

Dear Premier

This report provides the Lifting Literacy Outcomes Monitoring Group's (LLOMG's) second report for 2025. It follows our April 2025 report providing our Outcomes Monitoring Framework and our December 2024 update on LLOMG activities and project progress.

Progress and Outcomes

The LLOMG relies primarily on progress reporting by each organisation with responsibility for implementation to inform its assessment of progress on the Lifting Literacy reforms. The LLOMG also meets with other stakeholders to gain further insights on progress.

While reporting from implementing organisations would indicate that implementation of the [Lifting Literacy Three-year Implementation Plan](#) is largely on track, improvement in population outcomes is not yet evident. The exception is a 5 percentage point improvement in the proportion for year 1 students in government schools meeting or exceeding the expected achievement level (28 out of 40 works correctly decoded) in the National Year 1 Phonics Check in 2024. At this stage the LLOMG has not seen two years of data on all three school sectors with a baseline for this established in 2024 and updated data expected in December 2025.

In future, the LLOMG would like to be able to report on the distribution of results and outcomes for different demographic groups. We would also like to be able to review the results from the three Steiner schools that have been given an exemption from the Year 1 Phonics Screening Check and whose students will instead complete the check in Year 2 in 2026.

Key Risks, Challenges and Issues for the Project

At this stage in the project the LLOMG would like to bring to your attention the following challenges and issues:

- **State-wide data:** the LLOMG believes that state-wide, linked, student-level (de-identified) data on key Indicators of progress is necessary to evaluate the impacts of implementation of the Lifting Literacy reforms at a state-wide level over the long-term.

The agreed priority recommendation 20 of the Lifting Literacy Implementation Plan 2024-26 is to *“Establish a state-wide repository for collecting, and reporting upon, data that will measure progress against targets and assist in evaluation of initiatives and inform resourcing decisions. The following assessments and collections will be required in all school systems in Tasmania without exception - the Australian Early Development Census (AEDC), the Year 1 Phonics Check, NAPLAN, the Tasmanian Certificate of Education (TCE), and attendance”*.

The LLOMG notes, however, that no budget allocation was made in the initial project budget for this initiative and has been informed that there has been limited progress due to a lack of resourcing and internal to government views questioning the value of a data repository. The LLOMG notes that while they have developed a suite of indicators for key project outcomes, lack of a system for collecting data across school systems may limit ability to collect information on these.

In correspondence, DECYP notes that it supports "...a minimum build approach using existing data sets to understand the impacts of the Lifting Literacy Initiative". It is further reasoned that "...the value proposition for a data repository of linked student outcomes is low and that the collection of aggregate data would be preferred".

The LLOMG's view is that student-level linked state-wide data should be a priority for the Tasmanian Government. The rich information that could be garnered from a student-level linked data set in terms of the effectiveness of interventions would be of significant value in ongoing refinements to lifting literacy reforms across all sectors.

Government mandates on application of key screens and assessments and reporting on results may also be required for comprehensive collection of state-wide data, particularly for the independent sector.

The LLOMG remains firm on its stance on this issue and will provide detailed advice on the value of a data repository that includes de-identified student-level data.

- **Achieving practice change in schools:** as highlighted in previous reports and reinforced by discussion with the team at St Therese's Catholic school in Moonah (where the September LLOMG meeting was held), making evidence-based curriculum resources, assessments and professional learning programs consistently available across school systems are key components of achieving change, but on their own are not sufficient to affect long-lasting change.

Strong leadership of the change management at school level is required to achieve practice change in classrooms, as is ensuring educators have the opportunity to observe skilled practitioners in effective evidence-based teaching methods (such as explicit instruction), and to practice these approaches, as well as to receive effective coaching in them.

Ensuring team members in leadership and coaching roles at the school level have the right skills and are supported is a key challenge for school sectors to address in order to achieve and embed the practice change in classrooms needed to improve student attainment. The LLOMG has commissioned development of an instrument to assist schools and system leaders to identify progress in implementing the Minimum Schooling Guarantee at a school level. With school sector support in implementing this, we expect it will provide a useful roadmap for schools and enable timely identification of areas that may be in need of attention.

- **Initial Teacher Education:** the LLOMG also notes the important role of Initial Teacher Education (ITE) delivered by universities and in particular UTAS as the main source of teaching graduates in Tasmania. Like other universities, UTAS must significantly adjust the content of its ITE program to ensure that it is adequately preparing graduate teachers with the core content knowledge and skills they need. Universities, including UTAS, must demonstrate before the end of 2025 that their program meets requirements for accreditation. The LLOMG notes that the changes UTAS must make are consistent with the knowledge and skills that teachers will need for teaching in Tasmanian schools, using contemporary evidence-based approaches that incorporate the key elements of a structured literacy approach to literacy instruction.
- **Project budget:** while the LLOMG is not responsible for administering the project budget, we would like to note the importance of ensuring it is allocated to initiatives that are most likely to achieve the largest impact on literacy outcomes per dollar invested.

