

Literacy and Numeracy Strategy Implementation

OVERVIEW

The goal of the Literacy and Numeracy Strategy (the Strategy) is to improve literacy and numeracy outcomes for all students, as the foundation for engagement in education and lifelong achievement.

Fundamentally, the Strategy is about supporting schools and teachers to assess what every student knows, what they need to learn next, and to match this with high quality, tailored instruction in literacy and numeracy based on the Victorian Curriculum.

The Strategy contains actions for every level of our system, and builds on the Framework for Improving Student Outcomes (FISO) and the broader Education State agenda. Its design is based on local and international evidence of what works to lift educational outcomes, adapted with the guidance of the people who best understand the Victorian school context.

The implementation of the Strategy includes the release of a suite of resources and professional learning for school leaders and teachers, with the aim to support evidence informed teaching practice and to increase the quality and consistency of teaching and learning in schools. These resources and professional learning are of high quality and are aligned to the Victorian Curriculum.

In the same way that teaching is differentiated to ensure all students learn and make progress, the support to schools is also differentiated. Comprehensive resources are available to all schools and additional targeted supports are provided for selected schools, based on circumstances and need.

PHASE 2 OF THE STRATEGY

The Literacy and Numeracy Strategy Phase 2, released in June 2018, deepens the focus on both teacher practice and the initial priority of primary literacy. *Phase 2* also broadens the reach of the Strategy in response to demand from the sector, by designing and developing resources and professional learning for numeracy and secondary schooling. It includes a new section on the important role of parents and carers as partners in learning.

Phase 2 identifies 'Key Actions' that school leaders and central and regional leaders should take to improve student outcomes and contains information about the new resources

and professional learning available to teachers, schools and families.

For 2019, all schools will have identified a Literacy and a Numeracy Leader with specific responsibility for leadership of literacy and numeracy whole-school approaches. Schools will have also identified a Key Improvement Strategy in literacy and/or numeracy as part of their annual planning.

In addition, the Middle Years Literacy and Numeracy Support initiative was announced in October 2018 as part of the Strategy. This initiative will provide intensive literacy and numeracy teaching support to government secondary students in Years 8 to 10 who are at risk of finishing school without the literacy and numeracy skills they need for future work, further education or training.

Theory of change – Shared Responsibility for Improving Student Outcomes

If we have a shared focus that aligns each layer of the system to support the work that teachers do with their students, including: central office leaders working with regional staff, who are working with school leaders supporting teachers in their daily practice and engaging parents and carers in their child's learning

then we can improve teachers' professional practice in the classroom, while fostering collaboration within and across schools to support excellence in teaching and learning

so that we can improve literacy and numeracy outcomes across Victoria, for every student, in every classroom, in every government school.

KEY LINKS

For further information on the Strategy and the Middle Years Literacy and Numeracy Support initiative see:

- [Literacy and Numeracy Strategy](#)
- [Victorian Literacy Portal](#)
- [Victorian Numeracy Portal](#)
- [Bastow's Literacy Leader Learning Suite](#)
- [Middle years Literacy and Numeracy Support initiative](#)

FREQUENTLY ASKED QUESTIONS

How does the Strategy support secondary schools?

A range of resources and supports are being developed for secondary schools, including the *Mathematics Teaching Toolkit: Birth–Level 10* and the *Literacy Teaching Toolkit: Levels 7–10*. Workshops for secondary school Literacy Leaders and Numeracy Leaders will also be available from Term 3, 2019 to provide guidance and advice for the integrated use of these new resources.

How does the Strategy support numeracy and mathematics?

A suite of resources and supports will be provided to support primary and secondary schools in numeracy. Roll out of the *Mathematics Teaching Toolkit* has commenced and the full Toolkit will be available in Term 2. Bastow will also provide professional learning through workshops for primary and secondary school Numeracy Leaders to engage with the new resources.

What support will be available to school leaders as part of the implementation of Phase 2?

An updated *School Leaders' Guide* was released at the Term 3 Area Principal Forums in 2018. To support schools in their implementation of Phase 2, the updated Guide presents a series of suggested approaches that focus on how school leaders can provide instructional leadership and implement a whole-school approach to curriculum planning, teaching and learning, and monitoring and evaluation. The Guide also identifies resources that provide more specific guidance to support these approaches.

There are so many resources coming out at once – how are schools supposed to use everything at the same time?

A suite of practical, evidence-based resources is being made available to support teachers and schools with different areas of focus, and to minimise the need for individual schools to find their own resources – giving teachers more time to focus on teaching and learning. There is no expectation that schools will use all resources at once, and it is the school's choice which resources will best address their needs.

What professional development is available to support schools?

In 2019, Bastow will continue to deliver the Leading Literacy for Networks course, with recently trained Master Trainers supporting primary school Literacy Leaders in their networks to deliver quality literacy instruction and whole-school literacy approaches. In addition, Bastow will provide professional learning from Term 3, 2019 for primary and secondary school Numeracy Leaders and secondary school Literacy Leaders to meet the demand for professional development for numeracy and secondary school literacy.

What teaching support do schools receive under the Middle Years Literacy and Numeracy Support initiative?

Schools will have access to two new workforces. These include:

- Literacy Improvement Teachers and Numeracy Improvement Teachers, who are existing teachers that will be provided time-release to support eligible students in their school, and will work with other teachers to improve the literacy and numeracy of all students within their school.
- Network Literacy Teachers and Network Numeracy Teachers, a new workforce of teachers that will work across up to four schools to provide direct, targeted support to eligible students in collaboration with their regular classroom teachers.

Which students will receive support under the Middle Years Literacy and Numeracy Support initiative in 2019?

In 2019, support will be provided to Year 10 students under the initiative if they did not meet Year 9 NAPLAN National Minimum Standards in Reading or Numeracy the previous year.

RESOURCES AND SUPPORTS AVAILABLE NOW

Resources

High Impact Teaching Strategies
Pedagogical Model
Practice Principles for Excellence in Teaching and Learning
Insight Assessment Platform
Reading and Vocabulary Assessment for English as an Additional Language (RVEAL) Years 3 to 10
Annotated student work samples in writing, reading and viewing
Literacy Teaching Toolkit: Birth–Level 6
‘Prep Bag’ books and literacy and numeracy guidance for parents and carers
At a Glance: Literacy and Numeracy Teaching Resources
Amplify: Empowering students through voice, agency and leadership (draft for consultation)
Literacy and Numeracy Tips to Help Your Child Every Day: A guide for parents of children aged 0-12
Updated School Leaders’ Guide to Improving Literacy and Numeracy Outcomes
Academic vocabulary resource for secondary school teachers
‘LD Bites’: Learning Difficulties webinars to support literacy learning for students with learning difficulties (including dyslexia)
Mathematics Curriculum Companion (part of the Mathematics Teaching Toolkit)

Professional Learning

Literacy Data, Assessment and Practice course (online)
Bastow Leading Literacy for Networks program

UPCOMING RESOURCES AND SUPPORTS

Guide to Formative Assessment Rubrics	Term 1, 2019
Enhanced English Online Interview & supporting materials for teachers	Term 1, 2019
Catalogue of school support programs	Term 1, 2019
Koorie English professional learning and online teaching resources	Term 1, 2019
Literacy Teaching Toolkit: Levels 7–10	From Term 1, 2019
Mathematics Teaching Toolkit: Birth–Level 10 (full toolkit)	Term 2, 2019
Guidance for secondary schools to lift literacy and numeracy outcomes	Term 3, 2019
Workshops for primary and secondary Numeracy Leaders, and secondary Literacy Leaders	From Term 3, 2019
Digital Assessment Library	From Term 3, 2019
Numeracy teaching resources and guidance for teaching students with learning difficulties (including dyscalculia)	From Term 3, 2019