

Early Years	School Years	Adult Learning Environments	Community-Wide
<p>Articles:</p> <ul style="list-style-type: none"> National Reading Panel. (2000). <i>Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> Hempenstall, K. (2016). <i>Read About it: Scientific Evidence for Effective Teaching of Reading</i> Castles, A., Rastle, K., Nation, K. (2018). 'Corrigendum: Ending the Reading Wars: Reading Acquisition from Novice to Expert'. <i>Psychological Science in the Public Interest</i>. Double, K., McGrane, J., Stiff, J.C., and Hopfenbeck, T.N. (2019). The importance of early phonics improvements for predicting later reading comprehension. <i>British Educational Research Journal</i> Peter Underwood Centre. (2020). Various titles: <ul style="list-style-type: none"> 'Literacy Learning in the Early Years of School (for parents/carers)' 'Literacy Teaching in the Early Years of School (for teachers)' 'Early Childhood Development' Snow, P. (2020). 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Lifting literacy
Lifting Tasmania

Paper One Setting the Scene

Tasmania's Community-wide Framework

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Images provided courtesy of Brand Tasmania, Department of Education, Department of Premier and Cabinet, and Skills Tasmania.

Foreword from the Co-chairs

“Literacy is a fundamental human right ... For individuals, families, and societies alike, it is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world.”

UNESCO, 2015.

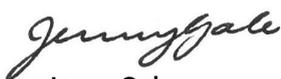
The Literacy Advisory Panel welcomes the opportunity to develop a community-wide framework to improve literacy in Tasmania.

The Panels' task to develop the framework across the early years, schools and adult learning environments, recognises the importance of literacy at all stages of life. In the early years, parents and families play a vital role in ensuring children start school with the oral language needed to become literate. Throughout the school years, all children should have every opportunity to learn. They should leave school able to read and write regardless of their background, personal circumstances or the location in which they live. Adults should have ongoing access to assistance to develop their literacy skills in order to participate fully in life, work, and the community.

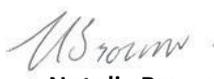
Literacy supports equality, and underpins social and economic development. Literacy is fundamental to people being able to be independent, live, work, and play. Improving literacy in Tasmania is a whole-of-government and community-wide responsibility. Everyone can play a role.

Panel members would like to acknowledge the Premier’s agreement to our request to give us more time to prepare the community-wide framework. Importantly, this will enable us to seek input from the Tasmanian community at various stages through the process. The Panel is keen to hear from experts and the broader community, including those with lived experience of literacy challenges. This requires time and a range of consultation methods – from papers such as this, to on-the-ground place-based discussions.

We want to hear from you on the challenges and opportunities you believe need to be addressed for us to be a literate Tasmania.



Jenny Gale
Co-chair



Natalie Brown
Co-chair

January 2022



Acknowledgement of Country

The Literacy Advisory Panel acknowledges and pays respect to all Tasmanian Aboriginal people, the traditional owners and continuing custodians of Tasmania and acknowledges Elders past, present and emerging. We respect the oral language traditions of Tasmanian Aboriginal people who have been telling stories about culture and country for thousands of years.

Introduction

In September 2021, the Premier, Hon Peter Gutwein MP, appointed the Literacy Advisory Panel. He tasked it with developing a community-wide framework to achieve a literate Tasmania, with an aspirational goal of 100 per cent functional literacy.

There is substantial work underway to improve literacy in Tasmania through early learning, schools, and adult learning environments. There are numerous organisations, advocacy groups, strategies and policies that operate in Tasmania across all stages of life.

In developing the framework, the Panel is to:

- review current literacy policies, approaches and supports in place in Tasmania in the early years, schools, and adult learning environments,
- map existing effort and consider the efficacy of existing literacy measures and targets,
- make specific and targeted recommendations to inform and build upon existing literacy approaches and supports in the early years, schools, adult learning environments, and
- consider the efficacy of existing literacy measures and targets.

To ensure the Panel is aware of all the current policies, approaches and supports in place in Tasmania, we are keen to hear from you. Much information has already been collected and is set out in this document. We know there is more happening. We are seeking your feedback on any policies, approaches or supports that are not listed and which should be considered by the Panel.

This paper has been written as part of the consultation process. Its purpose is to:

- set the context for the Panel's work,
- gather information on current activities to improve literacy in Tasmania, and
- enable you to have your say on the gaps, opportunities and supports needed to improve literacy in Tasmania.

This paper is written primarily for policy makers, individuals and organisations that help Tasmanians to develop the literacy skills they need, and anyone with an interest in improving literacy in Tasmania. All contributions are welcome. Information on how provide feedback is on page 34.

The Panel will also be seeking feedback in other ways, particularly to ensure those with literacy challenges can participate and contribute their views.

More information on the Panel can be found at www.dpac.tas.gov.au/literacy.

What is literacy?

"Literacy involves listening to, reading, viewing, speaking, writing, and creating texts, and using and modifying language for different purposes in a range of contexts. Literacy encompasses the knowledge and skills needed to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others. It involves a continuum of learning to enable individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

The Panel has adopted the above definition of literacy, which draws on definitions from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Australian Curriculum and Reporting Authority (ACARA):

When the word 'literacy' is used in this paper, it refers to the full breadth of literacy encompassed in this definition, not just reading.





Why is literacy important?

"Literacy is much more than an educational priority – it is the ultimate investment in the future and the first step towards all the new forms of literacy required in the twenty-first century".

UNESCO Director-General Irina Bokova, 2015.

Literacy enables Tasmanians to participate in family, education, work, and life, and to contribute to the community and economy. Literacy is essential to improving social and economic outcomes, including health, life expectancy and productivity, and to overcoming intergenerational and regional disadvantage.

Literacy is not an end, but a fundamental means by which we make sense of the world and participate in it. It continues to develop across the life span.

From birth and in early years, children develop the foundational skills that prepare them to enter their school years. For example, developing oral language skills and building vocabulary through familiarity with books, songs, and experiences with the alphabet and numbers.

In the school years, it is important children further develop their literacy skills to become effective and confident learners.¹

In adulthood, some of the opportunities that flow from improved literacy include job progression into higher roles and the ability to communicate effectively and advocate for oneself. They also include higher wages (an increase in literacy and numeracy by one skill level is associated with an approximate 10 per cent increase in wages for both men and women)², improved health outcomes, and greater participation in the community. Improving literacy also provides positive economic and social development across the whole community.

At its simplest, literacy enables individuals to successfully undertake everyday tasks such as:

- reading a medicine label or nutritional label on a food product,
- filling out a job application,
- completing forms (for example, Centrelink forms and the census),
- understanding government policies and voting in elections,
- using digital technology to engage with the community and government,
- communicating with others via social media or email,
- shopping online, read product reviews, and get the best goods and services,
- analysing sophisticated media and advertising messages, particularly for scams,
- reading to children and help them with homework, and
- reading for pleasure.

¹ ACARA, <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>; UNESCO, 2017, UNESCO Institute for Statistics, http://gaml.uis.unesco.org/wp-content/uploads/sites/2/2018/12/4.6.1_07_4.6-defining-literacy.pdf.

² Productivity Commission, 2014, *Literacy and Numeracy Skills and Labour Market Outcomes in Australia*, <https://www.pc.gov.au/research/supporting/literacy-numeracy-skills>



What is a community-wide framework?

A strategic community-wide plan that sets out goals and how to achieve them.

The framework will map and review existing effort to improve literacy in Tasmania. It may identify gaps between the evidence of what works best and practices in teaching and learning, and/or program, cohort, or skills gaps. The framework will include recommendations that focus on the early years, the school years, and the adult years (including supporting those who are parents). It will also include advice on literacy measures and targets across the life span.

Why does Tasmania need a community-wide framework?

'If I met someone who has literacy issues now, I would tell them, "Don't be afraid to ask for help, because there is help out there and if you get help you can follow through with everything that you need and want through life."

Christine, Steps and Stories, Nine Tasmanians and their journeys in literacy and numeracy.³

While all learners should leave school able to read and write, literacy skills are not only learnt at school. There are opportunities to improve literacy at all stages of life as literacy development occurs throughout a person's life. It is shaped by personal circumstances, education, access to support, and national and state policies, as illustrated in Figure 1 (overpage).

Consultation undertaken in the development of the Tasmanian Government's Child and Youth Wellbeing Strategy 'It takes a Tasmanian village' highlights the importance of collaboration between government agencies, community organisations and families in improving the wellbeing of children and young people. This same approach is essential to improving literacy levels in Tasmania.

There are many individuals and organisations working in Tasmania to improve the literacy levels of our citizens. A community-wide framework will set out a cohesive plan to build on the work already underway.

³ Whitebeach, T., (2012), Steps and Stories: Nine Tasmanians and their journeys in literacy and numeracy, Tasmanian Council for Adult Literacy.

A community-wide framework will help all Tasmanians to develop the literacy skills they need to increase their life choices and opportunities, and those of others. It will guide decision-making and funding, and implemented well, will help all Tasmanians to improve their literacy skills.

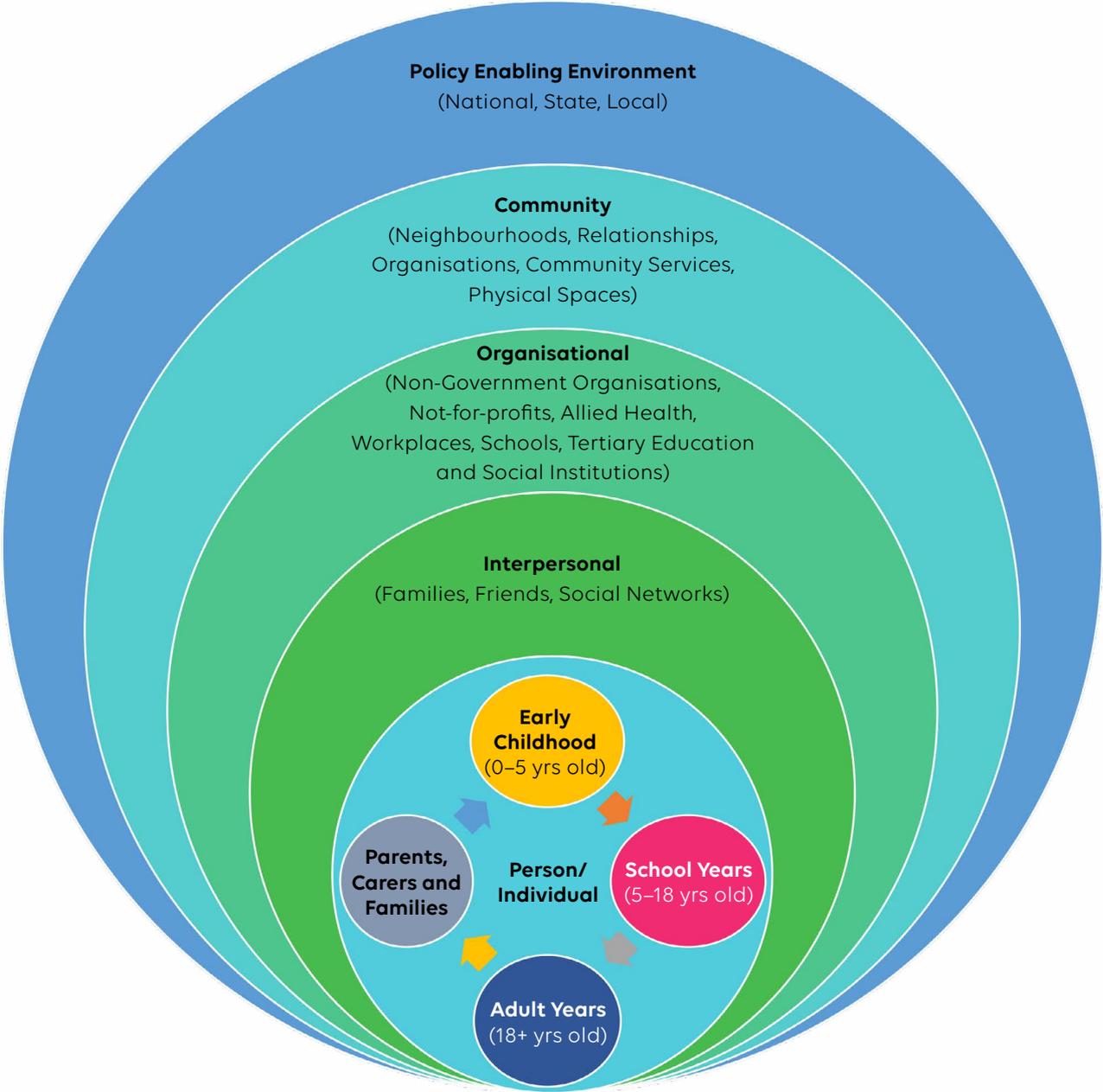


Figure 1

How will we get there?

In developing the framework, the Panel will be releasing three papers. This is the first. The second paper will outline the key themes from the feedback received on this paper.

The Panel will then release a draft community-wide framework for further feedback prior to finalising it for submission to the Premier in March 2023.

During this time, the Panel may also provide advice or recommendations to the Premier on other activities or initiatives that could be undertaken.



January - March 2022

Paper 1 – Setting the Scene



May 2022

Paper 2 – What we heard from the community



October 2022

Paper 3 – The draft community-wide framework is released for community consultation



March 2023

Panel presents its report and the community-wide framework to the Premier

How we learn to be literate

All people can learn or improve their literacy skills when provided with high-quality experiences, teaching and appropriate support. The greatest benefit comes when a person gains these skills in childhood and continues to develop them into adulthood. This means the way literacy skills are taught in the early years and at school is critical to life-long success.

