

## **2024-2027 Albany Creek State High School Literacy and Numeracy Plan**

### **Information about the School**

Albany Creek is a suburb in Australia with a population of approximately 16,900 people. The primary industries in the area are healthcare and social assistance. The most common occupations among residents are professionals, clerical and administrative workers, and managers. Around 27% of the population holds a Bachelor's degree or higher, and the majority, roughly 90%, speak English as their primary language, with only 7.8% using a language other than English at home.

Albany Creek State High School has an ICSEA value of 1056, indicating the socio-educational advantage of its students. 56% of the students are positioned in the top two quartiles of socio-educational advantage, and 10% have a non-English language background. In the NAPLAN 2023 exams, both Year 7 and Year 9 students achieved outstanding results, with the school mean above the State and National averages in all areas - Reading, Writing, Punctuation and Grammar, Spelling, and Numeracy.

The school has implemented the 'Writer's Toolbox' program throughout the entire school, supported by an online platform for writing assistance. The Reading to Learn (R2L) program, included in the 2020-2023 Literacy and Numeracy plan, has seen success mainly within the English faculty but needed further implementation across the entire school.

Albany Creek State High School published a Literacy and Numeracy Improvement Plan for 2020-2023, aligning with the school's strategic improvement agenda. The plan includes evidence-based strategies to support literacy improvement, with a focus on prioritizing a limited number of strategies each year to enhance teacher practice. The school utilised the TEEAL paragraph structure and 3 Tier Vocabulary Model, with emerging practices like 'Quick Writes.' However, the 'Iceberg Model' for reading, questioning, and thinking is inconsistently referenced. A Numeracy Toolkit is being developed to assist teachers in implementing numeracy improvement strategies. The school is committed to consistent and effective school-wide teaching practices through reflective conversations, modelling of practice, and Professional Learning Communities (PLCs). Effective classroom management strategies, including the Effective School-wide Classroom Management (ESCM) approach, are emphasized. The school has a feedback policy outlining two categories of feedback, and teachers use proficiency scales and learning goal tracking sheets to assess understanding and student progress. However, there is variability in students' ability to articulate how they use feedback and what they learn from it beyond immediate assessments.

## Definitions

### *Literacy*

The Australian Curriculum states that “literacy is fundamental to a student’s ability to learn at school and to engage productively in society [and] students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.” (ACARA, 2016)

Literacy nurtures students' language capabilities to their fullest potential, enabling them to communicate effectively and appreciate diverse forms of communication. For students to succeed in school, we at Albany Creek State High School aim to provide our students with the ability to:

- communicate through speaking, listening and writing
- employ a range of cognitions appropriate to their year level
- follow instructions
- express thoughts and ideas confidently and coherently
- understand and use information in multiple forms
- locate, observe, interpret and analyse information

### *Numeracy*

The Australian Curriculum similarly states that “Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations”. (ACARA, 2016)

Steen (2001) proposed that the elements of quantitative literacy include: confidence with mathematics; appreciation of the nature and history of mathematics and its significance for understanding issues in the public realm; logical thinking and decision-making; use of mathematics to solve practical everyday problems in different contexts; number sense and symbol sense; reasoning with data; and the ability to draw on a range of prerequisite mathematical knowledge and tools. (Goos, Dole, & Geiger, 2012)

At Albany Creek State High School, students will develop their numeracy skills by engaging in opportunities that encourage mathematical thinking and reasoning across all learning areas. By integrating these concepts, students will gain a deeper understanding of the importance of numeracy in both their personal and professional lives, fostering an appreciation for the diverse applications of mathematics and its significance in addressing real-world issues.

