

Dear Premier

This letter provides the first report for 2025 from the [Lifting Literacy Outcomes Monitoring Group](#) (LLOMG, the Group). Our last report to you in December 2024 summarised the Group's work in 2024 and noted we were nearing completion of an Outcomes Monitoring Framework (Framework) for the Lifting Literacy project. I signed off on the Framework in January 2025 and the LLOMG discussed next steps at their first (March) meeting for 2025.

The LLOMG are pleased to provide you with a copy of the Framework that contains outcomes statements and indicators to monitor the 3 year Lifting Literacy Implementation Plan. There are two versions. Both contain the same Outcome statements and Indicators however the longer version includes more contextual information. The LLOMG suggests the shorter version is published. I attach a copy of the shorter (Attachment 1) and longer (Attachment 2) versions.

The LLOMG expects to provide you with a copy of its first report on the indicators along with a progress update on implementation of each of the recommendations in the Lifting Literacy final report after our next (June) meeting. The LLOMG anticipates the Framework will be refined as it is tested through use, but the first iteration will be held constant until after the first report on the indicators has been developed.

The Group discussed whether the Framework should be published on the [Lifting Literacy website](#) as an immediate next step or should await our first report to you on Indicators in the Framework.

The Group concluded there should not be a delay in publishing the Framework and it should be provided to your office for your consideration for public release. This could be achieved by a media release from your office, announcing the Framework has been added to the website. Alternatively, the LLOMG could release the Framework on the website with an accompanying news story.

We look forward to your response on the release of the framework and with the Framework complete our focus will turn to reporting on progress and Indicators. The LLOMG looks forward to delivering a report to you on these results.

Kind regards

Michele Brunige

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Chair, Lifting Literacy Outcomes Monitoring Group

14 April 2025

Outcomes Monitoring Framework

The Lifting Literacy project is a program of work to implement an evidence-based approach to improving literacy levels in Tasmania by implementing recommendations in the final report of the Literacy Advisory Panel delivered to the Premier in 2023. This paper outlines the Outcomes Monitoring Framework ('the Framework') for this program of work. The Framework is in four parts relating to broad demographic segments (Early Years, School Years, Adult Learners) as shown in the table below.

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This is the first iteration of the Outcomes Monitoring Framework developed by the LLOMG. It is anticipated the Framework will continue to evolve as it is tested through use and as implementation progresses, however the LLOMG have signed off on this iteration of the Framework and expect to hold it constant until at least after the first reporting period on it.

While the Framework will be held constant in terms of not adding or removing Outcome statements or Indicators, it is anticipated that the Lifting Literacy secretariat will work with implementation partners to add further and more precise definition to Indicators where needed (and to document these). This will occur as part of developing the first report on Indicators in the Framework.

There are two versions of this first iteration of the Framework: a longer version and a shorter version. This version is the shorter version.

The longer version of the Framework contains the same Outcomes statements and Indicators as this version however provides more contextual information on the Framework such as: summary of the recommendations that are anticipated to drive the outcomes; a glossary of terms; the Principles and Recommendations from the Lifting Literacy Final Report; relevant government commitments in the form of policy documents and media releases.

1 Overarching Outcomes

An overarching population level outcome targeted is to achieve 100% literacy, so Tasmanians achieve social and economic benefits of literacy.

Two overarching Project Outcomes have been identified:

- 1.1 Governance:** a governance model instils shared responsibility and accountability and ensures efficient and effective use of resources.
- 1.2 System monitoring:** targets, progress and outcomes in improving literacy can be described and/or quantified and publicly reported upon.

Measurable indicators for these Project Outcomes have not been identified at the overarching level. Rather they will be measured through qualitative observation and through measurable indicators within each of the three sections on the three broad demographic segments that follow.

2 Early Years Outcomes and Indicators

Population Outcomes – Early Years Segment

- 2.1 Tasmanian children are developmentally on track for Communication and Language skills
- 2.2 Closing the Gap Outcome 4 is met: Aboriginal and Torres Strait Islander children thrive in their early years.

