



# Secondary schools Learning progressions and PLAN2

School model  
Wyong High School

## Introduction

This model shows how Wyong High School used the National Literacy and Numeracy Learning Progressions and PLAN2 to monitor student literacy and numeracy progress. Wyong 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:

- Various Stage 4 and 5 students have been selected, including:
  - Year 7
  - Year 8
  - Curriculum Adjusted (Stage 4)
  - Life Skills (Stage 5)

These selections were made based upon the classes of participating teachers and the identified needs of specific students within those classes that teachers wished to monitor.

#### Faculties / KLAs included in pilot:

- English
- Mathematics
- Science
- Information Technology
- Learning Support



### Staff involved

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

- Head Teacher Teaching and Learning
- Head Teacher Mathematics
- Literacy Coordinator, English
- Numeracy Coordinator, Mathematics
- Learning and Support Teacher
- IT Teacher
- Science Teacher

#### Professional learning accessed and delivered:

The school team accessed the following professional learning:

- Introduction to the progressions online course
- Using the progressions with PLAN2
- Best Start Year 7 – Day 1
- Best Start Year 7 – Access, Analyse, Action

#### [Find literacy and numeracy professional learning](#)

#### Support:

- [School Services support](#)
- Literacy and Numeracy Strategy Advisor (LaNSA)
- Ongoing support structures provided at school level via literacy and numeracy and executive teams.
- Additional ongoing professional learning and support has been planned for staff.



### PLAN2

#### How PLAN2 was used:

- To narrow the focus to support effective use of the learning progressions.
- To easily understand where students are at, where to next and monitor progress over time.
- We focused more on understanding and using the progressions first – PLAN2 follows this.

#### Devices used for PLAN2:

- iPads were used to record the observations on PLAN2.



## Process

Steps undertaken in using the progressions with PLAN2

1. Analysed current school setting to determine how we could strengthen the school approach to literacy and numeracy and ensure what was being planned is purposeful.
2. Team was selected and it was identified that the team needed to strengthen their understanding of the progressions first, before using PLAN2.
3. Once somewhat familiar with Progressions, 5 students were chosen to observe with the use of PLAN2.
4. Class activities, work samples and exams were used as an observation tool.
5. Team provided feedback to project leaders. Opportunities for further evaluation has been organised.



## Literacy focus

### Progression sub-element(s):

- Reading: Understanding texts (UnT)
- Writing: Creating texts (CrT)



## Numeracy focus

### Progression sub-element(s):

- Number sense and algebra: Operating with decimals (OwD)



## Assessment

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

- Formative assessment: Class activity observations and student work samples to inform teaching.
- Summative assessments: Half-Yearly examination student responses.



## Recommendations

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

- Recommend a team approach to the implementation of the learning progressions and PLAN2 in other schools. The team structure at Wyong HS (including a literacy and numeracy team) lends itself to have KLA representatives working with the progressions to become familiar prior to the use of PLAN2 in the classrooms.
- Start with small, targeted groups of students. The benefits of working with small groups has led to the aim to use with our Curriculum Adjusted classes and Literacy/ Numeracy target groups identified from Best Start Year 7 as well below stage level. These students were not previously identified.
- Build teacher confidence. As a team we have identified some barriers that potentially may limit teacher use in their classrooms, such as teacher confidence with literacy and numeracy. However, feel that with well-planned and well-timed strategies these can be addressed.
- Start small by narrowing your focus on what indicators you are going to focus on, based on school and student needs and build teacher confidence with the use of the progressions and PLAN2.
- The more teachers are familiar with the progressions and the more they are using it in their teaching, the easier it will be to embed into teaching and learning practices.
- Wyong HS as a team feels they still need time to evaluate and review and include more teachers in various KLA's (TAS, CAPA, HSIE, PDHPE) to gain a deeper understanding how to best implement the use of the learning progressions and PLAN2 in our setting. Work has begun to look at the numeracy demands of various syllabuses and see where support can be provided.

## 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.](#)