## **Underpinning beliefs and principles**

Merely allowing students to engage in repetitive tasks without guidance is unlikely to effectively enhance their performance in numeracy and literacy. Deliberate practice is crucial in the classroom, and teachers, as the most valuable resource, play a vital role in implementing it effectively. In addition, students require precise and direct feedback that aids in identifying their mistakes and monitoring their progress. The effectiveness of the literacy and numeracy program at Albany Creek State High School relies on five fundamental principles:

1. Explicit instruction is crucial for students to acquire and effectively apply literacy and numeracy strategies.
2. Critical thinking should be indelibly linked to literacy, as it should to numeracy.
3. The content of the curriculum drives the rigor of the literacy and numeracy strategies.<sup>1</sup>
4. Literacy and numeracy strategies should be familiar across the whole school community.
5. Literacy and numeracy strategies are broken into manageable chunks or a series of exercises to target sub-skills, they have not yet mastered.

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<sup>1</sup> These first three principles are adapted from Hochman and Wexler’s ‘The Writing Revolution’. (Hochman & Wexler, 2017, p. 8)

## Roles and Responsibilities

**Literacy and Numeracy committee:** regularly convenes to evaluate and review the plan, and updates the policy document as necessary. Remains responsive to internal and external changes and considers revisions accordingly.

**Deputy Principal – Teaching and Learning:** provide support to faculties in implementing strategies and encourage and empower them to engage in collaborative shared practices.

**Literacy and Numeracy Expert Team:** prioritises literacy and numeracy strategies and the critical thinking toolkit, stays up-to-date with research, and disseminates relevant findings to faculties through professional development. They collaborate with teachers to determine effective strategies for the critical thinking toolkit and develop resources to support implementation.

**Heads of Department:** integrate the critical thinking toolkit into the curriculum, facilitate discussions on adapting the toolkit to their respective learning areas, and collect data on explicit targets using the evaluation measures outlined in the implementation plan. Heads of Department will oversee 'faculty spotlights' in which teachers within the faculty form groups to discuss student samples using a proforma in QLearn to improve literacy and numeracy strategies.

**Teachers:** implement and maximise the use of strategies from the Critical Thinking toolkit to consciously highlight literacy and numeracy in the classroom, facilitating students' critical thinking development. By collaboratively engaging in Professional Learning Communities (PLCs), teachers aim to refine and enhance the efficiency of these strategies, boosting the overall quality of their teaching.

**Parents:** promote reading at home and familiarize themselves with the strategies in the critical thinking toolkit to effectively support their child's homework.

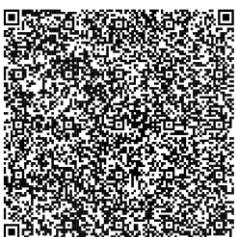
**Students:** develop an understanding of how to use the toolkit in lessons, take ownership of identifying their own literacy and numeracy needs, apply effective strategies to improve their skills, and demonstrate a commitment to reading extensively beyond the classroom.

**Teacher Librarian:** Curates and makes available a variety of resources to be drawn upon to assist in achieving the aims of the literacy and numeracy plan. Resources include materials and information technology to promote literacy and numeracy. The teacher librarian also assists in the creation of the school's own literacy and numeracy support resources such as individual posters of the strategies in the Toolkit. The teacher librarian also assists the Teaching and Learning Expert Team in gathering and preparing resources for teacher professional development.

## Interventions and Accommodations for Students with Additional Needs

Our goal is for every student to achieve at least one year of learning growth annually. We use an inquiry cycle to assess data, plan instructional strategies, implement them, and review their effectiveness. Our Learning Connections Team collaborates with teachers to provide reasonable adjustments for students with additional needs. The Co-Teaching Model promotes inclusion and enhances student learning. Individual Curriculum Plans are developed for students who require a different curriculum level. Strengths Based Profiles help us understand students' strengths and areas for development. A tutorial program supports students with specific needs, and referrals can be made for additional support.

