

Dear Premier

The Lifting Literacy Outcomes Monitoring Group (LLOMG) was established at your request, as an independent group tasked with the oversight and monitoring of progress against the *Lifting Literacy 3-year Implementation Plan*.

Our Terms of Reference provide that we will report to you, as required, including twice yearly reports on implementation progress and outcomes. This letter provides our second report.

Development of Outcomes Monitoring Framework

Since our initial meeting in November 2023, we have held three regular quarterly meetings and participated in two workshops to develop the Outcomes Monitoring Framework ('the draft Framework') to be used to monitor and evaluate progress and results in implementing the Tasmanian Government's Lifting Literacy policy. A draft Outcomes Monitoring Framework has been developed.

The draft Framework specifies statements of Outcomes targeted, and Indicators for achievement of each Outcome targeted, in four parts:

1. Overarching (across demographic segments) Outcomes and Indicators
2. Early Years Outcomes and Indicators
3. School Years Outcomes and Indicators, and
4. Adult Learners Outcome and Indicators.

Having developed a comprehensive draft Outcomes Monitoring Framework, we are conscious of the need to strike a balance between rigorous progress measurement and ensuring reporting requirements for agencies and other organisations involved in implementation are not excessively onerous. To this end, we have aimed to prioritise the most important indicators and outcomes for reporting.

The next steps in developing the draft Framework will be consultation with implementation partners to: ensure it is feasible to measure and report upon indicators specified; add further definition to indicators to ensure they can be reported on consistently over time; and, set baselines for each indicator.

With 2024 being the first year of the three-year implementation plan, we expect initial reporting on metrics for the indicators of each key outcome in the draft Framework to be phased in over 2025 and 2026. Given the first three years will focus on implementation and that change in population level outcomes (such as NAPLAN results) may take some time, it will be important to collect appropriate data on implementation progress and changes in teachers' practice. We expect this to include metrics on the number of staff who have undertaken professional learning and wish to also collect data on current practice to ensure that implementation is tracked and adjustments to implementation, if required, can be made as soon as possible.

Reporting on Outcomes and Progress

In the first three years of implementation (2024 to 2026), when the focus is on implementing the recommendations in the Literacy Advisory Panel's final report, progress reporting will also cover reporting against milestones specified in the *Lifting Literacy Three Year Implementation Plan*.

While we expect to provide our next report in December 2024, from 2025 it is proposed to report in February and August. This reporting cycle will enable time for the LLOMG secretariat to request data and information from implementation partners, collate this data and information, and for us to report to you on it, for each preceding half year period.

With implementation plans now in place, we expect our December 2024 report to include reporting against milestones in the overarching *Lifting Literacy Implementation Plan*. The report to be compiled in February 2025 is expected to report baselines and measures for indicators of progress against those specified in the Outcomes Monitoring Framework.

LLOMG Consideration of Implementation Plans

We discussed the *Lifting Literacy Three Year Implementation Plan* at our December 2023 meeting and provided initial feedback on this plan. The Department for Education, Children and Young People (DECYP), Catholic Schools Tasmania, and Independent Schools Tasmania have each developed Implementation Plans in alignment with the overarching *Lifting Literacy Three Year Implementation Plan*.

Mr Tim Bullard, DECYP Secretary presented the DECYP implementation plan to us at our March 2024 meeting and DECYP tabled a further report on their implementation progress at our May 2024 meeting.

At a recent meeting I attended with DECYP officials involved in implementing Lifting Literacy, DECYP officials reported concerns from teachers on the new approach are subsiding however this issue will require continued monitoring since workload of teachers and change fatigue are acknowledged issues.

The LLOMG notes the large amount of planning and implementation work that has been completed by DECYP within the short timeframe since commencement of these significant reforms. We have compiled our reflections on the DECYP plan and have conveyed these to DECYP. The LLOMG's reflections on the work underway note the importance of the following, which we consider to be preconditions for successful implementation:

- A robust approach to managing the change process since DECYP's contribution to Lifting Literacy in Tasmania represents a significant change program for DECYP and requires thousands of staff members to reconsider and adapt their teaching practices. This will need to be underpinned by a workforce strategy that clearly delineates roles and skills required and how reforms will ensure that the appropriate workforce is available and has the skills to deliver on the reform's ambitions.
- Teachers being well supported to change their practices and provided with high quality tools and support that are verified by independent experts to be aligned to the current evidence-base on best practice.

- Teachers having opportunity to see demonstration of, and receive coaching on, best practice teaching approaches in addition to receiving professional learning on the key principles from the evidence base on best practice approaches. Practice change takes significant time and effort, so the dosage needs to be high enough that teachers are adequately supported to change.
- Establishment of common state-wide approaches to reporting on measures of progress and effective data sharing protocols being established.

These reflections are informed by the experience of Catholic Education in its Canberra Goulburn Diocese which is several years into implementing structured literacy. At its March meeting the LLOMG received a presentation from the Executive Director Education, Canberra Goulburn Diocese (56 schools, 1,700 teachers, 22,500+ pupils) which included the lessons learnt from their progress to date.

Independent Schools Tasmania (IST) and Catholic Schools Tasmania (CET) have also completed Lifting Literacy implementation plans for their sectors, with CET already being several years into implementation of structured literacy in their schools. IST and CET presented their plans at our May 2024 LLOMG meeting. We will compile our reflections on these plans and share with both sectors.

We are encouraged by the progress of all school sectors toward introduction of structured literacy and the enthusiasm for the Lifting Literacy reforms.

While a focus to date has been understanding implementation plans of the three school sectors (Government, Catholic and Independent) implementation is also underway of recommendations aimed at supporting literacy development in the Early Years and Adult Learners' segments.

Kind regards

Michele Bruniges

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Chair, Lifting Literacy Outcomes Monitoring Group

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