The Queensland Studies Authority (QSA) P–10 Literacy and Numeracy Indicators are a resource to support planning for teaching, learning, assessment and monitoring of literacy and numeracy across learning areas. The indicators promote a shared and consistent understanding of the literacy and numeracy expectations for the end of each year of school from the Preparatory Year to Year 10. These resources support teachers to specify, strengthen and extend the literacy and numeracy knowledge, understanding and skills needed across learning areas.

The P-10 Literacy and Numeracy Indicators are informed by the Australian Curriculum learning areas, General capabilities and data from Queensland performance on national assessment. They provide specificity at each year level to support planning for and monitoring of students’ literacy and numeracy learning.

**Literacy**

The Literacy Indicators identify the literacy knowledge, understanding and skills students use to access, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

**Numeracy**

The Numeracy Indicators identify the numeracy knowledge, understanding and skills students use to communicate mathematical language, and to recognise the interconnected nature of mathematical knowledge across learning areas and in a range of personal, social and work-related situations.

**Figure 1: Organising elements of literacy**

**Figure 2: Organising elements of numeracy**

Figures 1 and 2 from ACARA, January 2012: Australian Curriculum v3 General Capabilities.


Using the P–10 Literacy and Numeracy Indicators

The P–10 Literacy and Numeracy Indicators increase in complexity across year levels; what is learned in the early years supports all subsequent learning. Learning is unlikely to occur in the same way or at the same time for all students.

Assessment and monitoring of the indicators can be built into everyday teaching and learning. Teachers support literacy and numeracy learning by gathering evidence of students’ knowledge, understanding and skills and using this information to plan for teaching and learning.

Assessments may be designed to monitor one or more indicator or part of an indicator. It is important to use a range and balance of assessment techniques.

Students either demonstrate, or do not demonstrate, the literacy or numeracy indicators. A five point scale is not used to make judgments about literacy and numeracy indicators.

### Table 1 Organisation of the indicators

<table>
<thead>
<tr>
<th>Years 3–6 Numeracy Indicators</th>
<th>Indicators are organised by phases: Years P–2, 3–6 and 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Catering for diversity

A teacher makes required adjustments to teaching, learning and assessment to enable a student with specific educational requirements to demonstrate knowledge, skills or competencies *(Disability Discrimination Act 1992 and Disability Standards for Education 2005 Cwlth)*.  

Inclusive strategies enable learners with specific educational requirements to participate in learning experiences. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged.
Table 2. Suggested ways to use the Literacy and Numeracy Indicators

<table>
<thead>
<tr>
<th>Using data</th>
<th>Planning</th>
<th>Understanding the indicators</th>
<th>Sharing data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole school</strong></td>
<td><strong>Curriculum leaders</strong></td>
<td><strong>Teachers</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Use data from national (NAPLAN), state (QCATs), sector and school to identify whole school priorities and literacy and numeracy learning trends</td>
<td>Use data from national (NAPLAN), state (QCATs), sector and school to identify literacy and numeracy learning needs: • across year levels • within and across learning areas</td>
<td>Use data from national (NAPLAN), state (QCATs), sector and school to identify literacy and numeracy learning needs for: • class • individuals</td>
<td>Use data to identify own literacy and numeracy learning needs</td>
</tr>
<tr>
<td>Develop a whole school literacy and numeracy plan to strengthen and support teaching, assessment and moderation of literacy and numeracy learning</td>
<td>Plan across class and year levels to strengthen and support teaching, assessment and moderation of literacy and numeracy learning</td>
<td>Plan and implement literacy and numeracy assessment opportunities across learning areas, including adjustments as required</td>
<td>Set individual goals to strengthen literacy and numeracy skills across learning areas</td>
</tr>
<tr>
<td>Consider professional development opportunities to improve teaching, learning and assessment of literacy and numeracy</td>
<td>Use QSA professional development resources for literacy and numeracy in: • staff meetings • year level meetings</td>
<td>Target teaching of literacy and numeracy learning in response to students’ specific needs</td>
<td>Monitor own progress in literacy and numeracy learning</td>
</tr>
<tr>
<td>Communicate with the school community about literacy and numeracy teaching, learning, assessment and monitoring</td>
<td>Liaise with teachers to monitor and support explicit teaching of literacy and numeracy</td>
<td>Share literacy and numeracy data with class teachers to support students’ literacy and numeracy learning from one year to the next</td>
<td>Share literacy and numeracy learning goals and learning with peers</td>
</tr>
</tbody>
</table>

Example short assessments

Example short assessments support the monitoring of literacy and numeracy. These assessments, which are available at <www.qsa.qld.edu.au/9321.html>, demonstrate:

- ways to gather evidence of literacy and numeracy knowledge, understanding and skills specific to each learning area
- assessment techniques that teachers may use to assess and monitor students' literacy and numeracy.

Other QSA assessment resources

Other resources that teachers can use to assess and monitor the Literacy and Numeracy Indicators include:

- Exemplar year level plans and unit overviews: www.qsa.qld.edu.au/13634.html
- Assessment Bank packages: www.qsa.qld.edu.au/3162.html
- Queensland Comparable Assessment Tasks (QCATs): www.qsa.qld.edu.au/3163.html