



Secondary schools Learning progressions and PLAN2

School model
Bonnyrigg High School

Introduction

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

- A range of English classes across Year 7 and 8 including:
 - selective class
 - safety class (a smaller class size made up of students identified as needing additional targeted support)
 - EAL/D class.

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.



Staff involved

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

- Deputy Principal
- English Teachers
- Literacy & Numeracy Head Teacher
- Learning Support Head 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
- Face to face PL in using PLAN2 with Literacy and Numeracy Strategy Advisor (LaNSA)
- Best Start Year 7 Marking-Writing
- Best Start Year 7: Access, Analyse, Action

[Find literacy and numeracy professional learning](#)

Support:

- [School Services support](#)
- Literacy and Numeracy Strategy Advisor (LaNSA) – planning meetings and project guidance.



PLAN2

PLAN2 has been used:

- to monitor selected Year 7 students across multiple classes. The monitoring of specific skill development and acquisition has helped to guide the direction of literacy activities.
- to see what students can/cannot do, we are informed as to how the students need to be extended and/or further supported.

Devices used for PLAN2:

- iPads used to capture snapshots of student work for annotation and evidence.
- Laptops used to enter information and observations into PLAN2.



Process

Steps undertaken in using the progressions with PLAN2:

1. Use of Best Start Year 7 feedback to provide vital information about student literacy and numeracy strengths and needs, enabling year advisors to make class placements and provide teaching advice. Review of individual student results enabled the equitable allocation of Student Learning and Support Officers to provide further classroom assistance to support identified needs.
2. Additionally, data was used to review the EAL/D class, set up to support learners of English as a second language.

EAL/D classes were supported by team teaching pedagogy, enabling students to receive small group and individual support to develop literacy skills. Lastly, data from internal testing carried out on the selective cohort, resulted in the formation of classes based on areas of strength in either literacy or numeracy.

3. Due to writing deficits across NAPLAN results in 2018, Bonnyrigg High participated in the Best Start Year 7 writing trial. Participation enabled staff to be up-skilled in marking writing following the criteria. This has enabled teachers to focus on areas of need in regards to Creating Texts (CrT), giving teachers a better understanding of the indicators required to be explicitly taught to improve students' ability to create a cohesive piece of writing.
4. Provided professional learning regarding assessing writing samples using the progressions and PLAN2 to all learning and support staff, to provide detailed assessment reports to guide intervention programs, determine Life Skills candidates and identify needs.
5. Use of the literacy progression to support differentiation and targeted teaching of identified literacy needs in classrooms.



Literacy focus

Progression sub-element(s):

- Year 7 Creating texts (starting with a selection of indicators from CrT 7)
- Year 8 Understanding texts (starting with a selection of indicators from UnT 6 -7)

These sub-elements were selected:

- to align with the first strategic direction in the school plan. This strategic direction focuses on strategies to enhance student growth in literacy and numeracy and the use of data to inform teaching practice,
- based on school NAPLAN data, which identified needs in both writing and the ability to understand text, and
- with the understanding that they would change based on student need as determined by Best Start Year 7, observational evidence, classroom formative assessment and monitoring of student progress using PLAN2.



Assessment

Opportunities to record observations:

- **Writing samples:** pre- and post- pilot project writing samples were collected and analysed from Year 7 and 8 students.
- **Best Start Year 7 Writing Trial:** Year 7 students also completed the Best Start Year 7 Writing Assessment with student feedback available in Scout and PLAN2. These students were re-assessed at the end of Semester 1 following teaching cycle. This assessment feedback is analysed along with data collected from teachers through PLAN2 and other formative and summative assessment to determine student progress and inform future planning.

Formative assessment practices used to record observations in the classroom:

- Group activities, class discussions and peer/self-editing strategies.
- Mini-whiteboards were heavily utilised by teachers as a way of observing student behaviours in the development of their writing skills.



Impact on teaching practice

- Throughout Term 1 and 2 the learning progressions have been used to support lesson adjustments and differentiation. They have helped to inform the development of literacy resources and activities tailored to support student literacy development. The monitoring of student capabilities in this manner has served as an effective guide as to how lessons should proceed.
- As school NAPLAN data indicated the need to target writing, the literacy learning progression informed the development of a whole school literacy focus to improve student writing of essays and extended responses. This was achieved through the delivery of a 10-week teaching and learning sprint on the most common verbs used across all KLAs such as describe, identify, explain, analyse and evaluate. The focus enabled teachers to develop confidence in teaching the verbs, whilst at the same time developing a consistent school wide common language approach.

- Explicit teaching as a result of learning progressions, using the language of the progressions to inform learning intentions and success criteria to support students.



Recommendations

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

- Take the time to work out the scope for what you are trying to achieve.
- Work collaboratively across all KLAs to ensure a consistent whole-school approach.
- Do not rush into using the learning progressions/PLAN2 for the sake of using them.
- Ensure staff complete comprehensive professional development on the learning progressions and PLAN2.
- Start with a small focused approach when using the learning progressions. Using PLAN2 supports this process.
- Use a range of data to select a targeted group of students to monitor in PLAN2.
- Integrate the use of the progressions into teaching and learning of syllabuses.
- Build in some professional learning time for the team to unpack the Best Start Year 7 data (if you are a BSY7 school) to enable it to be used more efficiently in monitoring students, identifying strengths and needs of individuals as well as the cohort.



Impact on student literacy/numeracy learning

- Students able to demonstrate progress through a range of assessment opportunities.
- Peer-editing and self-editing strategies have been implemented to increase student autonomy in the learning environment.
- The literacy progression indicators have been used to inform formative assessment. Students are often prompted to consider particular skills and demonstrate their capabilities (verbally and/or in written form).



Next steps: plans for future actions

- Review assessments used for Years 7-10 to ensure direct alignment with the learning progression to support effective monitoring of student progress. Work with each KLA to develop targeted literacy assessments 7 to 10.
- Collaborate with other faculties to support literacy development across KLAs.
- Provide whole-school professional learning in understanding and using the progressions to inform teaching.
- Use analyses in PLAN2 to inform next steps in teaching and learning.
- Use Best Start Year 7 data to identify numeracy priorities for Year 7 classes for Terms 2, 3 and 4.
- Identify numeracy progression sub-elements to support priorities; work with numeracy team to monitor students using the numeracy progressions.



For further information

Email: 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.](#)