See the full policy [here](#)



## Implementation planning

The table below presents an overview of the established priorities, targets, strategies, and evaluation measures for achieving desired outcomes. Priorities represent overarching goals, while targets specify the expected improvements in learner performance. Strategies outline the key actions undertaken by staff, teachers, heads of departments, and leaders to support learners in the classroom. Evaluation measures include "Spotlights" on student work. Teachers plan and design tasks in faculties and then convene as a PLC to assess the extent to which explicit targets are met using samples of student work generated through strategies from the critical thinking toolkit. A [proforma](#) on QLearn guides discussions and data collection for the improvement committee. Whole staff spotlights can be used for showcasing exemplary teaching practice.

| Priorities                                     | Explicit Student Targets   | Strategies   | Evaluation Measures   |
|--|--|--|---|
| 1. Enhance reading comprehension               | <ul style="list-style-type: none"> <li>Students will actively engage in reading collaboration and contribute to meaningful discussions</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Deconstruction of text</a></li> <li><a href="#">Reading routines</a></li> </ul>   | PLC spotlight<br>Collegial Engagement <ul style="list-style-type: none"> <li>Cloze activity</li> <li>Comprehension quiz</li> <li>Reflection notes</li> </ul>  |
| 2. Articulate learning and understanding       | <ul style="list-style-type: none"> <li>Students will be able to identify key points from a lesson, organise their information in condensed note form, and effectively summarise their learning.</li> <li>All students identify and share numeracy moments</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Note taking</a></li> <li><a href="#">Summary writing</a></li> <li><a href="#">Numeracy moments</a></li> <li><a href="#">Quick writes</a></li> </ul> | PLC spotlight<br>Collegial Engagement <ul style="list-style-type: none"> <li>Student notebooks (structure)</li> <li>Summary sentences</li> <li>Quickwrites</li> <li>Numeracy moment task</li> </ul> |
| 3. Respond to texts using a coherent structure | <ul style="list-style-type: none"> <li>All students complete a WTB task in every subject.</li> <li>Students will independently plan, draft, revise, and edit their formal writing assignments.</li> <li>For all formative and summative assessments, students will be able to select an appropriate WTB paragraph structure based on the cognitive response being elicited.</li> </ul>                           | <ul style="list-style-type: none"> <li><a href="#">WTB: paragraph types</a></li> <li><a href="#">WTB: planning and drafting</a></li> </ul>   | PLC spotlight<br>Collegial Engagement <ul style="list-style-type: none"> <li>WTB sample</li> <li>WTB planning document</li> <li>Assessment response sample</li> </ul>                               |
| 4. Broaden vocabulary and sentence types       | <ul style="list-style-type: none"> <li>Students will accurately employ tier 2 and tier 3 vocabulary in formal and informal writing tasks, demonstrating enhanced comprehension and communication skills.</li> <li>For all summative assessments that require a written response, students will be able to use a diverse range of sentence types and structures to effectively express their thoughts.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">3-tier vocabulary</a></li> <li><a href="#">WTB: sentence types</a></li> </ul>   | PLC spotlight<br>Collegial Engagement <ul style="list-style-type: none"> <li>Written sample</li> <li>Essay sample</li> <li>WTB sample</li> </ul>  |
| 5. Analyse and use data                        | Each student will effectively communicate their observations and reflections on a "notice and wonder" activity both orally and in writing.   | <ul style="list-style-type: none"> <li>Notice and Wonder (<a href="#">research, toolkit</a>)</li> <li><a href="#">Data</a></li> </ul>  | PLC spotlight<br>Collegial Engagement <ul style="list-style-type: none"> <li>N&amp;W written response</li> <li>Comprehension quiz</li> <li>WTB paragraph of N&amp;W</li> </ul>                      |

### PLC Spotlight Proforma

Template found [here](#):



## Critical thinking toolkit

The Critical Thinking Toolkit comprises 13 literacy and numeracy strategies, organized within the 5 priority focuses. Detailed descriptions of these strategies can be found in the appendix. Teachers are encouraged to explore and apply these strategies flexibly. While they can be implemented at any time, we will collectively concentrate on enhancing 1-2 strategies each term. Through collaborative efforts in PLCs and faculty meetings, teachers will have the opportunity to refine and expand these selected strategies. Supporting materials are provided in the appendices, presented in a PowerPoint format, ensuring they are ready for in-house Professional Development sessions. Heads of Departments can efficiently review these resources with their teams during faculty meetings, facilitating ongoing learning and development.