Parents are children's first educators and what they do matters.⁴ There is evidence that children who start school behind, often stay behind. For example, children aged four years who score low on language ability measures, are at 3.4 times greater risk to score low on literacy skills at age ten.⁵

Studies show there are a range of activities that parents do with their child that have a positive effect on their intellectual and social development.⁶ This includes, reading with the child, teaching songs and nursery rhymes, painting, and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits, and creating regular opportunities for them to play with their friends at home.⁷

Importantly, studies also show that what parents do with their children is more important than their own educational or occupational level.⁸

⁴ Where this document refers to parents, it includes carers and guardians.

⁵ Zubrick, S. R., Taylor, S. L. & Christensen, D. (2015), *Patterns and predictors of language and literacy abilities 4-10 years in the Longitudinal Study of Australian Children*, *PLOS One*, 10(9).

⁶ Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2004), *The Effective Provision of Pre-school Education (EPPE) Project: Findings from pre-school to end of key stage 1*, Nottingham, United Kingdom: Department for Education and Skills.

⁷ *Ibid.*

⁸ *Ibid.*

While there are differing views on the best approach to teaching literacy, there is general agreement about the skills needed to become literate. Described as the Big Six, they are:⁹

Oral language	The skills of listening (it is more than hearing), interacting, and speaking.
Vocabulary	Understanding the meaning/s of words that are spoken and read. This includes general (everyday) and academic vocabulary.
Phonemic awareness	Understanding that words are composed of sounds and that these sounds can be isolated, segmented, blended, and manipulated. Phonemic awareness is a listening ability and is the bridge into letter-sound knowledge (phonics).
Letter-sound knowledge (Phonics)	The ability to name the sounds for printed letters and to write the letters that represent the sounds heard.
Comprehension	Understanding an author's message may be comprehended by listening, viewing, and/or reading.
Fluency	Being able to read with: 1. accuracy 2. a sound reading rate 3. expression (generally applies to fiction texts).

These skills are not gained in isolation from each other and must be explicitly taught in a cohesive, integrated, and systematic way. This is especially important for students with English as an additional language, those children who are unfamiliar with written texts, or who have limited oral language so they can understand how they fit together.¹⁰ In the early years of schooling, phonics is important for children to become successful readers and writers.

Reading and writing are reciprocal processes. Reading depends on speech. Children do not relearn language when they learn to read: they relate print to their knowledge of spoken language. Writing systems are codes for representing spoken language.¹¹

Children develop their literacy skills as they construct and interpret meaningful spoken, drawn, and written texts or texts that draw on a number of these options.¹² The ways children explore print as they write, and as they read, provide opportunities for them to develop their understanding of the complexity of language in print. Reading is increasingly occurring 'within acts of writing'.¹³

Oral language is a vital tool for thinking, learning, and interacting as well as supporting the development of reading and writing. The skills of speaking, listening, and interacting involved in oral language develop within cultural contexts and it is essential that young people have ample opportunities to develop and master their first language.

⁹ Konza, D., (2014), *Teaching Reading: Why the 'Fab Five' should be the 'Big Six'*, Australian Journal of Teacher Education, Vol 39, Issue 12.

¹⁰ Parkin, B., (2020), Reading models: putting the jigsaw together, *Primary English Teaching Association Australia (PETAA) Paper 221*.

¹¹ Seidenberg, M. S. (2017), *Language at the speed of sight: How we read, why so many can't, and what can be done about it*.

¹² Mackenzie, N. M. & Scull, J. (Ed) (2018), *Understanding and supporting young writers from Birth to 8*

¹³ Brandt, D. (2015), *The rise of writing*

There are also a range of conditions that need to be in place to optimise the development of literacy, including:

- explicit instruction to maximise student learning,¹⁴
- the sequencing of that instruction (learning progressions),¹⁵
- ongoing practice of previously taught skills,
- a multi-layered approach to instruction and support as not everyone is the same or has the same environmental and social supports for optimal literacy development. This approach relies on a continuum of evidence-based practices matched to student needs from those requiring additional support to those who need extension,
- having robust screening tools and assessments in place to give a child the right intervention at the right time,
- adoption of school wide practices that create optimal conditions for supporting teachers and students,¹⁶ and
- quality and evidence-based teaching supported by ongoing professional development.¹⁷

Adults learn in a similar way, with the approach contextualised appropriately.

14 Australian Council for Educational Research, *National School Improvement Tool, Domain 8 – Effective Pedagogical Practices*, <https://www.acer.org/id/school-improvement/improvement-tools/national-school-improvement-tool>. The tool was endorsed by Education Ministers in 2012.

15 ACARA, *National Literacy and Numeracy Learning Progressions*, <https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/>

16 Jimerson, S.R., Burns, M.K., & VanDerHeyden, A.M. (2016). *Handbook of Response to Intervention: The science and practice of Multi-Tiered Systems of Support (2nd ed.)*. Springer.

17 Australian Government Department of Education, Science and Training, (December 2005), *National Inquiry into the Teaching of Literacy*.

What current sources of data tell us about literacy learning in Tasmania¹⁸

National data sets

Early Years

Children who start school behind, often stay behind. This means early learning is critical. Studies show the risk of children not being developmentally on track in basic literacy and numeracy skills is considerably higher for those who do not participate in formal early education.¹⁹ This is particularly important in Tasmania as we have the highest level of disadvantage amongst pre-school aged children in Australia.

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Quintile 1 Number of Children	16,527	10,870	9,636	4,560	4,260	2,041	792	61	48,754
Preschool population	90,995	74,391	55,572	17,971	34,433	6,037	3,225	5,736	288,390
Proportion SEIFA Quintile 1	18.2%	14.6%	17.3%	25.4%	12.4%	33.8%	24.6%	1.1%	16.9%
Rank most disadvantaged	4	6	5	2	7	1	3	8	

Data source: preschool Australia Table 30
ABS Preschool Australia, 2020 (ABS Cat No 4240.0)

Note

Quintile 1 (most disadvantaged)

Preschool is Kindergarten in Tasmania

[2033.0.55.001 - Census of Population and Housing: Socio-Economic Indexes for Areas \(SEIFA\), Australia, 2016 \(abs.gov.au\)](https://abs.gov.au/2033.0.55.001)

Access to early learning in the year before full-time school is predominantly provided through kindergartens in Tasmania. In 2020, more Tasmanian children (98.2 per cent) participated in some form of early education in the year before compulsory education than any other state or territory:²⁰ This can largely be attributed to there being kindergartens in all Tasmanian government, and most non-government, primary and district schools.

¹⁸ The data in this section has been provided by the Department of Education. It applies to all three sectors: government, catholic and independent, in Tasmania..

¹⁹ Legge, E., (2018), *Risk and protective factors in early childhood: An ecological perspective*, <https://colab.telethonkids.org.au/resources/>

²⁰ *Educational Opportunity in Australia 2020: Who succeeds and who misses out?*, p. 97.

Proportion of all children enrolled in preschool program

	Unit	NSW	VIC	QLD	SA	WA	TAS	ACT	NT	AUS
2020	%	80.6	83.3	84.6	86.9	95.4	98.2	97.2	87.4	84.7
2019	%	84.2	87.8	84.8	93.8	96.1	101.1	96.4	92.3	87.7
2018	%	84.4	88.5	85.2	96.6	98.8	101.0	100.5	89.6	88.5
2017	%	83.3	93.9	89.7	93.7	97.8	100.0	99.4	90.1	90.1
2016	%	84.9	98.4	93.8	94.2	96.0	96.2	98.3	92.5	92.4

Data source: Report on Government Services and Federal Financial Relations reports.

ROGS Table 3A.17 Children enrolled in a preschool program in the state-specific year before full-time schooling, by sector.

Many Tasmanian children also attend Early Childhood Education and Care (ECEC) settings, which provides further opportunity for participation in early learning. In 2020, 43.6 per cent of children from birth to 5 attended an ECEC service in Tasmania, compared to 45.1 per cent nationally.²¹ The participation rate is greatest for three-year-olds, with 61.9 per cent of Tasmanian three-year-olds attending, compared to 63.8 per cent nationally. The ACT had the highest participation rate with 77.6 per cent.

School years (Prep)

The 2018 Australian Early Development Census (AEDC)²² shows that Tasmania sits about the middle of states/territories except for the Language and cognitive skills domain. In this domain, 80.6 per cent of Tasmanian children were 'on track' compared to 84.4 per cent of children nationally. In the Communication domain, 80.9 per cent of children in Tasmania were 'on track' compared to 77.3 per cent of children nationally.

Percentage of children 'on track' in 2018 AEDC by Domain and state or territory

	Physical	Social	Emotional	Language	Communication
NSW	78.5	77.1	80.2	87.2	76.8
VIC	81.0	77.3	77.7	84.6	79.4
QLD	74.1	71.9	73.3	82.4	74.0
SA	77.8	72.7	73.1	82.7	77.8
WA	80.7	79.6	77.7	83.4	81.3
TAS	78.5	76.2	75.4	80.6	80.9
NT	67.7	64.8	67.5	66.8	66.5
ACT	70.0	72.4	76.1	84.2	72.5
Australia	78.1	75.8	77.1	84.4	77.3

Data source: AEDC Data explorer <https://www.aedc.gov.au/data/data-explorer>

²¹ Productivity Commission, (2020), Report on Government Services, Early childhood education and care, Table 3A.14. Productivity Commission

²² The AEDC is conducted every three years. It is completed by teachers for students in the first year of full-time schooling. For Tasmania, this is for children aged 5 to 6 years old in Prep year level. The AEDC lists each student as 'on track', 'at risk', or 'vulnerable' for each of the five domains. In March 2022, 2021 AEDC data will be released. <https://www.aedc.gov.au/data/data-explorer>

For the Language and cognitive skills (school-based) domain, the descriptors for each category are:

Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Children will be interested in books, reading and writing, and basic maths; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes.	Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attached sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify and understand simple time concepts. Children may have difficulty remembering things, and show a lack of interest in books, reading, maths and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.	Experience a number of challenges in reading/writing and with numbers; are unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters. Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers; and usually not interested in numbers.

For the Communication skills and general knowledge domain, the descriptors for each category are:

Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.	Have mastered some but not all of the following communication skills: listening, understanding and speaking effectively in English, being able to articulate clearly, being able to tell a story and take part in imaginative play. Children may not know some basic general knowledge about the world such as knowing that leaves fall in autumn, apple is fruit and dogs bark.	Children will have poor communication skills and articulation; have limited command of English (or the language of instruction), have difficulties talking to others, understanding and being understood; and have poor general knowledge.

Just over a fifth of Tasmanian children are identified as having some early challenges, with 21.5 per cent of students deemed to be 'vulnerable' on one or more AEDC domains in their first year of full-time schooling. This is similar to the national average of 21.7 per cent.²³

Proportion of children developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC)

	Unit	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUS
2018	%	19.9	19.9	25.9	19.4	23.9	21.5	24.6	35.8	21.7
2015	%	20.2	19.9	26.1	21.3	23.5	21.0	22.5	37.2	22.0
2012	%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0

Data source: Report on Government Services 2021 Table 3A.39

²³ Educational Opportunity in Australia 2020: Who succeeds and who misses out?, p. 93. Data derived from AEDC.

Proportion of children developmentally 'vulnerable' by domain.

Australian Early Development Census (AEDC) Percentage of children developmentally vulnerable in 2018 by domain and state or territory

	Physical	Social	Emotional	Language	Communication	Vulnerable on one or more domains	Vulnerable on two or more domains
NSW	8.5	9.2	6.8	5.2	8.0	19.9	9.6
VIC	8.2	8.8	8.1	6.4	7.4	19.9	10.1
QLD	12.3	11.9	10.5	8.0	10.1	25.9	13.9
SA	10.8	11.5	10.8	7.2	8.4	23.9	13.0
WA	8.9	7.4	7.7	6.6	7.0	19.4	9.4
TAS	9.5	8.8	9.2	8.0	5.7	21.5	10.7
NT	17.6	17.8	14.9	19.6	16.7	35.8	23.4
ACT	12.1	12.3	9.9	6.4	7.8	24.6	12.4
AUS	9.6	9.8	8.4	6.6	8.2	21.7	11.0

Data source: AEDC Data explorer <https://www.aedc.gov.au/data/data-explorer>

School years (Year levels 3 – 10)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been conducted from 2008-2021, except for 2020 due to COVID-19.

The following table shows Tasmania's average achievement, which is in the column block shaded in orange and whether it is above, close to, or below the state or territory named at the top of the column, using the symbols listed in the key. For example, the first black square shows that Tasmania's Year 3 reading average is close to or not statistically different to that of NSW. Moving across the next yellow triangle, it shows that Tasmania's Year 3 reading average is close to or not statistically different to that of NSW. Moving across the next yellow triangle, it shows that Tasmania's Year 3 reading average is below and is statistically significantly different from that of Victoria.

