|  | **Starting out** | **Developing** | **Deepening** | **Sustaining** |
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| **Whole School** | Literacy targets in school plan reference SMART data.  Programs/strategies to address targets are ‘add ons’ to existing school practice.  Minimal interaction and sharing of information about student learning in literacy between teachers.  Parent/carers are aware of school literacy programs.  **School awareness of the *Literacy continuum K-10.*** | Literacy targets on school plan are informed by a detailed analysis of SMART data.  Programs/strategies to achieve targets are identified and incorporated into existing school practice.  School process in place for tracking student progress in literacy.  Parents/carers are informed about school literacy programs.  **The *Literacy continuum* *K-10* is used by some teachers to help plan teaching and assess student learning in literacy.** | Literacy targets in school plan are informed by a range of assessment data including school based assessment.  Clear links made between strategies to achieve targets, teaching programs and classroom practice.  A tracking system to monitor student progress in literacy is implemented throughout the school by most teachers.  Parents/carers are provided with some literacy strategies to support their children’s learning at home.  **The *Literacy continuum* *K-10* is used by most teachers to help plan teaching and assess, track and monitor student progress in literacy.** | Literacy targets in school plan are directly related to classroom practices that improve learning outcomes in all KLAs.  All teachers regularly evaluate how effectively programs/strategies achieve targets and use this data to inform school planning.  Student progress in literacy is tracked and monitored from year to year and shared across the school and between schools.  Parents/carers and school community are actively involved in student literacy learning at school and at home.  **Whole school approach in using the *Literacy continuum K-10* to plan teaching and assess, track and monitor student progress in literacy across the years.** |
| **School Leaders** | School leaders evaluate and use student data to identify and prioritise areas of literacy needing improvement.  A few staff members informally engage in discussions about literacy teaching and learning with colleagues.  Opportunities are made available for professional learning in literacy for some teachers.  **Literacy leader(s) nominated to lead professional learning for the implementation of the *Literacy continuum K-10*, supported by school executive.** | School leaders work with staff to evaluate and use student data to identify and prioritise areas of literacy needing improvement.  School leaders facilitate discussion about literacy needs/targets in team/year/stage/faculty meetings.  School leaders facilitate some school based professional learning in literacy.  **Staff meetings include specific professional learning sessions on understanding and using the *Literacy continuum K-10.*** | Focused and systematic approach in addressing identified student needs, led by the literacy leader(s) with strong executive support.  School leaders engage staff members in formal and informal discussions about literacy teaching and learning, including discussion about successes and areas for development.  School leaders engage in and facilitate professional learning in literacy.  **School leaders promote staff discussion and dialogue to develop a shared understanding and use of the *Literacy continuum K-10.*** | Shared responsibility for the literacy learning of all students evidenced in the development of targets and improved learning outcomes.  All staff share information about student literacy performance and progress across teams/years/stages/faculties, including discussion about successes and areas for development.  School leaders value, regularly engage in and facilitate professional learning in literacy.  **All staff engage in formal and informal discussions about the *Literacy continuum K-10.*and how it informs their teaching practice.** |
| **Teachers** | Teacher awareness that quality literacy teaching needs to be explicit and is fundamental to all KLAs.  Teachers value the need for professional learning in literacy.  **A few teachers have knowledge and understanding of the *Literacy continuum K-10*.** | Most teachers plan quality lessons and select activities to facilitate student progress in literacy in each KLA.  Some teachers seek professional learning in literacy in areas of personal interest.  **Teachers have some knowledge and understanding of the *Literacy continuum K-10* to help plan teaching, assess, track and monitor student progress.** | Teachers plan systematic and explicit (modelled, guide, independent) teaching and learning activities to support student literacy progress in each KLA.  Teachers engage in professional learning in literacy to enhance their teaching practice.  **Teachers use the *Literacy continuum K-10* to plan teaching, assess, track and monitor student progress.** | Quality literacy teaching in each KLA isexplicit, systematic, balanced and integrated.  Teachers share literacy knowledge and expertise gained through their own professional learning and experience.  **Teachers are able to make informed and consistent judgements about student progress in literacy based on deep knowledge and understanding of continuum critical aspects, clusters and markers across the years.** |
| **Students** | Student awareness of importance of literacy for success.  **Students are unaware of the critical aspects of literacy on the *Literacy continuum* *K-10*.** | Students know their strengths and areas for improvement in literacy.  **Students have some understanding of the critical aspects of literacy on the *Literacy continuum* *K-10*.** | Students utilise their strengths and use strategies to address improvement in literacy in collaboration with their teachers and parents/carers.  **Students have an understanding of the critical aspects of literacy on the continuum and how their progress can be assessed, tracked and monitored across the school years.** | Students evaluate their progress, set goals for improving literacy and work towards achievement of their goals in collaboration with teachers and parents/carers.  **Students use the *Literacy continuum* *K-10* to identify their strengths and areas for improvement and can track and monitor their progress in literacy.** |