Project Outcomes – Early Years Segment

There are seven Project Outcomes for the Early Years segment. These are that there is/are:

- 2.3 **Family and community awareness:** Families and communities have awareness of their role in supporting Childrens' literacy development
- 2.4 **Effective and accessible support:** Tasmanian families have access to practical, evidence-based support and information on how to support their child's literacy development
- 2.5 **Access to early assessments and screening:** Tasmanian children have access to timely, and consistently applied, child health assessments and screens
- 2.6 **Timely and effective referrals and clinical interventions:** Tasmanian children have access to timely and effective referrals and clinical interventions where indicated
- 2.7 **Skilled workforce:** there is a knowledgeable, skilled and supported literacy workforce
- 2.8 **Sufficient workforce:** the Early Years literacy workforce is available in sufficient numbers
- 2.9 **Closing the Gap Outcome 3 is met:** Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years.

Indicators for Population Outcomes – Early Years Segment

- 2.1 **Outcome: Tasmanian children are developmentally on track for Communication and Language skills**

Indicators for Outcome 2.1

- a Percent of Tasmanian children developmentally on track in the Communication domain of the Australian Early Development Census (AEDC).

The target proposed in the Lifting Literacy final report is to meet or exceed the national average by 2033.

- b Percent of Tasmanian children developmentally on track in Language and Cognitive Skills domain of the AEDC.

The target proposed in the Lifting Literacy final report is to meet or exceed the national average by 2033.

- 2.2 **Outcome: Closing the Gap Outcome 4 is met - Aboriginal and Torres Strait Islander children thrive in their early years**

Indicators for Outcome 2.2:

- a Proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all 5 domains of the AEDC.

The *Closing the Gap* target is to meet or exceed 55% by 2031.

Indicators For Project Outcomes – Early Years Segment

2.3 Outcome: families and communities have awareness of their role in supporting Childrens' literacy development

Indicators for Outcome 2.3:

- a Percent of parents and carers of children aged 0 to 3 years who report awareness of how they can support their child's literacy development as measured by a brief annual spot survey conducted in a range of early years settings.

2.4 Outcome: families have access to practical and evidence-based support and information on how to support their child's language and literacy development

Indicators for Outcome 2.4:

- a Percent of parents and carers of children aged 0 to 3 years who report they have accessed evidence-based resources to support their child's literacy development as measured through a brief annual spot survey in a range of early years settings.

2.5 Outcome: Tasmanian children have access to timely, and consistently applied assessments and screening

Indicators for Outcome 2.5:

- a Percentage of children in the relevant age cohort undertaking a child health assessment at 18 months.
- b Percentage of children in relevant age cohort undertaking a consistently applied phonological awareness screen prior to end term 1 Kindergarten.

Target is 100% (priority recommendation 4).

2.6 Outcome: Tasmanian children have access to timely and effective referrals and clinical interventions where indicated

Indicators for Outcome 2.6:

- a Percent of children undertaking a Child Health Assessment referred to a speech pathologist.
- b Percent of children referred by Child Health Assessment staff to a speech pathologist offered an appointment within six months of referral and split between those that attended and those that did not.
- c Percent of children identified through phonological awareness screening process as requiring further diagnostic testing by a clinician (eg. allied health) and referred.

For this Indicator, a referral is defined as informing the child's parent or carer it is recommended their child's literacy development be assessed by a clinician and arranging for this to occur in the school or giving the parent or carer the information and they need to make an appointment with the relevant clinician.

It is noted that based on this definition referrals would typically occur only after the second (follow-up) screen in the GAPs screening process proposed by DECYP.

- d Percent of children identified through phonological awareness screening as requiring further diagnostic testing and referred to a clinician who are offered an appointment with, and/or receive therapy from, the relevant clinician within six months of referral.

2.7 Outcome: a knowledgeable, skilled and supported workforce supporting Childrens' early development

Indicators for Outcome 2.7:

- a Percent of early years workforce who have participated in professional learning aligned to science of reading evidence base in the past year.
- b Percent of early years literacy workforce self-assessing improved understanding and confidence in supporting literacy acquisition as measured through a brief survey.

2.8 Outcome: the Early Years literacy workforce is available in sufficient numbers

Indicators on Outcome 2.8:

- a Percent of ECEC services meeting National Quality Standard 4 (Staffing Arrangements).

2.9 Outcome: *Closing the Gap* Outcome 3 is met: Aboriginal and Torres Strait Islander children are engaged in quality, culturally appropriate early childhood education in their early years

Indicators for Outcome 2.9:

- a Proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Full Time Schooling early childhood education.