NAPLAN 2021 - Comparison of means

- ▲ Average achievement is substantially above and is statistically significantly different
- △ Average achievement is above and is statistically significantly different
- Average achievement is close to or not statistically different
- ▽ Average achievement is below and is statistically significantly different
- ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Reading	442.4	452.5	428.1	425.6	426.1	425.3	443.6	367.7	437.9
Year 3	■	▽	■	■	■	■	▽	▲	■
	514.3	521.9	505.5	504.6	501.3	500.9	519.6	436.7	511.3
Year 5	■	▽	■	■	■	■	▽	▲	■
	543.6	551.0	537.1	538.4	538.4	530.9	551.2	476.9	542.3
Year 7	■	▽	■	■	■	■	▽	▲	■
	578.0	582.1	567.9	586.5	573.8	567.7	591.2	512.8	576.8
Year 9	■	▽	■	▽	■	■	▽	▲	■
Writing	434.6	431.9	414.5	423.6	411.0	413.6	423.4	340.4	425.3
Year 3	▽	▽	■	■	■	■	■	▲	■
	488.4	488.0	467.7	480.5	466.1	467.7	481.6	390.6	479.9
Year 5	▽	▽	■	■	■	■	▽	▲	■
	528.4	527.7	509.6	526.4	519.1	509.9	530.3	433.1	522.0
Year 7	▽	▽	■	▽	■	■	▽	▲	■
	554.6	554.2	538.7	563.3	552.0	535.9	557.1	463.8	550.6
Year 9	▽	▽	■	▽	■	■	▽	▲	■

Source: <https://reports.acara.edu.au/Home/StateRelativities>

NAPLAN is made up of tests in the four areas (or 'domains') of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

Data source: <https://reports.acara.edu.au/Home/StateRelativities>

In 2021, for Reading and Writing, Tasmania was similar to, though slightly behind, most states, based on mean scores.

Tasmanian results were statistically close to Australia, Queensland, and South Australia, at all year levels.

Tasmanian results were particularly close to those of Queensland at all year levels.

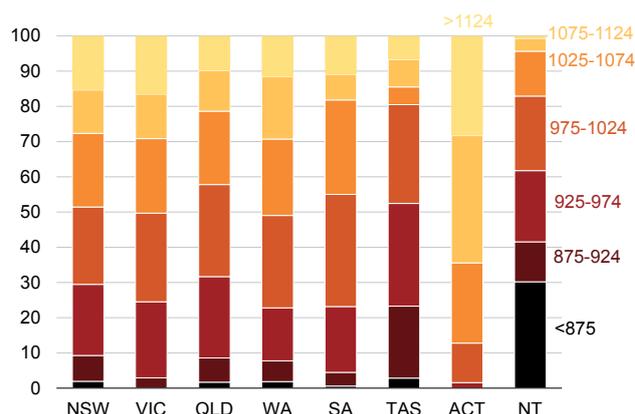
Tasmania's 2021 NAPLAN results show significant improvements in Years 3 and 5 Reading since 2008 and Tasmania's Year 3 writing also improved significantly from 2011 to 2021.

Currently for 2021, 90.6 per cent of Tasmanian children in year 7 are at or above the National Minimum Standard for Reading, compared with 93.8 per cent for Australia.²⁴

The importance of SES on Literacy measures

Independent sources have reported that fair comparison of Tasmanian students' achievement depends on taking into account socioeconomic status, and that students' progress is broadly in line with students in schools of similar socio-economic advantage in other states.

Figure 3.10: Northern Territory and Tasmania have the highest proportions of disadvantaged schools (ICSEA)
Proportion of students sitting year 9 numeracy NAPLAN test, by state and school ICSEA band, average from 2010 to 2016, per cent



Notes: ICSEA is the Index of Community Socio-Educational Advantage. ICSEA band 975-1024 is the average level of advantage; ICSEA band 1075-1124 is moderately advantaged; ICSEA band 875-924 is moderately disadvantaged.
Source: ACARA (2017b).

"In summary, although average NAPLAN scores for Tasmanian schools were just below the national average, the primary factor appears to be socio-educational disadvantage, rather than a difference in teaching quality."

Tasmanian Audit Office (2014). Teaching quality in public high schools, <https://www.audit.tas.gov.au/publication/teaching-quality-in-public-high-schools/>

For balance, it should be noted that other commentators have put forward differing points of view.

Goss, P., Sonnemann, J., and Emslie, O. (2018). Measuring student progress: A state-by-state report card. Grattan Institute https://grattan.edu.au/wp-content/uploads/2018/10/Mapping_Student_Progress.pdf

²⁴ Australian Curriculum, Assessment and Reporting Authority (ACARA), (2021), NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021, p. 127. ACARA, Sydney.

Other Sources – International data sets

PIRLS (Progress in International Reading Literacy Study) is a large-scale assessment designed to inform educational policy and practice by providing an international perspective of teaching and learning in reading literacy. PIRLS involves comprehensive assessments of reading literacy for students in Year 4.

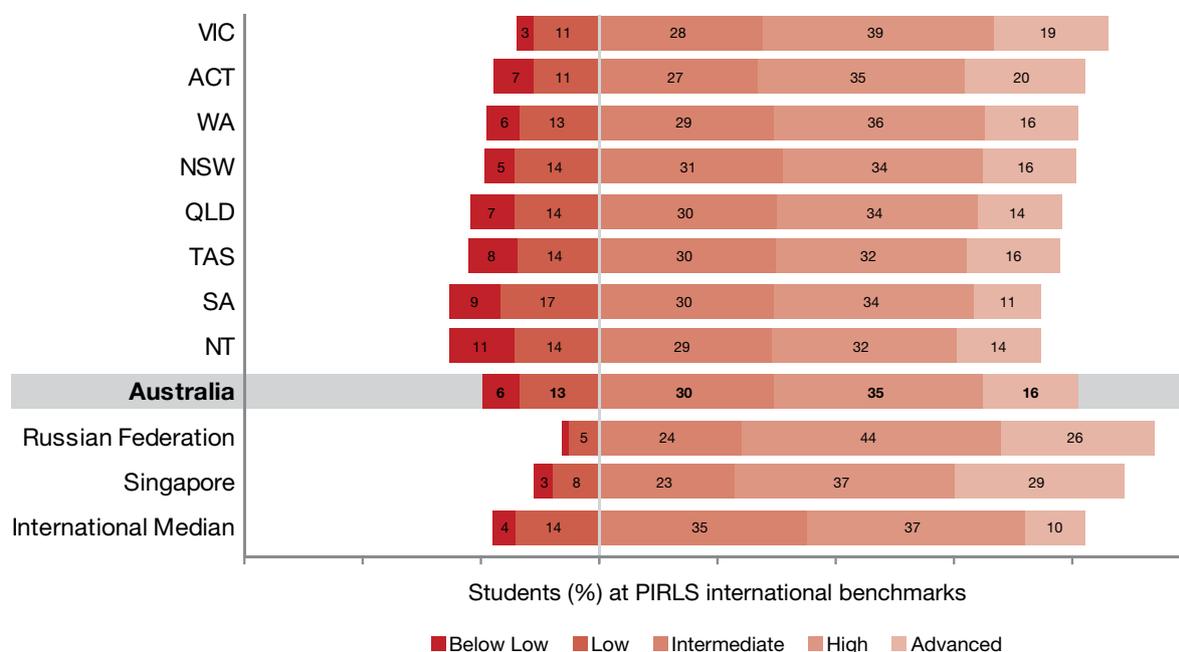


FIGURE 2.7 Percentage of Australian students at the international benchmarks for Year 4 reading, by jurisdiction and international comparisons

The most recent data (2016) indicated:

- Tasmania’s average achievement was not significantly different to other jurisdictions, except for Victoria.
- Tasmania’s distribution of results was similar to Australia’s, and there was slight evidence of some improvement from 2011 to 2016.

In PISA 2018, 50 per cent of Tasmanian 15-year-old students attained the National Proficient Standard on the reading literacy assessment, compared with 56 per cent in New South Wales and 62 per cent in Victoria.²⁵

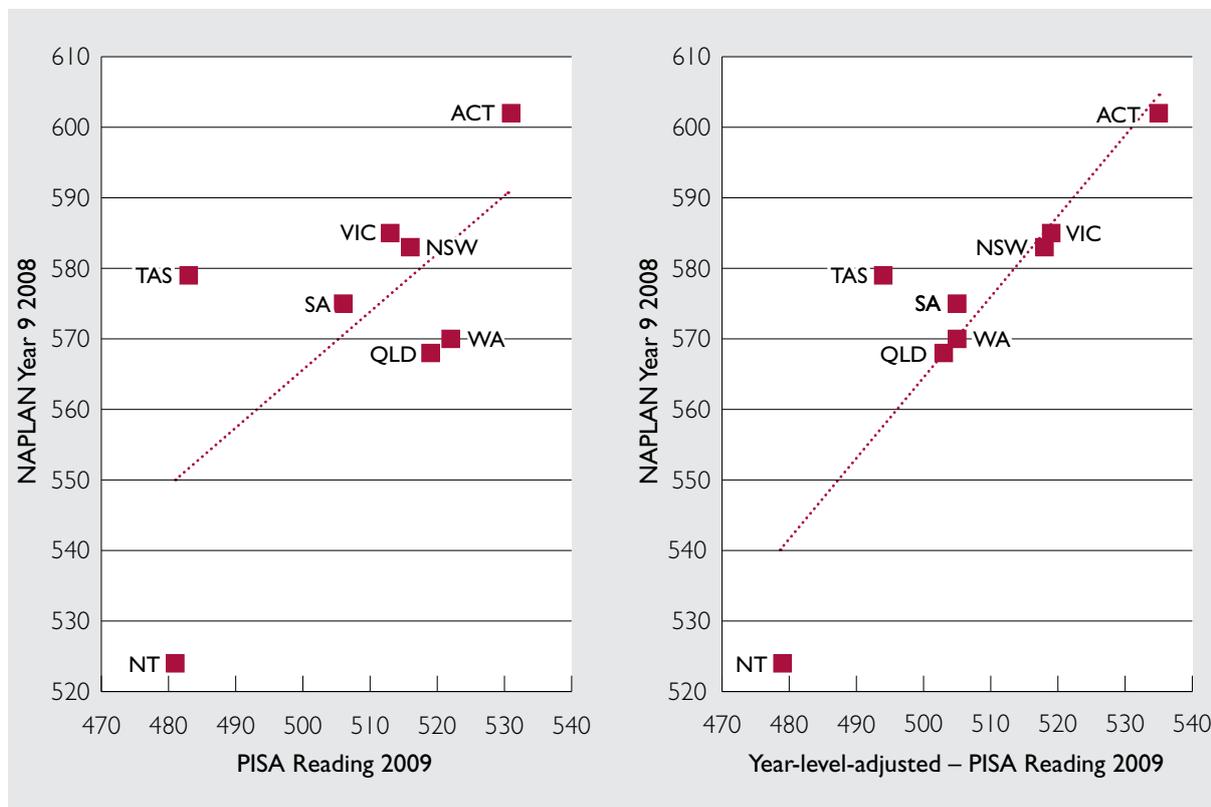
Independent sources have noted that NAPLAN is preferred over PISA for assessing literacy performance in Tasmania, related to sampling, age-cohorts, curriculum alignment, and test administration.

“In summary, PISA scores for Tasmanian schools were just below the national average, however the primary factors appear to be the use of a 15-year-old cohort and socio-educational disadvantage, rather than a difference in teaching quality”

Tasmanian Audit Office (2014). *Teaching quality in public high schools*, <https://www.audit.tas.gov.au/publication/teaching-quality-in-public-high-schools/>

²⁵ OECD, (2018), *Program for International Student Assessment (PISA)*, <https://research.acer.edu.au/cgi/viewcontent.cgi?article=1035&context=ozpisa>, p. 54.

“Part of the lack of match of jurisdictional comparisons based on NAPLAN compared with those based on PISA is a result of the different populations or samples. PISA is based on a sample of 15-year-olds in education where NAPLAN is based on specified year levels. As a result of differences in age by year level distributions among jurisdictions, discrepancies become evident. ...The Tasmanian mean for NAPLAN reading was a little higher than would have been expected from the PISA mean”



John Ainley, Eveline Gebhardt, (2013) *Measure for Measure: A review of outcomes of school education in Australia*, Australian Council for Educational Research. <https://www.acer.org/files/MeasureForMeasure--online.pdf>

Tasmanian data sets

There are also two main monitoring tools used locally by many schools, noting there may be some variation between the sectors in their use. The tools are Progressive Achievement Tests (PAT) and the Phonics Check.

Progressive Achievement Tests – PAT Reading

PAT Reading tests are administered by the majority of Tasmanian schools (across all sectors, Government, Catholic and Independent), most commonly in the upper primary years, to assist with monitoring individual student achievement and progress at the school level.

Recently, these tests have moved to online test administration, and involve more centralised collections, which will enable greater system overviews than previously possible.

For Government Schools

- Progressive Achievement Tests (PAT) are provided to all Tasmanian Government Schools to gauge student progress in reading and mathematics.
- Monitoring of student progress from Prep to Year 10 in communicating, reading and writing is supported through the use of PAT.
- PAT may be administered to all year levels, from Prep to Year 10, and at different times for students who may be absent or newly arrived outside specific national testing dates.

On 12 March 2021, the Tasmanian Government announced a new literacy target to improve education outcomes: all Year 6 students in government schools to achieve at least a PAT Reading Score of 118. From 2022 the use of PAT is mandatory in government schools for all year levels Prep-Year 10.

The Progressive Achievement Test Early Years (PAT EY) Reading, administered in Department of Education Prep and Year 1 classes, is an assessment of pre-literacy and early reading skills. It covers print conventions, decoding, listening comprehension, and reading comprehension.

