Background:
Milton State School, situated in the inner Western Suburbs of Brisbane, is a co-educational primary school from Prep to Year 7 with approximately 530 students and 22 classroom teachers. The school forms part of the ‘Academic Alliance’ which is the City Cluster of Schools. The school was severely affected by the floods in early 2011 but has recovered remarkably well despite the whole school being relocated for Term 1, 2011.

Commendations:
- The principal and school leaders have developed and are driving the school’s explicit improvement agenda in spelling, reading comprehension and number. This includes clear school targets and timelines which have been communicated widely and are owned by all staff members.
- There has been considerable progress since the last audit particularly in the areas of an explicit improvement agenda and differentiation.
- The leadership team has ensured that data is used school-wide through regular implementation of the Data Story process with all staff members.
- The school is to be commended for its school ethos built around high expectations. There are high levels of trust apparent across the school community and a strong collegial culture has been established.
- School and community resources have been creatively deployed and maximised to implement a range of initiatives to enhance teaching and learning for all students, including the higher achievers.
- Strong procedures are in place to encourage the development of a culture of continuous professional development.
- The school has successfully undertaken the implementation of the Australian Curriculum in English, Maths and Science, continues to deliver Essential Learnings in other Key Learning Areas and is embedding the fundamental skills of literacy, numeracy and higher order thinking.
- School leaders explicitly promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. All teachers are using the Differentiation Cone to identify and support individual and group needs.
- There has been particular focus through professional development on improved teaching methods in spelling, number, reading comprehension and science which are informed by research and evidence based strategies.

Affirmations:
- Milton State School’s overarching framework of Educative Purpose and Big Rocks clearly articulates teaching and learning priorities and processes.
- The school tone reflects a commitment to purposeful and challenging learning.
- This is evident through a range of extension and extra-curricular activities.
- The behaviour of students is exemplary and there is a genuine reciprocal respect between school leaders, teachers, parents and students.

Recommendations:
- Support teachers to develop a deep and sophisticated understanding and use of a range of data.
- Encourage teachers to use data on a regular basis to monitor the effectiveness of their teaching and to reflect on classroom and school practices.
- Develop whole of school processes which will support school leaders and teachers to visit classrooms and observe teaching, to learn from each other and to provide feedback as part of a self-reflective culture focussed on improving classroom teaching.
- Further develop a school wide process for differentiation which could include differentiating how students learn, how learning is structured, what students need to learn and how students demonstrate what they know. Ensure teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided.