

LITERACY FRAMEWORK

Universal Literacy Screening

So every learner's literacy strengths and needs are identified early.

Learning Area Accountability for Literacy

To ensure every learning area takes responsibility for improving literacy through the regular use of literacy data.

Data Informed Intervention and Response

Use literacy data to identify learners requiring additional support, implement timely interventions, and monitor whether those interventions are improving outcomes.

LF: Universal Literacy Screening

School Improvement Framework	AIP	What actions are we taking to ensure we are collecting and using data at RC	One line Success Criteria	When	Lead / Support	Review
Assessment	1.11	Universal literacy screening is completed for all Year 7 to 10 students using agreed assessment tools, with results analysed to identify learner needs.	All Year 7 to 10 learners have current screening data and identified literacy needs recorded.	Term 1 and on enrolment	Literacy Leader (Lead), ROR, Y7-10 teachers FS oversight	EO Term 1, then termly
Foundational Literacy / Student Progress	1.3 / 1.11	Literacy data is used to identify targeted interventions and pathways towards the Literacy and Numeracy Co-requisite.	Learners below expectation have a documented response, with progress monitored towards curriculum expectations and the co-requisite.	Following each assessment cycle	Literacy Leader (Lead), ROR, AT FS oversight	EO each term

LF: Learning Area Accountability for Literacy

School Improvement Framework	AIP	What actions are we taking to ensure we are collecting and using data at RC	One line Success Criteria	When	Lead / Support	Review
Foundational Literacy	1.3 / 1.11	Departments regularly review literacy data to identify priority learners, plan targeted responses, and monitor progress.	Priority literacy learners are identified, supported, and their progress is reviewed each term.	Each term	Literacy Leader (Lead), LALs, ROR as required FS oversight	End of each term
Foundational Literacy	1.11	Departments evaluate the impact of literacy strategies on learner progress and use this to inform next teaching steps.	Department review shows which literacy strategies are having an impact and what needs to happen next.	End of each term	Literacy Leader (Lead), LALs FS oversight	Termly through department review
Foundational Literacy	1.3	Learning Areas consistently use agreed schoolwide literacy strategies, including RRR, PEEL and explicit vocabulary instruction.	RRR, PEEL and vocabulary strategies are visible and consistently used in planning and classroom practice.	Ongoing from Term 3	Literacy Leader (Lead), LALs and all teachers FS oversight	Termly through planning, learning walks and department review

LF: Data Informed Intervention and Response

School Improvement Framework	AIP	What actions are we taking to ensure we are collecting and using data at RC	One line Success Criteria	When	Lead / Support	Review
Provision for Students with Additional Needs	1.5	Literacy data is regularly analysed to identify learners requiring additional support.	Learners requiring additional literacy support are identified early through consistent assessment and referral processes.	System in place so reassurances of this in Term 2	Literacy Leader + ROR FS oversight	August 2026 - System is working well. New transition process from feeder schools to support this.
Provision for Students with Additional Needs	1.3	Targeted literacy interventions are implemented based on identified learner needs.	Identified learners receive timely literacy interventions matched to their assessed needs. New Literacy classes built within the TT.	Term 3	Literacy Leader (Lead), ROR FS oversight	EO T3
Student Progress	2.5	Learner progress is monitored to evaluate the effectiveness of interventions and inform next steps.	Progress data demonstrates intervention impact and is used to determine next teaching or support steps.	End of each term	Literacy Leader (Lead), ROR AT for CAA outcomes FS oversight	July 2026 - End of term 2 data showed a need for a literacy intensive course to be put into TT to support with CAAs

LITERACY FRAMEWORK

Role	Literacy responsibility
FS	Portfolio owner and accountable leader. Line manages the Literacy Leader, ensures the literacy framework is implemented, monitors progress and reports through SLT.
Literacy Leader	Operational lead for schoolwide literacy. Leads screening, literacy data analysis, schoolwide strategies, supports Learning Areas, identifies literacy needs and coordinates literacy responses.
ROR	Learning support lead. Works with the Literacy Leader where data identifies additional learning needs, coordinates referrals/support, transition information and targeted learning support.
AT	CAA / co-requisite lead. Owns the CAA process and uses literacy information to identify readiness, pathways and support required for the co-requisite. Also line manages ROR, but that does not mean AT needs to be listed against every literacy action.
Learning Area Leaders	Responsible for literacy implementation and data use within their own Learning Area.
Teachers	Implement the agreed literacy strategies, use learner information and contribute evidence of progress.