PAT EY has been specifically designed for the first two years of formal schooling (Prep and Year 1 in Tasmania), a time when students are building their foundational literacy skills to become independent readers and writers.

Year 1 Phonics Check

The Phonics Check is a screening tool to assist teachers. It provides them with an indication of how each student is progressing in relation to what is expected of students at Year 1. It is used to gauge the progress of phonics learning and to help teachers make decisions about how to best target their teaching to support each child as they learn to decode.

In government schools, the Check was first rolled out as a pilot in 2020. It was made available to all schools in 2021, and approximately 44 per cent of Year 1 government school students completed a Check.

Annually, from 2022, phonics will be explicitly taught from Prep to Year 2, aligned to the Australian Curriculum and the [DoE Phonics Scope and Sequence](#).

Teachers of Year 1 students will screen all students using the Year 1 Phonics Check or another approved screen at the end of Term 3 each year.

Teachers will triangulate this data with PAT Early Years and regular observation of student writing and reading to inform future planning and teaching.

All Prep and Year 1 teachers in government schools will complete the Phonics and Early Literacy Online Modules for professional learning in Term 1.

From 2022, the Phonics check is mandatory in Catholic schools in Tasmania.

Resources to support the use of the Phonics Check are available for independent schools in Tasmania.

Attainment in senior secondary and post-compulsory education

In recent years, approximately 60 per cent of young adults in Tasmania attained a Tasmanian Certificate of Education (TCE). The TCE incorporates a standard of 'everyday reading writing and communication'. Tasmanians are less likely to attain a senior secondary certificate than those in other states or territories except the Northern Territory.²⁶

The Panel notes a number of initiatives are underway to address Year 12 completion and attainment, including:

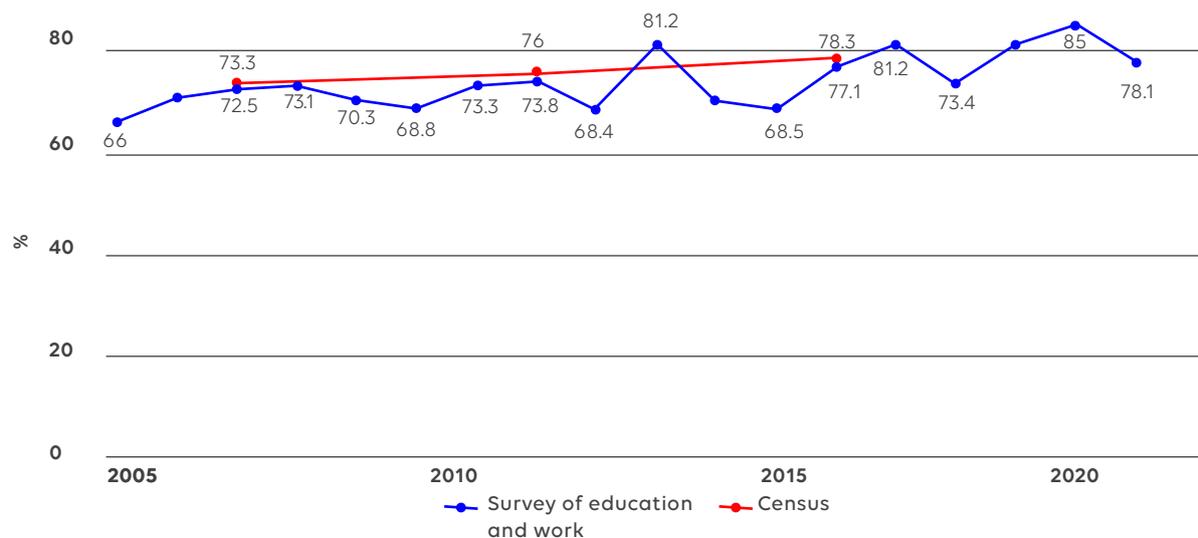
- the extension of government high schools to Year 12,
- the 9-12 review and the requirement that came into force in 2020 for Tasmanian students to remain in education or training until completion of Year 12, and
- attainment of a Certificate III or they turn 18.

²⁶ *Educational Opportunity in Australia 2020: Who succeeds and who misses out?*, *Ibid.*, pp. 41-2.

People aged 20–24 who had completed year 12 or equivalent or AQF Certificate III or above, Tasmania, time series (%)

DATA SOURCE	2013	2014	2015	2016	2017	2018	2019	2020	2021
Survey of Education and Work									
Proportion (%)	81.2	70.2	68.5	77.1	81.2	73.4	81.4	85	78.1
Confidence interval (+/-)	5.9	6	8.6	6.4	6.4	6.2	4.5	7	5.4
Census									
Proportion (%)	-	-	-	78.3	-	-	-	-	-
Confidence interval (+/-)	-	-	-	-	-	-	-	-	-

Education/em
Year 12 or eq
Age group
20–24
State/Territory
Tasmania
Sex
All
Indigenous St.
All



National Report on Schooling: <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal>

- Tasmanians were more likely than any other state and territory to have attained a VET Certificate at AQF Level III or higher.²⁷
- Fewer Tasmanians attend university with 27.7 per cent of Tasmanians in 2016 either enrolled in or had previously attained a university degree, lower than the 41.5 per cent national average.²⁸
- ABS survey data indicates about 80 per cent of Tasmanians aged 20-24 report having completed Year 12 or a VET Cert III or above, compared with about 90 per cent Australia-wide.

School Years and Beyond – Datasets and sources

- [Results \(acara.edu.au\)](https://www.acara.edu.au)
- [Publications and data - ACER](#)
- [4 School education - Report on Government Services Productivity Commission \(pc.gov.au\)](#)
- [Plans, Reports and Statistics - The Department of Education Tasmania](#)
- [TASC-Annual-Report-2020-21.pdf](#)

²⁷ Ibid, p. 16. Data derived from ABS (2020b) Census of Population and Housing.

²⁸ Ibid.

Adult Literacy

- The most recent adult literacy survey (2011) shows that nearly half of Tasmania's adult population lacked the literacy and numeracy skills they need for work and life. This is similar to a 2006 national survey.
- The 2011 survey also showed that adult literacy and numeracy skill levels is not just an issue for Tasmania but for Australia and internationally more broadly. For example:
 - 56 per cent of Australians aged 15 to 74 years had literacy skills at or above OECD level 3²⁹ (functionally literate),
 - 51 per cent of Tasmanians and 53 per cent of South Australians and Western Australians had literacy skills at or above level 3, and
 - 52 per cent of Canadians, 58 per cent of New Zealanders and 51 per cent in the United Kingdom had literacy skills at or above level 3.
- The survey, the Programme for the International Assessment of Adult Competencies (PIAAC), measures adults' proficiency in key information-processing skills – literacy, numeracy and problem solving.³⁰ It gathers information and data on how adults use their skills at home, at work and in the wider community.
- The survey is conducted every 10 years and the sample size is small for Tasmania, which means there is less confidence that the results are a true representation of Tasmania's adult literacy skills.

²⁹ Level 3: Adults performing at this level can understand and respond appropriately to dense or lengthy texts, and can identify, interpret, or evaluate one or more pieces of information and make appropriate inferences using knowledge text structures and rhetorical devices. OECD, *Survey of Adult Skills Results Australia, (2012)*, https://www.oecd.org/skills/piaac/Country%20note%20-%20Australia_final.pdf

³⁰ Twenty-four countries participated. The survey provides information on the skills and competencies for people aged 15-74 years in literacy, numeracy and problem solving in technology-rich environments.

Measures and targets

In developing the community-wide framework, the Panel is to consider the efficacy of existing literacy measures and targets. It is to provide advice on existing or potential short and medium-term measurable targets across the life span (aligned with the long-term goal of 100 per cent functional literacy in Tasmania) and associated data collection processes and reporting methods against these targets.

Clear and measurable targets are important to improving literacy levels in Tasmania. There are many data sets that provide information on Tasmania's literacy levels and the factors that have an influence. Importantly, many of these measures are national and/or international. We must be able to benchmark our performance against other states/territories and, where feasible, other countries.

The importance of measures and targets for education generally is well recognised. For example, the 2019 Alice Springs (Mparntwe) Education Declaration sets out the vision of all Australian governments for education in Australia and improving educational outcomes for young Australians for the next 10 years.³¹ One of the Declaration's focus areas is on strengthening accountability and transparency with strong meaningful measures.

The Declaration recognises the importance of good quality data and information for educators, students, parents and families, the community and governments. Good quality data enables teachers to evaluate the effectiveness of classroom practice and parents to engage with their child's education. It also enables governments to assess results and to be accountable to the community.

Education Ministers and departments agree on the importance of measuring educational outcomes. For example, the Measurement Framework for Schooling in Australia details nationally agreed key performance measures for schooling, outlines the annual assessment and reporting cycle, and underpins the National Report on Schooling in Australia. The National Assessment Program Literacy and Numeracy (NAPLAN) was developed to assess students using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Reforms are underway to develop national proficiency standards.

There is significant complexity in developing such programs, for example, assessment modes, task design and response types, student engagement and testing conditions, cohorts, and sampling issues for population measures.

³¹ Council of Australian Governments, Education Council, (2019), *Alice Springs (Mparntwe) education declaration*, <https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>.



What we've heard so far

As part of gathering information, the Panel has heard from a range of people including academics, educators, peak bodies and allied health professionals. This is the start of the consultation process and the Panel is keen to hear from all those who would like to share their views.

Some overarching themes emerged:

- access to services (both transport and long wait lists for services),
- cultural issues (stigma, shame, fear),
- social issues (including poverty, financial stress, substance abuse, chronic health issues, domestic violence, poor mental and physical health, lack of housing and transport) were frequently raised as reasons why families have limited capacity to think about initiatives for helping their child's literacy,
- access to and attracting allied health professionals to Tasmania,
- community awareness – increased marketing, and advertising of programs available and the importance of literacy,
- clear roles and responsibilities – the value and importance of the home environment in literacy skill development,
- support and building confidence for parents and their role, and
- whole of system and government collaboration required.

In relation to the early years, key themes were:

- the importance of family and carers antenatal support (especially during the first 1,000 days),
- the importance of oral language skills,
- the importance of early learning and access to programs (such as Launching into Learning or equivalent, Child and Family Learning Centres and Libraries Tasmania, including Rock N Rhyme, and The Basics),
- educating educators, and
- barriers for parents, carers, and families (too busy, overwhelmed by options, lacking confidence in their own literacy skills, finding quality information to support their role in their child's development).

In the school years, key themes were:

Teachers

- Explicit teaching of the Big Six of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension),
- The importance of synthetic phonics, and
- Explicit teaching of subject specific vocabulary in secondary context.



Schools

- Consistency in approach to literacy instruction across the school,
- Use of data from standardised screening,
- Year 1 Phonics Check and NAPLAN to inform and modify instruction, and
- Screening and diagnosis of language challenges and tiered or responsive support.

Professional support

- Evidence-based professional learning at scale,
- Ensuring graduate teachers' knowledge of appropriate evidence-based strategies, and
- Availability of evidence-based resources to support teachers.

Family and allied health

- Family engagement, and
- Access to allied health professionals (speech pathologists, psychologists, occupational therapists, hearing, and vision).

For adults, key themes were:

Community

- Reduce stigma and build a culture of continual learning – use of role models, and
- Develop community understanding of inequity and its influence on literacy.

Initiatives/Programs

- Invest in successful initiatives: build awareness and facilitate access (may include childcare provision, transport),
- Importance of place-based initiatives and building of trust,
- Recognise individual differences and different goals of adult literacy learners,
- Provision of resources to support adult literacy learners, and
- Importance of 26TEN.

Teaching

- Provide incentives for people to become literacy trainers,
- Tailor training for volunteer literacy tutors, and
- Professional learning for those who are involved in supporting adult literacy, including TasTAFE.

Allied Health

- Provide access to diagnostic services for adult learners.

Have your say

Questions on current activity

We know there is significant effort focused on improving literacy in Tasmania. The Panel's terms of reference require it to review current literacy policies and approaches. It is also required to map existing effort and identify any gaps (on page 35).

We are, therefore, gathering information on existing activity in Tasmania that aims to improve literacy.

We would love to hear from you if you are aware of a program that is not listed.

We also want your views on what is needed to improve literacy in Tasmania.

The Panel may wish to seek additional information from you. Please advise in your submission if you are willing to be contacted for further information.

Questions:

1. What is currently working well to improve literacy?
2. Do you know a program or activity that supports literacy development in Tasmania that is not listed in this document? If so, please provide:
 - The name of the program/activity
 - Who runs the program?
 - Details of the program
 - Location (where it runs, e.g., name the suburbs, towns, or regions)
 - Eligibility details to access the program
 - Whether the program been evaluated. If so, please provide details and a copy of the evaluation, if available.
3. Considering the organisational map (on page 35):
 - What do you think the gaps are?
 - What opportunities are there?
 - What supports need to be in place?

Questions on measures and targets

The Panel would like your views on the measures and targets for the community-wide framework.

Questions:

1. What measures and targets do you think are required for the community-wide framework?
2. Do you know of any sources of data, not listed in the organisational map (from page 54), that track literacy rates/development in Tasmania?
3. Are there any additional measures that you believe are required to track the progress of the community-wide framework?
4. What short term (less than three years) and medium term (three to ten years) measurable targets across the lifespan do you consider important?

How to make a submission

All written submissions must be received by Friday, 25 March 2022.