## Critical Thinking toolkit Appendix

Click [here](#)



# Critical Thinking Toolkit

## 1. Enhance Reading Comprehension

Deconstruction of text  
Reading routines  
Worked Examples

## 2. Articulate learning and understanding

Note taking  
Summary writing  
Numeracy Moments  
Quick Writes

## 3. Respond to texts using a coherent structure

WTB: Paragraph types  
WTB: Planning and drafting

## 4. Broaden Vocabulary and Sentence Types

3 Tier vocabulary  
WTB: sentence types

## 5. Analyse and Use Data

Notice and Wonder  
Data

## Professional Development

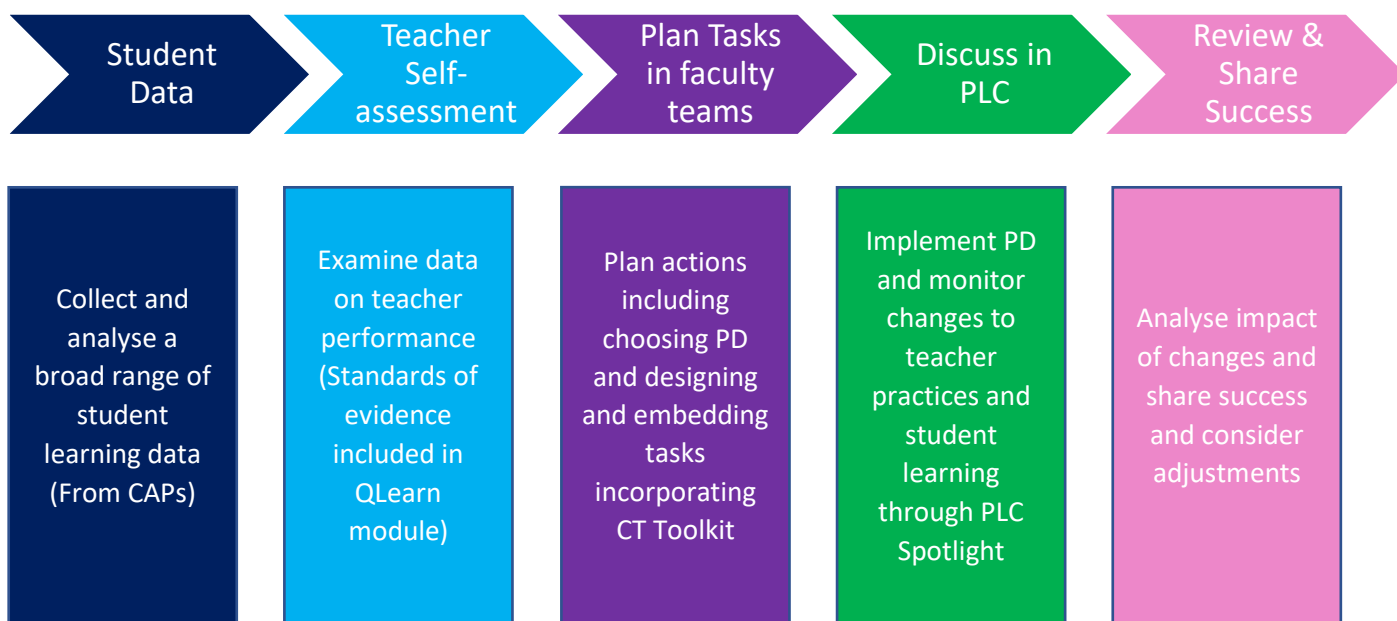
Albany Creek State High School prioritises the professional development plan for literacy and numeracy teaching strategies, spanning four years. It targets both experienced and new teachers, tailored to individual needs for accessible and timely training. Various formats like staff meetings, leadership gatherings, and Professional Learning Communities (PLCs) will be utilised. Expert-led sessions and online modules will be available, while group discussions and exemplary teacher videos support growth. Visual aids in classrooms, student diaries, the website, and newsletters reinforce the improvement plan. Department heads, mentors, and teaching teams offer systemic support through professional development, observation, and mentoring opportunities.

