



# Secondary schools Learning progressions and PLAN2

## School model Kurri Kurri High School

## Introduction

This model shows how Kurri Kurri High School used the National Literacy and Numeracy Learning Progressions and PLAN2 to monitor student literacy and numeracy progress. Kurri Kurri High School was part of a pilot project exploring how secondary schools might use the learning progressions and PLAN2 in support of teaching and learning using the NSW K-10 syllabuses.

This model is intended as a guide to assist secondary schools in using the learning progressions and PLAN2 to support student literacy and numeracy development within their own context.

## Students

### Stages, years, targeted group(s):

The following student groups were identified for the focused use of the progressions and PLAN2 in the school:

- Year 7 numeracy: students identified from Best Start Year 7 data. 6 students being closely monitored for numeracy based on interview-style numeracy assessment and Best Start Year 7 data
- Year 7 literacy (writing): students identified from writing assessment.
- Year 8 literacy: initially focus was on 48 students. This was then adjusted to focus on 10 high-achieving students and 10 students needing additional support.
- Year 8 numeracy: 8 students being closely monitored using PLAN2 for Additive strategies and Quantifying numbers.

### Faculties / KLAs

The following learning areas engaged in using the progressions with PLAN2:

- Year 7 English/HSIE/Science/Maths
- Year 8 English/HSIE- QUEST
- Year 8 Science/Maths STEM

## Staff involved

The team involved in the use of the progressions with PLAN2 included:

- Head Teacher Teaching & Learning – Year 7 numeracy
- Learning and Support Teacher (LaST) / Visual Arts teacher – Year 7 literacy
- LaST – Year 8 numeracy
- English teacher – Year 8 literacy

### Professional learning accessed and delivered:

The school team accessed the following professional learning:

- Using the progressions with PLAN2

Year 7 teachers accessed professional learning on the use of the progressions & PLAN2 using student work samples (facilitated by Head Teacher Teaching and Learning).

[Find literacy and numeracy professional learning](#)

### Support:

- [School services support](#)
- Ongoing support by Literacy and Numeracy Strategy Advisor (LaNSA) at fortnightly meetings.

## PLAN2

### How PLAN2 has been used:

Class Observation view was the main view used on PLAN2 to enter information

### Devices used for PLAN2:

- Excel Spreadsheet initially used in the class to note observations made by teachers. This information was later transferred to PLAN2 using either iPads or laptops.
- Some staff preferred iPads as it was quicker.

## Process

### Steps undertaken in using the progressions and PLAN2:

1. Professional learning for team and Year 7 teachers
2. Planning
3. Teaching-learning cycle

### Year 7 Writing

- Pre-task was administered to determine where students were at and identify areas for development.
- Targeted teaching of identified writing skills.
- Peer assessment and teacher feedback were then used to show progressive improvement in student writing.

### Year 8 Quest

- Grammar, spelling, punctuation using Do Now activities (5 minute lesson starter activities). Students completed activities and teacher would check student work and note observations on PLAN2.
- Teacher would then use this information to inform targeted teaching to support students in writing extended and analytical texts.

### Year 7 Numeracy

- Following Best Start Year 7, an interview-style numeracy assessment was administered to identify students with needs in areas of numeracy. Information (results, teacher observations) from the assessment was recorded in PLAN2.
- It was noted that most students needed support in comprehending questions and being able to match the appropriate skill to be able to determine the answer. Daily think boards were used to support students to develop these skills.
- Student progress was then monitored using the daily think boards, with teacher observations recorded on PLAN2.

## Literacy focus

### Progression sub-element(s):

- Year 7: Creating texts (CrT7- CrT9)
- Year 8: Grammar (GrA4 – GrA7)

## Numeracy focus

### Progression sub-element(s):

- Year 7 – identified sub-elements using Best Start Year 7 data.
- Year 8 – Additive strategies (AdS4 - AdS8) and Quantifying numbers (QuN 7 - QuN8)

## Assessment

### Opportunities to record observations:

The following key activities provided opportunities to use the progressions and PLAN2 to record observations and monitor students' progress:

- Writing tasks – Cold tasks (pre-task), peer critique and then teacher feedback to show progressive improvement in writing
- Grammar and punctuation formative tasks related to cross- syllabus topics.
- “I do, We do, You do” model to demonstrate and support learning of literacy and numeracy skills
- Interview-style numeracy assessment
- Classroom observations

## Impact on teaching practice

- Insight into student literacy and numeracy understanding – what to focus on and “where they're at”.
- Succinct feedback from learning and support teacher provided to other staff to support their teaching.
- More awareness of individual student needs to inform targeted teaching and differentiation.

## Impact on student literacy/numeracy learning

- More targeted teaching has led to more students achieving success and responding positively to explicit feedback.
- Consistency of language and practice across all stage 4 teachers on student development of skills has allowed for more effective monitoring of student growth

## Next steps: plans for future actions

- Focus on smaller groups with a narrower focus across literacy and numeracy
- Compare written tasks from term to term to monitor improvement
- Build using progressions and PLAN2 into daily practice. This will make it sustainable in the longer term.
- Using the progressions to make learning more visible to students, such as developing learning goals for students so that they can see what they can do and where they are going next in their learning journey to develop their skills.

## Recommendations

Other high schools who are starting to use the literacy and numeracy progressions and PLAN2 could consider this advice:

- Start small with a narrow focus dependent on identified need of students and school and do it well.
- It is important for teachers to have the time and resources to understand how the progressions influences their teaching and learning cycle – build in timely professional learning and ongoing support.
- Slowly roll out across school in small bits and needs to be ongoing
- Need to build in time/support to use PLAN2.
- Need to support all staff across school to be able to access and use the information in PLAN2 to support their teaching.
- Build into activities that you are already doing so that it can be authentically integrated.
- Use comments in PLAN2 effectively

## For further information

Email: [literacy.numeracy@det.nsw.edu.au](mailto:literacy.numeracy@det.nsw.edu.au)

[Visit the Literacy and Numeracy website](#)

[Find more information about the National Literacy and Numeracy Learning Progressions.](#)

[Find more information on PLAN2](#)

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