Written submissions can be emailed to policy@dpac.tas.gov.au, or sent in the mail to:

Literacy Advisory Panel's Community Consultation
Attention: Literacy Advisory Panel
GPO Box 123
Hobart TAS
7001

The Panel is partnering with organisations to seek feedback in other ways, particularly to ensure those with literacy challenges can participate and contribute their views.

Other than indicated below, submissions will be treated as public information and will be published on our website at www.dpac.tas.gov.au.

No personal information other than an individual's name or the organisation making a submission will be published.

For further information, please contact policy@dpac.tas.gov.au.

Important information to note

Your name (or the name of the organisation) will be published unless you request otherwise.

In the absence of a clear indication that a submission is intended to be treated as confidential (or parts of the submission), the Panel will treat the submission as public.

If you would like your submission treated as confidential, whether in whole or in part, please indicate this in writing at the time of making your submission clearly identifying the parts of your submission you want to remain confidential and the reasons why. In this case, your submission will not be published to the extent of that request.

Copyright in submissions remains with the author(s).

The Panel will not publish, in whole or in part, submissions containing defamatory or offensive material. If your submission includes information that could enable the identification of other individuals, then either all or parts of the submission will not be published.

Accessibility of submissions

The Panel wants to ensure information is accessible and easily understood by people with diverse communication needs.

Where possible, please consider typing your submission in plain English and providing it in a format such as Microsoft Word or equivalent.



Organisational Mapping

In the following pages, the Literacy Advisory Panel has undertaken a desktop mapping exercise to document existing effort, including the organisations, plans and activities that currently support the establishment of a literate Tasmania. This is put against the ages and stages of life.

There is a wealth of information that sits underneath each activity and initiative. To make the information accessible, detail has been included once (where possible), with headings listed in other areas. Information has been added where it significantly changes based on stage of life.

1. Department of Education

Across all the years of schooling all teachers are teachers of literacy and numeracy. Teachers look for opportunities to embed literacy within their planning for the learning areas in purposeful and authentic ways. While the specific knowledge and skills that teachers require may be different at different levels of school, e.g., early years, middle years, upper secondary and for different teaching roles and responsibilities and actions are universal. They specify what teachers are expected to know and do in relation to the teaching of literacy and numeracy across the curriculum:

- Know where students are in their learning;
- Know the literacy and numeracy demands of the learning area/s;
- Use effective, evidence-based teaching practices and strategies;
- Reflect on teaching practice.

The Early Years

0 - 4 years old

Child and Family Learning Centres (CFLC)

Offers place-based early childhood service model for families and children from birth to age 5 with a focus on the health, education and development of children and their families.

Launching into Learning (LiL)

LiL is a free program to encourage families and their children to familiarise themselves with their local school, CFLC and other families. Foundational literacy skills are a key focus of LiL.

Rock and Rhyme

Libraries Tasmania program aimed at children from birth to 3 years. Aims to make talking, reading, and singing between parents and children a daily routine.

Working Together – Supporting Early Learning

400 hours of free education and care in an education and care setting, for 120 children in their year before Kindergarten in 2021.

B4 Early Years Coalition

A coalition committed to ensuring all Tasmanian children are nurtured throughout the early years including driving.

Strong Partnerships Framework

Provides a framework and tools to assist the Department of Education and Education and Care work collaboratively to support children and families.

Let's Talk campaign

An oral language public campaign launched in 2021.

Aims to encourage parents and carers to spend more time talking to their children and young people.

4 - 5 years old

Kindergarten

The Early Years Learning Framework supports the delivery of quality teaching programs in all Department kindergartens.

As part of the Literacy Framework, in the early years of schooling (K-2), educators work collaboratively with Speech and Language Pathologists to develop supports for children who have been identified as needing extra assistance with oral language learning.

Learning in Families Together (LIFT).

Offered for families and children in Kindergarten to Year 2.

LIFT focuses on building the skills and confidence of parents and carers to support their children's literacy and numeracy learning at home.

Literacy Framework and Plan for Action 2019-22

A public campaign to promote the importance of oral language.

Building on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative, and alternative communication.

1. Department of Education

Increase access and support for learners to improve oral, augmentative, and alternative communication.

Provide a system-wide guidance for literacy learning through effective teaching of English: Quality Teaching Guide- Literacy.

Provide evidenced based and endorsed resources to support effective teaching of English for literacy learning.

Provide quality and targeted professional learning for leaders and educators.

Build a system-wide understanding of the measurement of learner growth in literacy.

Implement the tools and supports to measure the impact of system wide literacy actions on learners.

More Teachers – Quality Teaching Action Plan

The Action Plan aims to build an education workforce of talented people to deliver outstanding teaching and learning outcomes.

Education Act 2016

The Secretary is to ensure that developmentally appropriate learning frameworks:

1. Support the delivery of the curriculum for – children attending kindergarten and the years of primary education from the first year of compulsory education until the year commonly known as Year 2 (inclusive); and any other class of children determined by the Secretary; and
2. are delivered by teachers with qualifications as prescribed by the regulations; and
3. are delivered by the number of staff appropriate to the age and number of children as prescribed by the regulations; and
4. are delivered by the number of staff appropriate to the age and number of children as prescribed by the regulations.

Let's Talk campaign

The School Years

6 - 12 years old

Primary School

Phonics and Foundational Literacy Professional Learning for Prep and Year 1 and 2 teachers.

A scope and sequence to guide the teaching of phonics along with targeted PL and support to use the Phonics check to screen students who are not progressing as expected.

All Tasmanian Government schools will have Phonics instruction in place from Prep to Year 2

Literacy Coaching Initiative

All schools and colleges have access to a Quality Teaching Coach - Literacy to support quality literacy teaching and learning.

Targeted professional learning, and support for teachers and students is provided by literacy coaches and supported by six Lead Quality Teaching Coaches - Literacy.

Learning in Families Together (LIFT)

Intends to build the relationship between parents and their child's education.

Aims to build the confidence and skills in parents and carers to support their children's literacy and numeracy learning at home.

Through the LIFT initiative, 109 primary and district schools (identified using an Early Years Literacy Needs index) receive differentiated resources and funding.

Literacy Framework and Plan for Action 2019-22

More Teachers – Quality Teaching Action Plan

Education Act 2016

Premier's Reading Challenge

Students from Prep to Year 6 are challenged to make reading a part of their day and read 10 books in 10 weeks.

Let's Talk campaign

1. Department of Education

13 - 16 years olds

High School

Literacy Framework and Plan for Action 2019-22

Literacy Coaching Initiative

More Teachers – Quality Teaching Action Plan

VET (Certs II & III)

Education Act 2016

The development of the Curriculum Framework and Vision for Vocational Learning and VET place literacy as a general capability that should be at the centre of all curriculum provision in these years.

17 - 18 years olds

College

the Office of Tasmanian Assessment, Standards and Certification.

Literacy Coaching Initiative

The purpose of the Years 9 to 12 Project is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training and employment.

VET (Certs II & III)

Consolidate High School and College (Policy and year 12 completion)

Years 9 – 12 Project

A collaborative, cross-sectoral project involving a number of Tasmanian education stakeholders. These include Catholic Education Tasmania, Independent Schools Tasmania, the Department of Education, TasTAFE, the University of Tasmania, Skills Tasmania and

More Teachers – Quality Teaching Action Plan

Education Act 2016

The Adult Years

18+ years old

Tasmania's Strategy for Adult Literacy and Numeracy 2016-2025 (26TEN)

26TEN is a long-term strategy for action by the whole state – business, community groups, government, education, training providers and individuals who want to live in a state where all adults have the reading, writing, numeracy, and communication skills they need for life.

Adult learning Strategy – Skills for Work and Life 2020-2023

Improving access to learning for adults, including three priorities, the first being literacy and numeracy, the second consisting of the coordination of adult learning services and improving access to information. The Strategy focusses lastly on increased community participation and engagement in adult education.

Libraries Tasmania's adult literacy service

Supports Tasmanians to gain the basic literacy and numeracy skills they need to participate online.

1. Department of Education

Parents, Carers and Guardians

Child and Family Learning Centres (CFLC)

Launching into Learning (LiL)

Learning in Families Together (LIFT)

Together With Families

Together with Families is a commitment to working in partnership with families across DoE. It establishes the clear expectations that Family Engagement is everyone's business and guides the way staff work with families. Families are recognised as their child's first and most important influencer for long term educational and wellbeing outcomes.

The Families and Us ARACY Pilot Project is working with 10 DoE sites across the State to improve family engagement to learning.

The project aims to build the capacity of staff and families to work in partnership to improve learner outcomes.

Family Engagement Review (2019)

Sought to understand the state of engagement in the Tasmanian Department of Education.

Three recommendations:

5. Develop a framework which sets out clear expectations, and provides guidance on engaging with families at the Department, school and Child and Family Centre (CFC) levels.
6. Expand and strengthen supports to build the capacity of families to engage with their child's education.
7. Specifically embed family engagement as a critical element of the Department's strategies and practices for school improvement.

Let's Talk campaign

Libraries Tasmania

Delivers 'Books to CD' program to prisoners.

An important family engagement program allowing prisoners to maintain family connections as well as enhance and develop literacy. Prisoners' recordings of story book reading are burnt to CD and sent home to their children with a copy of the book for the child to read along with the recording.

2. Non-Government Education Providers

The Early Years

0 - 4 years old

Catholic Education Tasmania (CET)

Setup for Success is Catholic Education Tasmania's early years program promoting learning for life for both young children (Birth -5) and their families.

Independent Schools Tasmania (IST) programs

As each IST school is independently governed, schools run their own programs.

Independent Schools Tasmania Literacy, Inclusion and Early Years Consultants

When requested, IST Consultants work collaboratively with schools and centres to support literacy learning in the early years, with a focus on in-school support, guidance, and professional learning provision.

4 - 5 years old

Catholic Education Tasmania

Setup for Success.

Literacy Strategy (2022 – 2026): Literate Learners for Life.
Science of Reading.

Explicit phonological awareness program.

Literacy framework support for teachers.

Support teacher pedagogical content knowledge and literacy teaching practice.

'Ludo': CET & CatholicCare Early Learning partnerships with a selection of schools with 3–5-year-olds. Supports early literacy concepts through quality early learning experiences, including oral language, communication skills, concepts of print knowledge, metacognitive skills, and such, following age-appropriate pedagogies.

Independent Schools Tasmania (IST) programs

As each IST school is independently governed, schools run their own programs.

Independent Schools Tasmania Literacy Consultant

The IST Literacy Consultant works across programs in a diverse range of schools. The consultant applies their understanding of explicit teaching, evidence-based literacy practices and the Australian Curriculum to work closely with schools, on a regular basis.

The Literacy Consultant develops and leads school-based professional learning and utilises empirical research underpinning the acquisition of early reading, writing, and spelling skills. They work in an instructional coaching capacity to support school leaders and classroom teachers.

Independent Schools Tasmania Consultancy Team

The IST Literacy, Inclusion and Early Years Consultants work collaboratively with schools to support improved literacy outcomes in the early years, with a focus on in-school support, guidance, and professional learning provision.

The School Years

6 - 12 years old

Catholic Education Tasmania

Best practice in reading for Years 3 – 6.

Literacy Strategy (2022 – 2026): Literate Learners for Life.

Phonics check for all Grade One students – Literacy Hub.

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice.

Project Leader based at CET.

Literacy Practice Leaders in schools.

Support schools to develop whole school literacy plans.

Independent Schools Tasmania programs

Independent Schools Tasmania Literacy Consultant

Independent Schools Tasmania Consultancy team

The IST Literacy (K-12), Early Years (K-2), Education (K-12) and Inclusion (K-12) Consultants work collaboratively with schools to support improved literacy outcomes in the early years, with a focus on in-school support, guidance, and professional learning provision.

2. Non-Government Education Providers

13 - 16 years olds

Catholic Education Tasmania

Literacy Strategy (2022 – 2026): Literate Learners for Life.

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice.

Project Leader based at CET.

Literacy Practice Leaders in schools.

Best practice for literacy in all subject areas Years 7 – 12.

Independent Schools Tasmania programs

Independent Schools Tasmania Literacy Consultant

Independent Schools Tasmania Consultancy team

Years 9 – 12 Project

A collaborative, cross-sectoral project involving a number of Tasmanian education stakeholders. These include Catholic Education Tasmania, Independent Schools Tasmania, the Department of Education, TasTAFE, the University of Tasmania, Skills Tasmania and the Office of Tasmanian Assessment, Standards and Certification.

The purpose of the Years 9 to 12 Project is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training and employment.

17 - 18 years olds

Catholic Education Tasmania

Literacy Strategy (2022 – 2026): Literate Learners for Life.

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice.

Project Leader based at CET.

Literacy Practice Leaders in schools.

Best practice for literacy in all subject areas Years 7 – 12.

Independent Schools Tasmania programs

Independent Schools Tasmania Literacy Consultant

Independent Schools Tasmania Consultancy team

Years 9 – 12 Project

The Adult Years

18+ years old

University of Tasmania

The largest provider of tertiary education in Tasmania and the primary educator of Tasmanian teachers.

University of Southern Queensland

Incarcerated Student Strategy and *Making the Connection* Program provides laptops and offline resources for Tertiary Preparation Program delivered at Risdon Prison.

Parents, Carers and Guardians

Catholic Education Tasmania

Setup for Success

3. Community organisations and other initiatives

The Early Years

0 - 4 years old

Australian Children’s Education and Care Quality Authority (ACECQA)

Works with all governments in Australia to provide guidance, resources, and services to support the education and care sector to improve outcomes for children.

Early Childhood Education and Care (ECEC)

Encompasses not-for-profit and for-profit enterprises offering education and care services to before school age children and school age children outside of school hours. These services operate according to a National Quality Standard and the Early Years Learning Framework and the My Time Our Place Framework.

Childcare connections

A Childcare service offered by the Glenorchy City Council in both Berriedale and Benjafield.

The Basics Tasmania

Provision of knowledge about effective caregiving in the first 1,000 days, including the importance of the first 1,000 days in literacy development.

Playgroups

A playgroup is a regular and relaxed meeting for groups of young children who haven't yet started school and their parents or caregivers.

There are 40 playgroups across Tasmania, and 597 playgroup Tasmania families.

Playgroup offers a range of programs including, Play Baby, Intergenerational Play, PlayConnect and PlayTogether.

The Smith Family

Let's Read: A program encouraging families, particularly disadvantaged families, to read regularly to their children.

Neighbourhood Houses Tasmania and individual Houses

Can offer parenting groups.

Numeracy and literacy are embedded within all programs and extend to Baby groups and play groups.

Beacon Foundation

Northern Early Years Group

Allied Health Services

4 - 5 years old

The Smith Family

Let's Read: A program encouraging families, particularly disadvantaged families, to read regularly to their children.

Neighbourhood Houses Tasmania and individual Neighbourhood Houses

Identify the importance of embedding numeracy and literacy within all programs for 4-5 years through play groups and childcare. Parenting programs are also an opportunity to improve literacy skills for parents, including instilling a love of books and reading to, and with children.

Principals as Literacy Leaders program (PALL)

Beacon Foundation

Allied Health Services

3. Community organisations and other initiatives

The School Years

6 - 12 years old

Children's University Tasmania

Children's University Tasmania works in partnerships with schools to help foster a love of life-long learning in children and young people.

Square Pegs

Dyslexia support and advocacy inc.

The Smith Family

Let's Read: A program encouraging families, particularly disadvantaged families, to read regularly to their children.

Student2student: Works to match students who need to improve their reading with peer buddies who help and encourage them with their reading.

Neighbourhood Houses Tasmania and individual Neighbourhood Houses

Identify the importance of embedding numeracy and literacy within all programs, for 6-12 age group through various activities, pre-teen groups, homework groups, after school activities, adventure play, social activities, cooking programs in partnership with local schools. The pre-teens are encouraged to take ownership of and plan own activities. Promotion and support of the Children's university.

Principals as Literacy Leaders program (PALL)

Beacon Foundation

Allied Health Services

13 - 16 years old

Square Pegs

Dyslexia support and advocacy inc.

The Smith Family

Student2student: Works to match students who need to improve their reading with peer buddies who help and encourage them with their reading.

Neighbourhood Houses Tasmania and individual Neighbourhood Houses

Identify the importance of embedding numeracy and literacy within all programs, for 13-16 age group through various activities, youth groups, Free2Be girls groups (or similar), mentor programs, homework support groups or after school activities.

Principals as Literacy Leaders program (PALL)

Beacon Foundation

Allied Health Services

17 - 18 years old

Square Pegs

Dyslexia support and advocacy inc.

Neighbourhood Houses Tasmania and individual Neighbourhood Houses

Identify the importance of embedding numeracy and literacy within all programs, for 17-18 age group through various activities such as youth groups from arts to physical activities, driver mentor programs, placements for Education/ TAFE – Cert II placements in community services, admin or horticultural – partnerships with Skills Hubs.

Allied Health Services

3. Community, organisations and other initiatives

The Adult Years

18+ years old

MAX Solutions – Skills for Education and Employment Program

Geeveston Community Centre

Neighbourhood Houses Tasmania

Offer adult education and migrant support programs such as English classes.

Continue to leverage on the 2008 literacy grant offering Houses grant opportunities with different foci, from purchasing books to other literacy opportunities.

Australian Bhutanese and Nepalese Society of Northern Tasmania

Derwent Valley Online Access Centre

Tasmanian Aboriginal Centre.

Launceston Community Legal Centre (legal literacy).

Square Pegs

Dyslexia support and advocacy inc.

Connect42

Just Sentences: A 2014-15 pilot program in the Tasmanian Prison Service to deliver phonemic and oral

language focussed literacy intervention to inmates.

Just Time: an eight-week program of attachment, relationship and wellbeing. Three main stakeholder groups participate in *Just Time* – the prisoners, who are the recipients of the program, the prison personnel who support and enable it, the facilitators and volunteers.

Just Moving On: A 'throughcare' program to support men and women exiting prison.

Migrant Resource Centre

Offer programs and courses for migrants in Tasmania, including the Hospitality Ready.

Individual Neighbourhood Houses

Identify the importance of embedding numeracy and literacy within all programs, adults through various activities such as targeted cooking programs, life skills programs including budgeting (each person who has a NILS loan), financial literacy skills, upskilling supporting older persons digital literacy, writers' groups, health literacy, bush fire preparedness, and providing opportunities for life-long learning.

Allied Health Services

Parents, Carers and Guardians

University of the Third Age (U3A)

A non-government program that provides courses for members in a wide range of subjects including the humanities, social sciences, sciences, languages, art and music. Any senior person who is retired or semi-retired is eligible to join.

UTAS University Preparation Pathway Course through University College

Neighbourhood Houses Tasmania and individual Neighbourhood Houses

Can offer parenting groups. Identify the importance of embedding numeracy and literacy within all programs, for all age groups.

Allied Health Services

4. Department of Health

The Early Years

0 - 4 years old

Child Health and Parenting Service

CHaPS Child Health Clinicians offer regularly scheduled growth and development screening and surveillance child health checks and offer evidence-based support to parents of all children in Tasmania from birth to five years.

Child Health Assessments or medical checks are recommended at the following ages:

- 2 weeks
- 4 weeks
- 6 weeks (medical check recommended)
- 8 weeks

- 6 months
- 12 months
- 2 years
- 4 years (Healthy Kids check).

This is a voluntary program for parents to participate in.

These checks are targeted at encouraging optimal development and growth of Tasmanian children and provide early intervention strategies or referral when growth and development doesn't meet recommended guidelines.

Speech, language, and social and emotional developmental elements are part of these checks.

The Adult Years

18+ years old

The Health Literacy Action Plan 2019-2024, Department of Health

The Plan aims to create a health literate Tasmania by focussing on community health literacy awareness, increasing health literate organisations, develop a health literate workforce and create partnerships to improve health outcomes.

The Plan includes The Health Literacy Network which has over 450 members.

Healthy Tasmania, Department of Health

A key focus of Healthy Tasmania is working in partnership with community and relevant stakeholder organisations to improve health literacy of Tasmanians.

TAZREACH, Department of Health

TAZREACH encourages health clinicians to ensure their clients have a good level of health literacy to improve their overall level of understanding of their health care needs. This includes health literacy research and a range of resources for clinicians and clients.

Health Literacy Workplace Toolkit, Department of Health

The Health Literacy Workplace Toolkit has information and practical tools to help health and community workers respond to health literacy needs. This means making it easier for people to access, understand, appraise and use health information and services.

Parents, Carers and Guardians

Child Health and Parenting Service, Department of Health

CHaPS offers evidence based support to all parents in Tasmania with children from birth to five years.

CHaPS clinicians work in partnership with parents and caregivers to support their understanding of

their child's developmental needs. CHaPS nurses discuss language and literacy development from birth, supporting a parent's understanding of their child's age appropriate behaviours and anticipatory guidance for next steps of development.



5. Department of State Growth: Skills Tasmania

The Adult Years

18+ years old

Adult learning Strategy – Skills for Work and Life 2020-2023

Improving access to learning for adults, including three priorities, the first being literacy and numeracy, the second consisting of the coordination of adult learning services and improving access to information. The Strategy focusses lastly on increased community participation and engagement in adult learning.

Training and Workforce Development Act 2013

Aims to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania.

Language, literacy and numeracy support in VET

Under the Skills Tasmania funding agreement with Registered training organisations (RTOs), an RTO must assess a new learner's Language, Literacy

and Numeracy and foundation skills to determine whether they have skills at an appropriate level for the qualification level and industry stream. If they don't, the RTO must develop a strategy to address the shortfall with the learner.

The RTO may offer this support itself or it may refer the learner to another service (such as TasTAFE or 26TEN).

These services can be provided to adult learners or to school students funded by DoE to undertake VET in Schools programs.

The Training and Work Pathways Program

Supports innovative projects to address barriers that impact on people accessing and participating in training and employment. Assistance is tailored to the needs of participants and may include specific assistance in the areas of literacy and numeracy if this is required.

6. TasTAFE

TasTAFE as government training provider funded through Skills Tasmania

The School Years

6 - 12 years old

The largest provider of vocational education and training in Tasmania. TasTAFE also offers a free online literacy tutors' course for Tasmanians.

The Adult Years

18+ years old

TasTAFE as government training provider funded through Skills Tasmania.

TasTAFE has the following functions: 57(2)(b) to provide to persons foundation skills training that when successfully completed may lead, or may lead when so completed in conjunction with other training, to those persons obtaining a qualification. (Foundation skills means skills in the English language, literacy and numeracy together with skills required for participation in modern workplaces and contemporary life.)

The largest provider of vocational education and training in Tasmania.

Free online literacy tutors' course for Tasmanian residents.

Introductory and vocational Prep Skills to Prisoners as well as Assisted Vocational Support for those enrolled in VET courses at Risdon Prison.

Certificates in General Education for Adults.

Skills for Education and Employment (SEE) and the Adult Migrant English Program (AMEP).

Language Literacy and Numeracy (LLN) study support through a specialist teaching team working in-class, with small groups and individuals.

LLN delivery in the prison.

Intro to Adult Tutoring workshop to build awareness of the literacy situation in Tasmania and show people how they can help.

7. Department of Communities

The Child and Youth Wellbeing Strategy is a significant whole-of-community and whole-of-government strategy and action plan. The Strategy contains a number of actions (outside the scope of the Panel's work), that are enablers to support the development of literacy skills.

The \$100 million four-year Strategy contains 65 initiatives that support the wellbeing of 0 to 25 year olds, with a particular focus on the first 1,000 days (the critical early years, from pregnancy to two years old).

The Strategy also provides a wellbeing framework for future four-year plans.

8. Department of Justice

The Department of Justice provides support to initiatives and activities that improve/support literacy development in the Justice system and Tasmanian prison system. These programs are listed in this document through the organisations that provide the services.

9. Other Tasmanian Government Policies and Initiatives

The Adult Years

18+ years old

Our Digital Future

Tasmanian Government Strategy for digital transformation which includes initiatives that support improving community and business digital literacy such as the Digital Ready for Daily Life and Digital Ready for Business programs.

Regional Jobs Hub Network

Community led governance coordinating employment, participation and education referral and support.

Employment and Participation Programs

Targeting:

- Youth
- 45+
- women
- migrants
- people with a disability
- aboriginal Tasmanians.

Accessible Island: Tasmania's Disability Framework for Action 2018-21

(Specifically, Outcome Area 5: Learning and Skills), which includes government initiatives that support students with disability to access further education, training and employment.

Strong, liveable communities: Tasmania's Active Ageing Plan 2017-2022

(specifically, Action Area 2: Lifelong Learning), which includes lifelong learning initiatives for Tasmanians over 50, including digital literacy, as well as supporting older people to improve their skills so that they can continue to participate in the workforce.

Library and Adult Literacy Service at the Tasmania Prison Service

include Adult Learning & Engagement Programs, one on one and group tutoring, Lexia (phonics based digital program) facilitation and Learning Licences Assistance Program Coordination. They also provide in house peer tutor training to prisoner tutors.

10. Tasmanian Government's Election and Budget Commitments 2020 - 2021

May 2021

The School Years

All groups from 6 - 18 years old

For Government schools:

- Implementation of an additional 40 in-school quality literacy coaches could supplement existing Quality Teaching Coaches. Currently 84.6 FTE Quality Teaching Coaches work in schools and colleges to improve teaching practice in literacy.
- Six Lead Literacy Coaches provide professional learning, resources and support to in-school coaches and teachers, using school and student data to implement evidence-based literacy practices, inform teaching decisions and to measure impact on learning.
- The Literacy Coaching initiative connects in-school coaches, leaders and teachers across schools and colleges to learn together, share and strengthen quality practice.
- The 2019-2022 Literacy Framework and Plan for Action is being implemented across Tasmanian Government Schools, Child and Family Centres, early learning hubs, and libraries and provides a system-level focus on improving literacy outcomes for all learners.

11. Local Government

The Early Years

0 - 4 years old

Family Day-care programs

12. National Programs

The Early Years

0 - 5 years old

Child Care Subsidy

Early Years Learning Framework
(up to 8 years of age)

The School Years

6 - 12 years old

National School Reform Agreement features three reform directions across five years, 2019-2023 and focus on:

- Supporting students, student learning and achievement;
- Teaching, school leadership and school improvement; and
- Enhancing the national evidence base.

Early Years Learning Framework
(up to 8 years of age)

Alice Springs (Mparntwe) Education Declaration
Provides the basis for the Australian Curriculum

Australian Curriculum F-10
Tasmania has joined all other jurisdictions in endorsing and implementing the Australian Curriculum. This is currently under review by the Australian Curriculum, Assessment and Reporting Authority.