A target to increase this proportion to 95% by 2025 has been achieved. See comment on page two of the longer version of this Outcomes Monitoring Framework for proposed approach to updating targets relating to Aboriginal people.

3 School Years Outcomes and Indicators

Population Outcomes – School Years Segment

- 3.1 **Tasmanian school-aged Children achieve at or above expected age-related proficiency levels**
- 3.2 **Closing the GAP Outcome 5 is met:** Aboriginal and Torres Strait Islander students achieve their full learning potential.

Project Outcomes – School Years Segment

Four Project Outcomes have been specified for the School Years segment. These are:

- 3.3 **Consistent, evidence-based instruction:** All schools implement a consistent, evidence-based approach to teaching structured literacy with instruction aligned to Minimum Schooling Guarantee and Australian Curriculum
- 3.4 **Early screening of literacy skills and effective interventions:** There is early literacy screening (by end of term 1) with timely, effective and consistently applied interventions provided to all students identified as potentially benefiting from additional support and checks to determine if interventions were effective
- 3.5 **Skilled and supported workforce:** there is a knowledgeable, skilled and supported School Years literacy workforce. All teaching staff use evidence-based practice when teaching literacy
- 3.6 **Sufficient workforce:** the School Years literacy workforce is available in sufficient numbers.

Indicators For Population Outcomes – School Years Segment

- 3.1 **Outcome: Tasmanian school aged children achieve at or above expected aged-related proficiency levels**

Indicators for Outcome 3.1:

- a Percent of students meeting the threshold (28 out of 40 words decoded) in the National Year 1 Phonics Check.

The target proposed by the LLOMG is that 100% of students meet the threshold by 2032.
- b Percent of students achieving ‘strong’ or ‘exceeding’ proficiency levels in the Year 3, 5, 7 and 9 in NAPLAN for reading. (Note: will include data for all four proficiency levels in reporting.)

The target proposed in the Lifting Literacy final report was ‘*by 2032, all year 3, 5, 7 and 9 students will be at or above the national proficiency level*’. The LLOMG have modified this to achieving ‘strong’ or ‘exceeding’ proficiency levels to reflect current NAPLAN language.
- c Percentage of students achieving ‘strong’ or ‘exceeding levels in the Year 3, 5, 7 and 9 NAPLAN for writing. (Note: will include data for all four proficiency levels in reporting.)

The target proposed in the Lifting Literacy final report was ‘*by 2032, all year 3, 5, 7 and 9 students will be at or above the national proficiency level*’. The LLOMG have modified

this to achieving 'strong' or 'exceeding' proficiency levels to reflect current NAPLAN language.

- d Percentage of students achieving 'strong' or 'exceeding levels in the Year 3, 5, 7 and 9 NAPLAN for spelling. (Note: will include data for all four proficiency levels in reporting.)
- e Percentage of students in years 3, 5, 7 and 9 who participate in the NAPLAN.
- f Tasmanian student attendance rate of 90% or higher in years 1-6 and 7-10.

The Lifting Literacy final report suggested a target be developed. A target will be confirmed as part of the first reporting cycle.

- g Percent of students that meet the Everyday Adult Standard for Reading, Writing and Communication (in English). (Note: need to add further definition of at what point this is measured and how the cohort of students is consistently defined)

The Lifting Literacy final report proposed a target: *'by 2035, all year 12 students attain the Everyday Adult Standard for Reading, Writing and Communication (in English)'*.

3.2 Outcome: *Closing the GAP* Outcome 5 is met – Aboriginal and Torres Strait Islander students achieve their full learning potential

Indicator for Outcome 3.2

- a Proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining year 12 or equivalent qualification. Target is to increase this proportion to 96% by 2031.

Indicators for Project Outcomes – School Years Segment:

3.3 All schools implement a consistent, evidence-based approach to teaching structured literacy with instruction aligned to Minimum Schooling Guarantee and Australian Curriculum

Indicators for 3.3

- a Percent of teachers self-assessing/assessed as having effectively implemented the key elements of the Minimum Schooling Guarantee and structured literacy using an agreed checklist.

Various targets have been set and government commitments made including:

'the government will ensure that 25% of primary schools across Tasmania are implementing structured literacy K-2 in 2024, with all primary schools to be implementing structured literacy by 2026.'