Population Outcomes Since Last Report

Initial Australian Early Development Census (AEDC) results were released in June 2025 (with the full report on Tasmanian results not available at the time of writing but expected to be released shortly) and NAPLAN results were released in August.

The AEDC is conducted every three years on children in their first year of formal schooling (Prep in Tasmania) with the most recent Census conducted in 2024. Tasmania, and almost all Australian jurisdictions, saw a continuing trend of decline in the literacy related, and other, domains of the AEDC. Specifically for domains most relevant to literacy development:

- 75.8% of Tasmanian students were developmentally on track in the communication skills and general knowledge domain, which is down 3.5% (a significant decrease) on the 2021 result
- 77.3% of Tasmanian students were developmentally on track in the language and cognitive skills domain, a similar result to 2021 (77.4%), however down 3.3% from 2018.

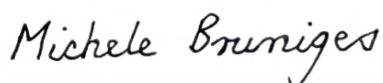
Other domains (physical health and wellbeing; social competence; emotional maturity) also showed an increased proportion of developmentally vulnerable children in data collected in 2024. These results suggest a higher proportion of this cohort, compared to previous cohorts, will find transition to school and achievement of age-related benchmarks in school years challenging.

NAPLAN assessment of students in years 3, 5, 7 and 9 was conducted in March 2025 with results released in August. Results for 2025 do not as yet show discernible trends that would indicate improvements in literacy outcomes:

- Results for the NAPLAN Reading assessment for Tasmanian students show small increases in the proportions of students in the two highest levels of attainment ('strong' and 'exceeding') for students in years 5 and 9, but small decreases in the proportion of students in the two highest levels of attainment for students in years 3 and 7.
- Results for NAPLAN Writing show small decreases in proportion of students achieving the two highest levels of attainment in 2025 compared to 2024 across all years tested.

The LLOMG notes that for most Tasmanian schools, implementation of the Lifting literacy reforms is in its early stages and not yet fully embedded. We acknowledge the efforts of the school sectors throughout the first two years of implementation and urge continued commitment and investment.

Attachment 1 to this report provides a summary of LLOMG activities and stakeholder engagement since our December 2024 report on this topic.



Michele Bruniges AM

Chair, Lifting Literacy Outcomes Monitoring Group

Date: 28 November 2025

Attachment 1: LLOMG Activities and Stakeholder Engagement

Since our previous (December 2024) report to you the LLOMG have:

- Published an opinion piece in *the Mercury* in December 2024 (also available [here](#)) acknowledging achievements in the first year of implementation including implementation of the Year 1 Phonics Check in all Tasmanian schools with year 1 students and improved results in government schools. (It is understood Tasmania is the first jurisdiction to implement the Phonics Check in all schools - government and non-government.) The LLOMG's opinion pieces aim to create/contribute to a positive narrative about literacy reforms and to acknowledge the work and achievements of teachers.
- Participated in 3 routine quarterly LLOMG meetings in 2025 with a 4th scheduled.
- Provided a copy of the [Outcomes Monitoring Framework](#) to your office and published it on the Lifting Literacy website.
- Received progress update reports from all organisations with a lead implementation responsibility in the Lifting Literacy Three Year Implementation Plan.
- Conducted roundtable discussions with heads of school sectors (government, Catholic, Independent) and agreed to invite sector heads to join for the first 90 minutes of future LLOMG meetings.
- Engaged with key stakeholder groups. In 2025, in my role as LLOMG Chair, I have met with: representatives from the Principals' Association, the Tasmanian President of the Australian Education Union, the Vice Chancellor of UTAS, and, the Chair of 26TEN.
- Conducted our September 2025 meeting at St Therese's Catholic school, Moonah. This provided an opportunity to observe phonics instruction in action in the classroom and to engage with a member of the teaching staff and the Principal of the school.
- Received a presentation from DECYP on results of the Australian Development Census.
- Published an opinion piece in *the Mercury* in September 2025 on International Literacy day. The article is also on the Lifting Literacy website at this [link](#).
- Commissioned development of an Instrument to monitor progress in implementing the Minimum Schooling Guarantee (MSG, recommendation 6 in the Lifting Literacy final report). The LLOMG expects this will enable information to be collected on a consistent basis across school sectors and provide a useful roadmap for schools, enabling them to understand where they are on the journey to full implementation and on what they need to focus to advance.
- Been represented by a LLOMG member at the Literacy Research Roundtable, hosted by the Director of the Peter Underwood Centre at UTAS with a goal 'to share our ideas on how to build a program of research to inform the ongoing implementation of the Tasmanian Government's Lifting Literacy Reform with initial focus on the public sector implementation of the Minimum Schooling Guarantee for Literacy.' The forum provided an opportunity to engage with people active in implementing the Minimum Schooling Guarantee and with policy makers and researchers and to hear about DECYP's approach to implementation.
- Been represented by a LLOMG member at the launch of the Adult literacy and Numeracy Tutor Manual developed by TasTAFE and Libraries Tasmania to bring together research to guide practical evidence-based strategies for tutors. This forum provided an opportunity to talk to enthusiastic tutors as well as some of those involved in the manual's development.