

Dear Premier

This report provides the Lifting Literacy Outcomes Monitoring Group's (LLOMG's) first report to you for 2026 on the Lifting Literacy project. It follows our November 2025 report.

Progress and Outcomes

At our March 2026 meeting the LLOMG received reports on progress from all organisations with implementation responsibility in the Lifting Literacy 3-Year Implementation Plan. Collectively, these reports indicated approximately 80% of implementation actions in the Lifting Literacy 3-Year Implementation plan were either complete or on track; few actions were encountering significant issues or delays; with the remainder of implementation actions experiencing only minor issues or delays.

However, the LLOMG has sought further clarity from implementing organisations for a number of actions reported as 'complete' or 'on track' and is awaiting further information on these.

No new data on population level literacy outcomes have been made available to the LLOMG since our November 2025 report which noted some early signs of improvement in Year 1 Phonics Check data but not yet in NAPLAN data. Our reports in 2025 noted a deterioration in literacy related, and other, domains of the 2024 Australian Early Development Census (AEDC). The next AEDC will be in 2027.

Key Issues for the Project

Lifting Literacy 3-Year Implementation Plan: the current Lifting Literacy Implementation Plan expires at the end of this calendar year. The LLOMG is pleased to hear that a further Lifting Literacy 3-Year Implementation Plan will be developed and believes this plan should have a whole of government and community-wide perspective and focus primarily on ensuring key priority recommendations in the Lifting Literacy final report are fully and effectively implemented and embedded. The LLOMG considers that ensuring the Minimum Schooling Guarantee (MSG), inclusive of a Multi-Tiered-System of Support, is fully implemented in all Tasmanian schools and embedded as a part of normal practice in each school is the key indicator for successfully achieving the long-term objectives of the Lifting Literacy Community-wide Framework. This will require significant and ongoing effort across school sectors to achieve.

Monitoring progress in implementation of the MSG: As previously advised, the LLOMG commissioned work to develop an instrument to collect information on a consistent basis across all three school sectors on Tasmanian schools' progress in implementing the MSG.

This work has been developed with a second, and equally important, goal of providing clarity for principals and teachers on what effective implementation of structured literacy practices looks like in schools and classrooms and supporting individual educators in schools to achieve the necessary changes in practice. It does this by providing a tool to enable individual principals and teachers in schools to self-assess, reflect on their practice, and prioritise next

steps to move through three stages of effective implementation as defined by the tool: *Emerging, Consolidating and Embedded*.

The LLOMG is grateful to all three school sectors for their constructive participation in the consultation process used to develop this instrument and believes that with continued support from school sectors, it will enable monitoring of progress in implementing the MSG at a whole of education system level as well as support individual schools and educators to adopt the practices that evidence indicates are most effective in literacy instruction.

NAPLAN assessment: as you will be aware, NAPLAN testing was disrupted in government schools this year due to industrial action. The LLOMG understands some, but not all, government schools completed NAPLAN testing in 2026 and as a result, in 2026, state-wide statistics on NAPLAN results will not be available on a consistent basis to previous years.

At our March 2026 meeting the LLOMG requested information from DECYP on the proportion of government schools and students that did complete NAPLAN testing this year and is awaiting this information. The LLOMG has also asked school sectors to consider and advise on the best outcome measures of progress in Tasmanian schools for 2026.

The information gap created by disruption of NAPLAN testing in 2026 is unfortunate given NAPLAN results are a key population-level indicator of outcomes in the Lifting Literacy Outcomes Monitoring Framework. An improvement in NAPLAN results, if and when achieved, will be an indicator of improved literacy outcomes beyond the year 1 phonics check.

LLOMG priorities and fulfilment of LLOMG terms of reference: the LLOMG has been mindful that our current term of appointment will finish in October this year. As such, we have been planning our priorities to ensure our terms of reference are fulfilled in this timeframe. A function specified in our terms of reference that has not yet been completed is to: *evaluate the outcomes of the Lifting Literacy 3-year implementation plan*. Since we have now received notice of your intention to seek to extend the term of LLOMG members, we will consider the optimal timing to complete an evaluation of outcomes at our next meeting. At the time of writing, not all actions within the initial 3-Year Implementation Plan have been implemented.

As you will know, the LLOMG, consistent with the functions specified in its terms of reference, developed an Outcomes Monitoring Framework for the Lifting Literacy project in 2024 and provided this to you in early 2025. The LLOMG expects this Framework will provide the structure for its evaluation of project outcomes.

LLOMG Activities since our last report

Since the LLOMG last reported to you in November 2025 the LLOMG has:

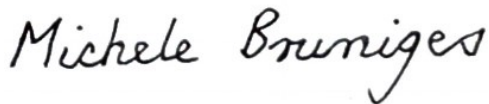
- Received a presentation on, and discussed, a commissioned research report prepared by a UTAS consulting team on the literacy workforce.
- Provided feedback on a draft instrument to monitor progress in implementing the Minimum Schooling Guarantee with the consultant developing this instrument with school sectors.
- Received reports on progress from all organisations with implementation responsibility in the Lifting Literacy 3-Year Implementation Plan and discussed these reports with representatives from school sectors at our March 2026 meeting

- Received a presentation from the Assistant Director Nursing Clinical Service Integration at the Child Health and Parenting Service in the Department of Health on the new, literacy focused, 18-month Child Health Assessment and data from its first six months of implementation.
- Received a presentation from the Librarian, School Libraries on the Libraries support initiative funded from the Lifting Literacy project budget.

In addition, I held an introductory meeting with the Director of the Peter Underwood Centre for Educational Attainment and acting Head of the UTAS School of Education, Leanne McLean. Leanne has also been invited to our next meeting in June to discuss the Minimum Schooling Guarantee Research Framework being developed by the Peter Underwood Centre working in collaboration with the Department for Education, Children and Young People.

In closing, we are pleased with your decision to seek to reappoint the LLOMG for an additional term since this will provide opportunity to continue to monitor unfinished elements of this important change.

Yours sincerely,

A handwritten signature in black ink that reads "Michele Bruniges". The script is cursive and fluid, with the first name "Michele" and last name "Bruniges" clearly legible.

Michele Bruniges AM
Chair, Lifting Literacy Outcomes Monitoring Group
Date: 3 June 2025