## Policy evaluation and review planning

The Literacy and Numeracy committee will annually review and maintain the literacy and numeracy plan, updating it to align with changing priorities and educational trends. Clear evaluation criteria, encompassing quantitative and qualitative data, will be established for measuring plan efficacy. Student and teacher surveys, as well as data from PLC Spotlights will gather feedback and identify improvement areas.

## Improvement Cycle

Each term, teachers will work in PLC and Faculty groups to complete an inquiry cycle to improve practices. The graphic below shows the steps of the inquiry cycle tailored for literacy and numeracy. This process begins with the assessment of learning needs from student CAPs<sup>2</sup>, emphasizes literacy and numeracy priorities, incorporates tasks designed using the Critical Thinking Toolkit, and concludes by reviewing and celebrating successes.



<sup>2</sup> CAP – Class Analysis Placemat – references A-E data, of all student in the class and considerations of strategies to improve their grades.

## Timeline of implementation plan

| Term         | 2023 (Planning Stage)  | 2024 - Introducing  |               |               |            |               |               |
|--------------|--|---|---------------|---------------|------------|---------------|---------------|
| 1            | <ul style="list-style-type: none"> <li>Review 2020-2023 literacy numeracy plan</li> </ul>  | <ul style="list-style-type: none"> <li>Introduce 2024–2027 plan in first SFDs</li> <li>Introduce 5 Literacy and Numeracy priorities</li> <li>Teacher to complete a QLearn module on all of the 5 priorities</li> <li>Introduce process of inquiry cycle</li> </ul> <p><b>Introduce Term 1-2 Priority Focuses:</b></p> <ol style="list-style-type: none"> <li>Enhance Reading Comprehension</li> <li>Articulate Learning and Understanding</li> </ol> <p>Collect and analyse a broad range of <u>student learning data</u> (From CAPs)</p> <p><u>Teachers</u> do a <u>self assessment</u> based on the AITSL standards of evidence using the QLearn Module .</p> <p><u>Faculties</u> or <u>individuals</u> <u>plan</u> the design of tasks in faculty meetings using the Critical Thinking Toolkit, use PD PPT from the appendix (HODs to oversee)</p> <p><u>Teachers</u> will <b>implement</b> PD techniques. During PLCs, they will review student samples and document discussions on the QLearn Collaborations’ proforma.</p> <p>Literacy and Numeracy committee to <b>review</b> the impact of changes and provide report to faculty</p> <p>Whole staff spotlight to <b>share</b> successes</p> |               |               |            |               |               |
| 2            | <ul style="list-style-type: none"> <li>Review plan and update literacy and numeracy strategies</li> </ul>  | <ul style="list-style-type: none"> <li>Continue priority Focuses 1&amp;2</li> <li>Repeat the Inquiry Cycle</li> </ul> <table border="1" data-bbox="847 1016 1469 1072"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table>   | Student Data  | Teacher Data  | Plan Tasks | PLC Spotlight | Share Success |
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| 3            | <ul style="list-style-type: none"> <li>Finalise drafting of 2024-2027 plan</li> </ul>  | <p><b>Introduce Term 3-4 Priority Focuses:</b></p> <ol style="list-style-type: none"> <li>Respond to a text using a coherent structure</li> <li>Broaden vocabulary and sentence types</li> <li>Data</li> </ol> <ul style="list-style-type: none"> <li>Commence Inquiry cycle</li> </ul> <table border="1" data-bbox="847 1263 1469 1330"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table>   | Student Data  | Teacher Data  | Plan Tasks | PLC Spotlight | Share Success |
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| 4            | <ul style="list-style-type: none"> <li>Teacher librarian to provision recommended reading texts that support the Critical Thinking Toolkit.</li> <li>Supporting research resources to be added to GO1 platform</li> <li>Establish literacy and numeracy expert team</li> <li>Introduce Literacy Numeracy Plan to Leadership team, student council and then to whole staff</li> </ul> | <ul style="list-style-type: none"> <li>Continue priority Focuses 3-5</li> <li>Repeat Inquiry Cycle</li> </ul> <table border="1" data-bbox="847 1397 1469 1453"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table> <p><i>Whole School Review</i></p> <ul style="list-style-type: none"> <li>Literacy and Numeracy Committee to analyse faculty reports and adjust plan</li> <li>Literacy and Numeracy expert team to implement changes to critical thinking toolkit</li> <li>Teacher librarian to update G01, text and PPT resources</li> <li>Present PLC data: both improvement and engagement</li> </ul>   | Student Data  | Teacher Data  | Plan Tasks | PLC Spotlight | Share Success |
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| Term         | 2025 – Building capacity   | 2026 - Consolidating | 2027 - Refining |               |               |               |  |              |              |            |               |               |  |              |              |            |               |               |
|--------------|--|----------------------|-----------------|---------------|---------------|---------------|--|--------------|--------------|------------|---------------|---------------|--|--------------|--------------|------------|---------------|---------------|
| 1            | <ul style="list-style-type: none"> <li>Consolidate 5 priorities and have teachers complete QLearn modules</li> </ul> <p><b>Build capacity - Term 1-2 Priority Focuses:</b></p> <ol style="list-style-type: none"> <li>Enhance Reading Comprehension</li> <li>Articulate Learning and Understanding</li> </ol> <ul style="list-style-type: none"> <li>Commence Inquiry Cycle</li> </ul> <table border="1"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table>  | Student Data         | Teacher Data    | Plan Tasks    | PLC Spotlight | Share Success | <ul style="list-style-type: none"> <li>Review previous year’s data and consolidate 5 priorities and have teachers do QLearn refresher modules</li> </ul> <p><b>Consolidate Term 1-2 Priority Focuses:</b></p> <ol style="list-style-type: none"> <li>Enhance Reading Comprehension</li> <li>Articulate Learning and Understanding</li> </ol> <ul style="list-style-type: none"> <li>Commence Inquiry Cycle</li> </ul> <table border="1"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table> <ul style="list-style-type: none"> <li>L&amp;N Committee to meet with the L&amp;N expert team to plan for support and PD to individual teachers and faculties.</li> </ul> | Student Data | Teacher Data | Plan Tasks | PLC Spotlight | Share Success | <ul style="list-style-type: none"> <li>Whole staff meeting to introduce the topic of integrating the CT Toolkit into every day practice</li> </ul> <p><b>Integrate Term 1-2 Priority Focuses:</b></p> <ol style="list-style-type: none"> <li>Enhance Reading Comprehension</li> <li>Articulate Learning and Understanding</li> </ol> <ul style="list-style-type: none"> <li>Commence Inquiry Cycle</li> </ul> <table border="1"> <tr> <td>Student Data</td> <td>Teacher Data</td> <td>Plan Tasks</td> <td>PLC Spotlight</td> <td>Share Success</td> </tr> </table> <p><i>Planning Forward</i><br/>L&amp;N committee to review 2024-2027 start planning for the 2028 – 2031 L&amp;N Plan.</p> | Student Data | Teacher Data | Plan Tasks | PLC Spotlight | Share Success |
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