13 - 16 years old

Australian Curriculum F-10
Tasmania has joined all other jurisdictions in endorsing and implementing the Australian Curriculum. This is currently under review by the Australian Curriculum, Assessment and Reporting Authority.

12. National Programs

The Adult Years

18+ years old

National Reading Writing Hotline (1300 6 555 06)

**Council of Australian Governments (COAG)
National Foundation Skills Strategy**

For Adults, this is a ten-year framework which brings a national focus to improving education and employment outcomes for working age Australians with low levels of language, literacy, numeracy and employability skills. This framework will be replaced through the new National Skills Agreement being negotiated between state/territories and the Australian Government.

Parliamentary inquiry into Adult Literacy and Numeracy (ALN)

Underway. Some interesting findings may come out of it.

Skills for Education & Employment (SEE) Program

Foundation Skills for Your Future

Adult Migrant English Program

Parents, Carers and Guardians

Starting Blocks

13. Peak Bodies and Groups

The Early Years

0 - 4 years old

Tasmanian Association for State School Organisations

Early Childhood Australia

Early Childhood Intervention Association

The National Early Language and Literacy Coalition (NELLC)

Have developed a proposed national strategy that they want the government to review and prioritise.

Tasmanian 100 per cent Literacy Alliance

4 - 5 years old

Tasmanian Association for State School Organisations

Independent Schools Tasmania

Catholic Education Tasmania

Tasmanian Catholic School Parents Council

Independent Schools Australia

National Catholic Education Commission (NCEC)

Tasmanian 100 per cent Literacy Alliance

The School Years

All groups from 6 - 18 years old

Independent Schools Tasmania

Catholic Education Tasmania

Tasmanian Association for State School Organisations

Tasmanian Catholic School Parents Council

Independent Schools Australia

National Catholic Education Commission (NCEC)

Australian Association for the Teaching of English (AATE)

Australian Literacy Educators' Association

Primary English Teaching Association Australia (PETAA)

Australian Association for Research in Education (AARE)

Home Schooling Association

Australian Parents Council

Tasmanian 100 per cent Literacy Alliance

The Adult Years

All groups: 18+ years and Parents, Carers and Guardians

The Tasmanian Council for Adult Literacy

The Australian Council for Adult Literacy

Community Colleges Australia

Tasmanian 100 per cent Literacy Alliance

14. Measures

The Early Years

0 - 4 years old

Australian Early Development Census (AEDC)

Independent Data sources

Australian Bureau of Statistics (ABS) Census data

National Early Childhood Education and Care Collection (NECECC) data

Child and Family Learning Centre Census data (bi-annual)

4 - 5 years old

Kindergarten Development Check (KDC)

National Early Childhood Education and Care Collection (NECECC) data

Australian Early Development Census (AEDC)

The School Years

6 - 12 years old

NAPLAN (years 3 and 5)

Progressive Achievement Testing.

Australian Early Development Census (AEDC) (up to Prep)

These tests have been developed by the Australian Council for Educational Research (ACER) and measure what students in Prep to Year 10 know, understand and are capable of, and to help monitor progress over time.

Progress in International Reading Literacy Study (year 4)

For Teachers:

From Prep, the Progressive Achievement Test (PAT) developed by the Australian Council for Educational Research will be used by all Tasmanian Government schools to further gauge student progress in reading.

- Literacy and Numeracy Test for Initial Teacher Education Students
- AITSL Teachers Self-Assessment Tool

14. Measures

13 - 16 years old

Program for International Student Assessment (PISA) (15-year-olds)

Progressive Achievement Testing

NAPLAN (years 7 and 9)

17 - 18 years old

Everyday Adult Standard of reading, writing, and communicating (in English) (part of TCE)

The Adult Years

18+ years old

Everyday Adult Standard of reading, writing, and communicating (in English) (part of TCE)

Development (OECD) – Adult Literacy and Life skills survey

Program for International Assessment of Adult Competencies (PIAAC)

Australian Core Skills Framework

Organisation for Economic Co-operation and

15. Targets

The Early Years

0 - 4 years old

Closing the Gap Target 3:

Children are engaged in culturally appropriate early childhood education in their early years. By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early childhood education to 95 per cent.

Closing the Gap Target 4:

Children thrive in their early years. By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.

4 - 5 years old

Closing the Gap Target 4:

Children thrive in their early years. By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.

The School Years

6 - 12 years old

Closing the Gap Target 4:

Children thrive in their early years. By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.

13 - 16 years old

By year 7:

All young people will meet an expected reading standard that is above the national minimum standard by no later than 2030.

15. Targets

17 - 18 years old

By 2020:

All students will participate in education and training until they complete Year 12, attain a Cert III, or they turn 18 years of age.

By the end of 2022:

75 per cent of all students (15-19 years) will complete their Tasmanian Certificate of Education (TCE).

By the end of 2022, 95 per cent of Year 10 students will continue into year 11 on an Approved Learning Program.

Closing the Gap Target 5:

Students achieve their full learning potential. By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent.

Closing the Gap Target 7:

Aboriginal and Torres Strait Islander youth are engaged in employment or education. By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 per cent.

The Adult Years

18+ years old

100 per cent functional literacy in Tasmania

Closing the Gap Target 6:

Aboriginal and Torres Strait Islander students reach their full potential through further education pathways - By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70 per cent.





Lifting literacy
Lifting Tasmania

Final Consultation Report for the Development of Tasmania's Community-wide Framework

February 2023

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Co-chair foreword

“In all countries, illiteracy is connected to patterns of poverty, social exclusion and inequalities. The literacy challenge, therefore, cannot be addressed in isolation. It requires an integrated approach that places literacy in context and draws on contributions from all actors – government at every level, civil society, the private sector, community groups, professional educators and, last but not least, family, friends and colleagues of those seeking to develop their literacy skills.”¹

Kofi Annan, Former Secretary General of the United Nations

Literacy affects how we are in the world: how we form bonds with our family, how we learn and work, how we interact with our community, and how we think of ourselves. However, it's not just about the individual. Evidence shows that higher literacy rates improve social and economic outcomes for the wider community.

Since the Literacy Advisory Panel (the Panel) was established, it has been clear in its focus and desire to ensure the Community-wide Framework (the Framework) and its recommendations are relevant, impactful, and purposeful for the Tasmanian community. This means hearing from as many people and community groups as possible.

With the release of **Paper One**, the Panel sought to understand from the community the full breadth of activities and opportunities to lift literacy in Tasmania and we thank the community for its engagement, comments, perspectives, aspirations, and ideas.

The principles and key themes put forward in this Final Consultation Paper (the Paper) are underpinned by an aspirational and inclusive vision: to lift literacy in Tasmania so that, no matter your age, background, post code, or circumstances, you can grasp any or all the opportunities to develop or improve your literacy skills.

The Panel is inviting community input and comment on the Final Consultation Paper. While this document is out for comment, the Panel will continue to develop and refine the Framework. Your views and input will be considered. We look forward to reading your feedback as we collectively work in pursuit of 100 per cent literacy in Tasmania.

Thank you

The Panel appreciates the input of all who participated in the consultation processes to date. Participants have willingly provided their time, thoughts, experiences, and expertise to assist us in lifting literacy. This input has been invaluable. The Panel especially thanks the people with lived experience who have provided their voice of experience. We appreciate your insight.

We, as co-chairs, also give our significant appreciation to all the Literacy Advisory Panel members. You have provided your time free of charge and have provided us with insights based on your significant research, knowledge and rich experience.

Natalie Brown
Co-chair

Jenny Gale
Co-chair

¹ Annan, K. (2003, September 5). *Literacy prerequisite for reaching global anti-poverty goals says Secretary-General in literacy day message* [Press release]. United Nations. <https://www.un.org/press/en/2003/sgsm8849.doc.htm>



Acknowledgement of Country

In recognition of the deep history and culture of Tasmania, the Literacy Advisory Panel acknowledges and pays respect to all Tasmanian Aboriginal people; the past and present custodians of this island. We further acknowledge and pay respect to Tasmanian Aboriginal Elders, past and present. We respect and celebrate Tasmanian Aboriginal language and recognise its significance to Aboriginal identity, connections to Country, its vital role in learning and education and the passing on of unique cultural experiences and knowledge over many thousands of years.

Introduction

The former Premier, Hon Peter Gutwein MP, appointed the Literacy Advisory Panel in September 2021 and tasked it with developing a Community-wide Framework (the Framework) to achieve a literate Tasmania.

In developing the Framework, the Panel has been asked to:

- review current literacy policies, approaches and supports in place in Tasmania in the early years, schools, and adult learning environments,
- map existing effort and consider the effectiveness of existing literacy measures and targets,
- consider the effectiveness of existing literacy measures and targets, and
- make targeted recommendations to build upon existing literacy approaches and supports in the early years, schools, adult learning environments.

This Paper has been developed based on the review of current Tasmanian policy and practice, mapping of existing services and consideration of the effectiveness of existing literacy measures and targets.

All that remains for the Panel to complete its work is to finalise the Framework and make recommendations to the Premier about achieving a literate Tasmania. In this Final Consultation Paper, the Panel presents the key themes of what it has learnt to date. The Panel will use your feedback on this Paper to help finalise the Framework to present to the Premier, along with recommendations for implementation through action plans.

More information on the Panel and its work, can be found at www.dpac.tas.gov.au/literacy.

What is literacy?

“Literacy involves listening, reading, viewing, speaking, writing, creating texts, and using language for different purposes in a range of contexts. Literacy encompasses the knowledge and skills needed to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas, opinions and interact with others. It involves a continuum of learning to enable individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

The Literacy Advisory Panel’s definition of literacy combines definitions from the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).²

When the word ‘literacy’ is used in this paper, it refers to the full breadth of literacy encompassed in this definition, not just reading and writing.³

2 Australian Curriculum, Assessment and Reporting Authority (ACAR). *Literacy (Version 8.4)*, Australian Curriculum. <https://www.dropbox.com/sh/pac5xvi5twadxmb/AABkgWVrwqOW5e9OBEEu4huLa?dl=0>

3 United Nations Educational, Scientific and Cultural Organization. *What you need to know about literacy*, UNESCO. <https://www.unesco.org/en/literacy/need-know#:~:text=Literacy%20is%20a%20continuum%20of,well%20as%20job%2Dspecific%20skills>



"I find it hard to express myself because I can't think of the right words."

Lived experience contributor

Our approach to reporting to Government

The Panel has been tasked with providing a Community-wide Framework and a final report, including specific and targeted recommendations, to the Premier.

To do this, the Panel is developing a broad Framework that can last over a period of years (nominally ten years). The intent is that anyone in any education system or sector (primary, secondary, tertiary, public and independent schools), community organisations, and individuals can align their work to the Framework.

This enables all of the community to be moving in the same direction toward achieving a literate Tasmania.

The Panel's Report to the Premier will make a set of specific and targeted recommendations that align with the Framework. These recommendations will be developed from what we have heard from our community consultation processes and other research and presentations available to the Panel.

The scope of that information is covered in the section on [Approach to Consultation](#).

This final consultation paper provides:

- summaries (key themes) of what we have heard through consultations and presentations to the Panel, and
- a summary of "What this tells us" which will form the basis of recommendations to the Premier.

Your feedback on this consultation paper will assist in finalising the Framework and help shape our final recommendations to the Premier.

You will see throughout this Paper headings called "What this tells us". These sections will be used by the Panel to develop targeted recommendations.

Your feedback on these sections will be particularly useful for the Panel.

How to make a submission

All submissions must be received by close of business,
Monday 20 March 2023.

Submissions can be made in the following formats:

- written (typed or handwritten)
- audio
- video, and
- online survey found at www.dpac.tas.gov.au/literacy/home/community_consultation.

Submissions can be emailed to policy@dpac.tas.gov.au, or sent in the mail to:

Literacy Advisory Panel's Community Consultation

Attention: Literacy Advisory Panel – GPO Box 123, Hobart TAS 7001

The Panel is partnering with organisations to seek feedback in other ways, particularly to ensure those with literacy challenges can participate and contribute their views.

Other than indicated below, submissions will be treated as public information and will be published on our website. Please see the [Public Submissions Policy](#) page for more information.

No personal information other than an individual's name or the organisation making a submission will be published.

For further information please contact policy@dpac.tas.gov.au.

Important information to note:

Your name (or the name of the organisation) will be published unless you request otherwise.

In the absence of a clear indication that a submission is intended to be treated as confidential (or parts of the submission), the Panel will treat the submission as public.

If you would like your submission treated as confidential, whether in whole or in part, please indicate this in writing at the time of making your submission. Clearly identify the parts of your submission you want to remain confidential and reasons why. In this case your submission will not be published to the extent of that request.

Copyright in submissions remains with the author(s).

The Panel will not publish, in whole or in part, submissions containing defamatory or offensive material. If your submission includes information that could enable the identification of other individuals, then either all or parts of the submission will not be published.

Accessibility of submissions

The Panel wants to ensure information is accessible and easily understood by people with diverse communication needs.

Where possible, please consider writing your submission in plain English and providing it in a format such as Microsoft word or equivalent.

Individuals who required assistance to respond to community consultation were advised to contact 26TEN on 1300 00 2610 or visit: 26ten.tas.gov.au/Pages/Get-Help.aspx.

If you need assistance from a Department of Premier and Cabinet staff member to make a submission please call 03 6232 7550 or email policy@dpac.tas.gov.au

Approach to consultation

We have made it a priority to consult with Tasmanians, and all who have suggestions for how to lift literacy in Tasmania. We sought input, through meetings and the community consultation process, to inform the development of the draft Framework.

