



Middle Park State School, Queensland

About us

We are a mid-sized, outer-metropolitan, co-educational, prep-6 public primary school located in Brisbane, Queensland.

Our approach

We have established a *Literacy Framework* that sets out a clear process for tracking and intervening to accelerate learning and close gaps for every student. It is built on a “reading to learn” approach put into practice by experienced teachers.

Every student has reading growth tracked via a reading wall and this helps identify those in need of extra support. Reading stamina is also promoted via *Literacy Pro*, an independent on-line program matched to every child’s reading level.

Trained teacher aides support students who have not attained the expected standard using *Levelled Literacy Intervention* (Fountas & Pinnell) sessions and comprehension strategies.

In addition to reading, the *Literacy Framework* has a strong focus on writing. High-quality literature is used to model, challenge and engage students to write successful factual texts, stories and persuasive texts. Teachers guide students to look at the details of the text and how the author uses sentence structure, vocabulary and grammatical constructs to engage readers. Students go on to write joint and individual pieces modelled on the text studied.

A piece of writing is marked for every child against a rubric that supports teacher judgement and scores strengths and deficits against a criterion of context, discourse, grammar and graphic features. Data is gathered pre- and post-teaching, and strategies and pedagogies are workshopped, agreed upon and undertaken during the unit of work. This has been highly successful with all year levels experiencing significant growth. We are committed to using data to ‘dig deeper’ into the performance of each child and to inform our professional learning strategies.

Our teachers undertake several hours of professional development to ensure a clear understanding of the various components of the *Literacy Framework* and the high-yield strategies that promote success. Some of these include: sentence making (where we identify relevant grammar and punctuation), spelling (where we focus on word recognition and spelling patterns as embedded through the look-cover-write-check strategy) and sentence writing (choral reading and sentence recreation achieved through memory).

Staff also take part in professional learning teams and are released for an hour per week to work as a year level to construct cohort and class goals according to students’ needs.

Our profile

ENROLMENTS **657** LBOTE **23%** INDIGENOUS **4%** ICSEA **1063**