentage:</b>	2 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1155	
<b>Year principal appointed:</b>	2006	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, inclusion coach, Head of Department (HOD) – teaching and learning, HOD–digital learning, English coach, mathematics coach, two differentiation coaches, Business Manager (BM), two administration officers, 31 class teachers, eight teacher aides, school chaplain, 58 students and 61 parents.

Community and business groups:

- Coordinator of Milton Outside School Hours Care (MOSHC), Parents and Citizens' Association (P&C) president and chair of school advisory council.

Partner schools and other educational providers:

- Deputy principal Kelvin Grove State College, principal Eagle Junction State School, director C&K (Childcare and Kindergarten) Rosalie Community Kindergarten and Preschool and school Elder.

Government and departmental representatives:

- State Member of Parliament for Maiwar, State Member of Parliament for Cooper, Councillor for Paddington Ward Brisbane City Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2017-2020
Investing for Success 2021	School Data Profile (Semester 2 2020)
Curriculum, Teaching and Learning Model	School budget overview
OneSchool	School Opinion Survey 2019
POD learning documentation	Visible Learning program
School improvement targets	Professional development plans
Assessment and Reporting Framework	Student Code of Conduct 2020-2023
Curriculum Teaching and Learning frameworks	English, mathematics and digital technologies non-negotiables
School Improvement cycle and Professional learning plan	School leaders roles, responsibilities and accountabilities
School newsletters, website and Facebook page	Headline Indicators (October 2020 release)

## 2. Executive summary

### 2.1 Key findings

**School leaders are united and demonstrate a commitment to the success of every student, the growth of every staff member, and to continuous school improvement.**

The school enjoys a proud history and deep connection to the local community, where the school's motto of '*Creating a Tradition of Excellence*' defines a whole-school approach to realising success for students. The principal is viewed by staff members as a passionate leader who is genuinely committed to building the capability of others through ongoing professional learning. Parents, carers and community stakeholders clearly express appreciation for the high levels of professionalism, authenticity and genuine pride school leaders and staff members demonstrate each and every day.

**The school has a highly valued and respected reputation in the community.**

The school has a welcoming, professional and positive tone with caring and respectful relationships between staff, students and parents clearly apparent. Staff speak highly of the collegial and caring nature of their peers and the positive relationship they have with parents and the broader school community. Students articulate teachers are caring and supportive of their learning and wellbeing needs. Parents speak positively of the caring relationship between teachers and students and the open communication they have with staff members. Parents express positivity and articulate that their child is happy to attend school.

**Staff members express high levels of trust in school leaders and express that a focus on English and mathematics is paramount to ensure the future success of all students.**

The school's Explicit Improvement Agenda (EIA) is articulated by school leaders as a whole-school focus on Fullan's<sup>1</sup> Deep Learning – the 6Cs embedded in units of work and teaching and learning, English and mathematics. Teachers have a clear understanding that English and mathematics are the core focus of the school, and are committed to understanding the work of Deep Learning 6Cs, and how it will support and inform their day-to-day practice. School leaders articulate aspirational targets for student improvements in English and mathematics will be reflected in the school's next strategic plan.


**Teachers express a strong desire to continue to build their confidence in ensuring high quality teaching and learning experiences, underpinned by research, are consistently implemented.**

The principal and school leaders highlight the importance of effective teaching practices as the key to improving student outcomes throughout the school. The school has developed models and frameworks that unpack a range of signature pedagogical approaches and practices to support teaching and learning, and build teacher knowledge and understanding

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<sup>1</sup> Fullan, M. (2021). *Michael Fullan: Author, Speaker, Educational Consultant*. <https://michaelfullan.ca/>





of the underpinnings of these practices. Many teachers express feeling fortunate to be so well supported and able to exercise a degree of flexibility in their professional classroom practice, and to respond to unique cohort strengths and needs. School leaders acknowledge the need to continually monitor the implementation and embeddedness of key pedagogical practices and gauge their impact on student learning.

**School leaders express the belief that teacher expertise is central to improving the learning outcomes of each student.**

A deliberate intention exists to build the capability of all staff in every aspect of their core work, in addition to emerging school priorities and programs aligned to the EIA. Watching Others Work (WOW) and learning walks are accepted and supported amongst staff as strategies that support their growth in teaching and learning practices. Class teachers highly value the positive and constructive feedback they receive from school leaders to enhance their teaching practice through the process of learning walks. School leaders acknowledge the need to continually offer these experiences to ensure recognised school practices are being implemented in classrooms, and to genuinely support the professional growth of all teachers.

**School leaders are committed to building a deep knowledge and understanding of the Australian Curriculum (AC) for all teachers.**

School leaders clearly express their obligation and commitment to ensuring all students are engaged in the AC to inspire, impact and challenge them to be in their learning zone. Curriculum leaders articulate that as all class teachers continue to develop a deeper understanding of the AC, less time will be dedicated to defining 'what' to teach, allowing more time to focus on 'how' to teach and incorporate aspects of the AC, including the cross-curriculum priorities and general capabilities. The school has recently begun to explore Deep Learning 6Cs and how this work aligns to the critical and creative thinking general capability. School leaders acknowledge the need to build all teachers' knowledge of the Information and Communication Technology (ICT) general capability to complement and leverage digital learning across the school.

**School leaders are committed to ensuring staff are informed by the latest research and educational thinking aligned to school programs and priorities.**

A key driver underpinning staff Professional Development (PD) is the principal's belief that the 'the knowledge is in the room'. The principal accepts personal responsibility for improvements in teaching, and places high expectations on themselves to be a lead learner of research and evidence-based practices. School leaders and teachers, in turn are highly committed and establish high expectations regarding their knowledge of evidence-based practices informing and supporting teachers in their day-to-day work. Coaches exist for digital learning, differentiation, inclusion, mathematics and English. Staff across the school are involved in a range of formal and informal opportunities to be coached or mentored based on their own professional learning needs.



**The school has a proud history of actively seeking partnerships to enhance student learning and wellbeing.**

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated. Local community leaders and representatives support and speak highly of the school, recognising high levels of parent and community confidence, and are appreciative of the school's commitment to community engagement. The Parents and Citizens' Association (P&C) articulates a close and productive working relationship with the principal and a strong willingness to continue high levels of support into the school's next strategic planning cycle.





## 2.2 Key improvement strategies

Sustain a deep focus on embedding the EIA in the next strategic planning cycle, with aspirational targets for the learning gains of all students.

Further strengthen all staff members' understanding of key signature pedagogies and ensure there are rigorous processes to monitor and evaluate their positive impact on student learning.

Collaboratively review and refine learning walks and WOW processes to strengthen the precision of monitoring the implementation of key school practices and approaches supporting the EIA.

Strengthen teachers' capability in planning and implementing all of the AC cross-curriculum priorities and general capabilities, with a focus on critical and creative thinking and ICT.