



# Secondary schools Learning progressions and PLAN2

School model  
Peel High School

## Introduction

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

As a starting point it was decided to focus on Year 7, as:

- our Year 7 cohort is the largest one we have had and for some students, it was difficult to determine their learning needs.
- we had Best Start Year 7 to help us collect information on the whole year quickly and help us identify students to look at more closely for possible support.

#### Writing program:

Stage 4 - Year 7: Students were selected from 2 Year 7 classes as identified from a writing task - 5 students with similar needs and strengths were chosen for the intervention.

#### Reading program:

Stages 4-5: Students were identified for a targeted reading group from a combination of Best Start Year 7, NAPLAN and formative assessments indicating that they were working towards Stage 2 English syllabus outcomes in reading.

- 2 Year 7 students
- 1 Year 8 student
- 1 Year 9 student



### Staff involved

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

- Deputy Principal
- Head Teacher Teaching and Learning
- Learning and Support Teacher (LaST) team
- Literacy and Numeracy Strategy Advisor (LaNSA)

#### Professional learning accessed and delivered:

The school team accessed the following professional learning:

- Secondary Pilot Professional Learning: conference (Using the progressions with PLAN2), Adobe Connect sessions.
- Year 7 writing sample analysis
- Additional professional learning was provided to other LaSTs on the reading program and the learning progressions.

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

#### Support:

- [School services support](#)
- Visit and support from our local Literacy and Numeracy Strategy Advisor (LaNSA).



### PLAN2

#### How PLAN2 was used:

- The view that was mainly used in PLAN2 was the Class observations view. It was easy to see all entries under a section or a cohort (that covers more than one year) at once.

- The View by Class view was used to see all status changes for an indicator. It is an easy way to see every time someone has changed the status of an indicator.
- A template was used to capture observations without using PLAN2 because of network issues. The template only had the indicators that were being assessed for the group. Student names had several columns so that information could be recorded more than once.
- This type of template was preferred for using with the reading group, as it is a quick way to record lots of small observations. This can then be transferred to PLAN2 with detailed comments. E.g. X was observed reading with some intonation and expression 3 times out of 5.

### Devices used for PLAN2:

- A desktop with a wide screen is a very comfortable device to use when recording observations, and this was used where possible.
- Classroom and small group observations were made with iPads.



## Process

Steps undertaken in using the progressions with PLAN2:

1. Key members of the team engaged in professional learning in Best Start Year 7 and Using the progressions with PLAN2.
2. Focus student groups and progression sub-elements were selected.
3. Assessments were administered to students in the relevant area- a writing task or for reading, a running record and sight words assessment.
4. Student results were analysed for strengths, key areas of need and starting points.
5. Students were selected for each intervention.
6. Parents were contacted regarding students' participation in the learning support intervention.
7. Target groups were set up in PLAN2.
8. The progressions were then used to identify the subheadings and indicators to be addressed in each intervention group.

9. LaSTs delivered targeted lessons with student groups.
10. Observations taken on templates recorded straight into PLAN2.
11. Students monitored throughout the cycle and re-assessed at the end.



## Literacy focus

### Progression sub-element(s):

#### Writing: Creating texts (CrT)

**Subheadings/Indicators:** Text forms and features (sentence structure, text structure), Grammar and Vocabulary, Punctuation.

This sub-element was selected:

- to support student progress on an identified need (writing) in the school.
- to build familiarisation with and understanding of the progressions through the availability of students' written work samples across the KLAs.

The specific focus levels and indicators were identified from the writing task analysis. Indicators were chosen to be specifically taught and recorded in PLAN2 to show student progress.

#### Reading and Viewing: Understanding texts (UnT), Fluency (FIY)

**Subheadings:** Comprehension, Processes

These sub-elements were chosen:

- To support the needs of individual students in reading as determined from Best Start Year 7, NAPLAN, running records and formative assessment.
- To support differentiated reading instruction using specific indicators.

Common indicators were chosen to be specifically taught either individually or as a small group and recorded in PLAN2 to show student progress.

Areas to work on next were identified using PLAN2 analysis and the progressions.



## Assessment

### Opportunities to record observations:

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

- **Small group work:** As these learning support interventions are outside of the classroom in small groups, constant monitoring of students is possible. Every activity of every lesson is able to be observed and assessed.
- **Observations:** Each lesson, students are monitored in their individual target areas described in progression indicators. Due to connection issues with the Wi-Fi for the iPads a paper list of the target indicators for each student was produced to use instead. This was easy to use as it could be accessed on the go and observations recorded quickly. This information was then transferred to PLAN2.



## Impact on teaching practice

- The progressions and PLAN2 have informed the LaST team's teaching. Having the progressions has allowed us to map where students are more accurately, and then identify the steps needed to help them progress in their development of skills.
- For the intervention programs, this allowed the LaST to create lessons around the understandings students needed to know and the skills that students needed to be explicitly taught. For example, analysis of the writing task given to Year 7 revealed that many students did not understand or use basic sentence structure.
- Looking at the Creating texts sub-element showed that these students were falling down at the CrT5 indicator- structures ideas into simple sentences made up of basic verb groups, noun groups and phrases.
- This gave a starting point for creating the lessons. What is a sentence? Why do we need it?



## Impact on student literacy/numeracy learning

- There have been some positive impacts on students and their literacy learning. Assessment results and learning goals were always made transparent to students, so that they were aware of what the aims were and where they stood in relation to those aims. It is also a great way to initiate learning conversations with students and for them to become invested in their progress.
- Because of this, the reading program students have become familiar with the recording template. Initially, they wanted to know what it was all about and we discussed what they had learnt or demonstrated and what they needed to be able to know or do next. The reading students asked if they could each have their own record sheet. A next step will be to make a student version so it is possible for them to reflect on their progress.



## Next steps: plans for future actions

- Professional learning opportunities on the progressions for classroom teachers and executive across the school.
- Use of simplified class template with limited indicators to be used across the school for targeted students.
- LaST team to record and review student progress for target indicators in PLAN2.
- Further professional learning opportunities for staff to develop progressions knowledge, how to record observations in PLAN2 and use the iPads to record information in the classroom.
- Literacy and numeracy teams to integrate the use of the progressions across various KLAs in the school.



## Recommendations

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

- Our approach of having a small specialist team to start with generally worked well, as it created a core team of people who knew about PLAN2 and the progressions who were able to determine what was needed and how things worked. This team can be used to assist others in the future as a “mini-think tank” to draw on to answer questions and help solve problems.
- Choose something small and manageable to start with and include a buffer of time in their cycle.
- Allow sufficient time and resources to make their “beginning” a success, no matter what the size of their team.
- Ensure that the people involved have a thorough understanding of the indicators they are working with before they attempt to plan interventions or targeted teaching, or try to record student observations for indicators.
- A whole school approach which chooses a few indicators of identified need and maps them accurately across a cohort would be more beneficial than trying work with large numbers of indicators and students at a time. Starting small builds teacher knowledge and capacity while still addressing whole school or student group needs.



## 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.](#)