(Media Release from Premier, June 2023, full release provided in Appendix 4 of the longer version of this Outcomes Monitoring Framework.)

'By 2026, all schools must demonstrate that they are implementing the elements of evidence-based literacy instruction as described in the Minimum Schooling Guarantee recommended by the Panel. Progress towards this goal should be monitored independently and reported on publicly.'

(Recommendation 19 in Lifting Literacy final report).

'A re-elected majority Liberal Government will invest an additional \$3 million to extend structured literacy to all children in Years 3 to 6 at government primary schools by 2026' (A Strong Plan for Education, 2024, full policy provided in Appendix A5 of the longer version of this Outcomes Monitoring Framework).

'To further improve student outcomes, all government primary schools will be required to spend at least one hour every day on structured literacy for Years Prep to 6.'
(A Strong Plan for Education, 2024, full policy provided in Appendix A5 of the longer version of this Outcomes Monitoring Framework).

3.4 There is early literacy screening (by end of term 1) with timely, effective and consistently applied interventions provided to all students identified as potentially benefiting from additional support and checks to determine if interventions were effective

For the purposes of this Outcome, interventions are defined as receiving tier 2 and/or tier 3 support as part of an established multi-tiered system of supports.

- a Percent of schools that have implemented the National year 1 phonics check. Target was previously 100% in 2023, revised target is 100% in 2024.
- b Percent of students screened by end of Term 1 (P-8) on literacy sub skills (using a tool such as DIBELS).
- c Percent of students who did not meet age-related screening benchmarks who receive tier 2 and/or tier 3 support by beginning of week 4 of term 2.
- d Percent of students who didn't meet their respective age-related screening benchmarks who are reassessed in the following year.
- e Percent of reassessments that met the following year age-related screening benchmark.

3.5 Outcome: There is a knowledgeable, skilled and supported literacy workforce. All educators use evidence-based teaching practice in the teaching of literacy

Indicators for Outcome 3.5

- a Percent of the school years literary workforce that have completed targeted professional learning aligned with Tasmanian minimum schooling guarantee
- b Percent of new teachers that have completed targeted professional learning aligned with the Tasmanian Minimum Schooling Guarantee no later than the end of the 5th week of commencing at a school.

Target is 100% of teachers, preferably prior to start of the school year and no later than 5th week (as per recommendation 8 in the Lifting Literacy final report).
- d Percent of school years workforce reporting satisfaction with professional learning provided to support delivery of the minimum schooling guarantee.

3.6 Outcome: the School Years literacy workforce is sufficient in numbers

Indicators for Outcome 3.6

- a Numbers of positions and vacancy rates for each key role in School Years literacy workforce.

4 Adult Learners Outcomes and Indicators

Population Outcome and Indicator – Adult Learners Segment

4.1 Outcome: Literacy levels in the Tasmania’s adult population increase

Indicators for Outcome 4.1:

- a [This indicator is TBC when more information is available on literacy measures to be collected in the proposed new Australian Government Foundational Skills survey].

Project Outcomes – Adult Learners Segment

Three Project Outcomes have been identified for the Adult Learners segment these are:

- 4.2 Awareness and motivation:** adult learners are aware of resources and support to improve literacy levels and are motivated to access them
- 4.3 Skilled and supported workforce:** the adult literacy workforce is knowledgeable, skilled and supported
- 4.4 Effective programs:** adult learners who utilise support achieve improved literacy.

Indicators for Project Outcomes – Adult Learners Segment

4.2 Outcome: Adult learners are aware of resources and support to improve literacy and motivated to access them

Indicators for outcome 4.2:

- a Number of new participants in literacy programs for adult learners by key programs.

4.3 Outcome: the adult literacy workforce is knowledgeable, skilled and supported

Indicators for outcome 4.3:

- a Percent of adult literacy volunteers who have completed, or who are enrolled in, the TasTAFE TALL (Tutor Adult Literacy Learners) course.
- b Percent of adult literacy employees with a tertiary qualification.
- c Percent of adult literacy employees who have completed a professional learning course that covers the Science of Reading.

4.4 Outcome: Adult learners who utilise support achieve improved literacy

Indicators for outcome 4.4:

- a Percentage of those who have enrolled in an adult literacy program who increase their ACSF at least one ACSF focus area.