The Panel heard from 30 experts to inform its early thinking and to guide the development of the community consultation process.

The Panel ran two rounds of community consultation. One broad round of community consultation in response to Paper One: *Setting the Scene*, and a second targeted consultation round. The Panel received a collective total of 559 responses to its community consultation rounds with 49 from organisations, 510 from individuals. Of the 559 responses, 352 were received from Paper One: *Setting the Scene*, and 207 responded to the targeted consultation.

During the first round of consultation, the Panel reached out to the community in a variety of ways:

- 180,500 individuals saw ads through social media,
- 3,321 individuals visited the website,
- 21 advertisements were run in newspapers across Tasmania (community and daily papers),
- 179 stakeholders received direct emails, and
- 6 community consultation partners spread the word about the consultation.

Assisted Submissions

Our consultation partners, Neighbourhood Houses Tasmania, Early Childhood Australia Tasmania Branch, Child and Family Learning Centres (CFLCs), Libraries Tasmania, and 26TEN supported the consultation by providing assistance to individuals who needed support to submit their responses. We engaged these partners because of their established relationships with Tasmanians, including those who may find it difficult to engage in a written form of community consultation process due to literacy challenges. There were 22 individuals who responded through partners.

Targeted Consultation

A second round of community consultation was undertaken in October and November 2022. In this round, 207 individual responses were collected. Through targeted consultation, the Panel heard from individuals identifying themselves as:

- Youth (up to 26 years-old),
- Tasmanian Aboriginal people,
- Tasmanians with lived experience of literacy challenges,
- Migrant or refugee Tasmanians,
- LGBTQIA+,
- People with disability, and
- Incarcerated Tasmanians.

While the Panel heard from members of the above groups there was a gap in specific feedback relating to members of Tasmanian Aboriginal Communities and the LGBTQIA+ community. In the implementation of the Framework, ongoing consultation with these communities will be undertaken to ensure the unique needs of these communities are identified and met.

Literature

The panel has had access to 78 articles covering Early Years (21 articles), School Years (43 articles), Adult Learning Environments (12 articles) and Community-wide settings (2 articles). These readings have provided panel members the opportunity to consider a diverse range of perspectives and inform their thinking, discussions, and decisions.

What we heard from our consultation processes will shape our recommendations

This paper provides an overview of some of the key messages, insights and research from our consultation process and independent research.

The following sections are structured to reflect key themes and to assist in responding to the Panel's Terms of Reference.

Ecological Model of Literacy

Key themes

- We know the State Government, through its Keeping Children Safer priority, has a particular focus on vulnerable children. We also know of the wellbeing work being advanced through the Tasmanian Government's **Child and Youth Wellbeing Strategy** and **Wellbeing Survey**, which was undertaken through the public school system and is now being adopted outside that system.
- In a recent report by the *Productivity Commission – Review of the National School Reform Agreement* (NSRA, 2023) it was revealed that 'major reform is required' and notes the current agreement lacks targeted reforms to improve outcomes for students from poor backgrounds, from the regions, Indigenous students and students who do not meet the minimum standards for literacy and numeracy.⁴
- The Commission found that many children and young people struggle with poor wellbeing because of experiences in and outside their schools. Teachers need more support to help students to manage these issues and achieve their potential.⁵
- The report recommends that a new outcome on student wellbeing should be added to the NSRA as wellbeing is both a desired outcome of schooling, and a means of improving learning outcomes.⁶
- Additionally, the Panel heard about the association between disadvantage and lower learning outcomes and that in the ABS Index of Relative Socio-economic Disadvantage (2016) 18.7% of Tasmanian Statistical Local Area (SA1s)⁷ were in the bottom decile. Approximately double that for the whole of Australia (9.7%).
- The Panel was provided with information, from the Department for Education, Children and Young People, showing the correlation between parents' highest level of education and attendance rates of students. This clearly showed that while attendance rates of children dropped in the later years of schooling (Years 9 through 12), the lower the level of parental education, the higher the drop in school attendance.
- The Department for Education, Children and Young People also provided the Panel with information suggesting that higher attendance rates were correlated with higher levels of academic achievement.

4 The Hon Jason Clare MP. (2023, January 20). *Productivity Commission – review of the National School Reform Agreement* [Media release]. Ministers of the Education Portfolio. <https://ministers.education.gov.au/clare/productivity-commission-review-national-school-reform-agreement>

5 The Productivity Commission. (2023). *Review of the National School Reform Agreement: Study report*. Australian Government. <https://www.pc.gov.au/inquiries/completed/school-agreement/report>

6 Ibid

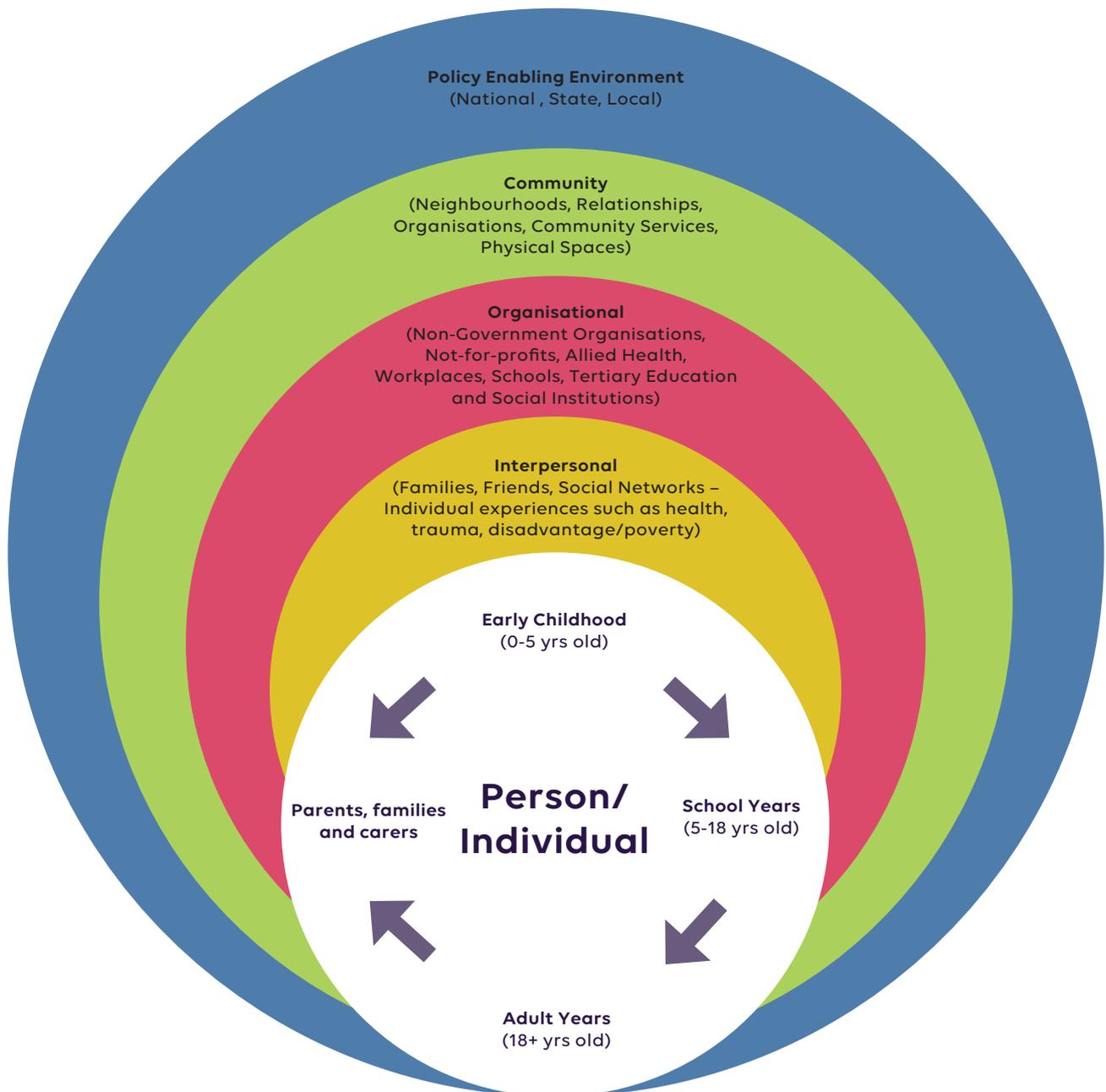
7 SA1 is a Statistical Local Area used by the ABS. Level 1 (SA1s) are designed to maximise the spatial detail available for Census data. Most SA1s have a population of between 200 to 800 persons with an average population of approximately 400 persons



"I had very little schooling ... mum was on drugs so missed a lot of schooling, didn't have lunch, played up, went part-time then never worked back up to full-time."

Focus group participant

The Panel discussed the concept of the various element/factors/people that impact learning and has depicted this as an ecological model of learning.



What this tells us

- The Government’s focus on wellbeing in Government schools should be continued.
- Wellbeing should be a focus for all schools.
- The Tasmanian Education System (all sectors) should take a coordinated approach to understanding and overcoming barriers to school attendance. This may include co-funded research.

Principles

Key themes

- There were a number of key themes repeated numerous times throughout consultations. They were also repeated when discussing most concepts of literacy with the Panel. This has led to the development of four main principles that underpin our approach to language and literacy development:

Equity

All Tasmanians have access to the support they need to develop literacy skills.

Consistency

There is structured, systematic and explicit literacy teaching from early years to adulthood.

The learner is at the centre

Educators understand how the circumstances of those they teach may impact learning.

Underpinned by evidence-based research

The brain needs to develop its capacity to learn to read and educators need to use the most recent evidence of the brain and teaching practices to help shape that experience in the early years.



"Something that should take 5 mins takes me 20 mins ... It's debilitating, I hate it. It's embarrassing I don't really want to ask for help as it is embarrassing."

Lived Experience Participant

Foundations for success

The Panel heard of the importance of groups or factors that are vital to invest in as foundations of success.

Parents, Families and Carers

Key themes

- The important role that parents, families and carers play in their children's literacy development cannot be understated.
- Immersion in spoken language - speaking and listening, as well as reading activities at home, have significant positive influences not only on reading achievement, language comprehension and expressive language skills,⁸ but also on students' interest in reading, attitudes towards reading and attentiveness in the classroom.⁹
- Parental involvement in a child's reading has been found to be the most important determinant of language and emergent literacy.¹⁰ Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school.¹¹
- Research shows that the involvement of parents, families and carers in the literacy development of children is linked to improved literacy outcomes and can lead to higher academic achievement, better school attendance, and greater cognitive competence.¹²
- Although parental involvement has the greatest effect in the early years, its importance to educational and literacy outcomes continues into the teenage and even adult years.¹³
- The Panel acknowledges the work that is already underway in Tasmania to support parents, families and carers in their important role as a child's first and continuing teacher.

8 Gest, F., Freeman, N., Domitrovich, C., Welsh, J. (2004). Shared book reading and children's language comprehension skills: the moderating role of parental discipline practices. *Early Childhood Research Quarterly*, 19(2), 319-336

9 Rowe, K. (1991). The Influence of Reading Activity at Home on Students' Attitudes Towards Reading, Classroom Attentiveness and Reading Achievement: An Application of Structural Equation Modelling. *British Journal of Educational Psychology*, 61(1) pp.19-35

10 Also see: Ntim, S. (2015). Early parental support as a predictor of early literacy skills: A study from four administrative districts in Ghana. *International Journal of Education*, 7(3). <https://doi.org/10.5296/ije.v7i3.7040>; Iroegbu, V., Igweike, I., & Okiotor, M. (2020). Effect of parental involvement on the reading skills of students in lower primary school in Ondo State, Nigeria. *Journal of Education and Social Policy*, 7(4). <https://doi.org/10.30845/jesp.v7n4p10>; Bus, A., van Ijzendoorn, M., & Pellegrini, A. (1995). Joint Book Reading Makes for Success in Learning to Read: A Meta-Analysis on Intergenerational Transmission of Literacy. *Review of Educational Research*, 65 pp.1-21

11 Clark, C. R. (2007). *Why is it important to involve parents in their children's literacy development – a brief research summary by Christina Clark*. National Literacy Trust. <https://files.eric.ed.gov/fulltext/ED496346.pdf>; Wade, B. & Moore, M. (2000). A sure start with books. *Early Years*, 20. Pp.39-46

12 Clark, C. (2007). Why it is important to involve parents in their children's literacy development. National Literacy Trust; Rowe, K. (1991). The influence of reading activity at home on students' attitudes towards reading, classroom attentiveness and reading achievement: An application of structural equation modelling. *British Journal of Educational Psychology*, 61, pp.19-35

13 Desforges, C. & Abouchar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a literature review. *London: Department for Education and Skills*

What this tells us

- Efforts to support parents, families, and carers to understand and fulfill the foundational and ongoing influence on their child's language and literacy development should be prioritised and expanded.
- We need more ways of identifying children who are at risk of not meeting developmental literacy milestones.
- Parents, families and carers need access to supports and quality resources to support their children and access to more intensive support where necessary.
- Not-for-profit literacy tutor programs could be extended for vulnerable students, including those in Out of Home Care.

Workforce

Key themes

- A supported and expert workforce is integral to literacy development. Highly capable educators are required to teach literacy in the early years.
- As of 2021 there were 24,060 education and trained professionals employed¹⁴ in Tasmania, supporting learners in the Tasmanian education system from the early years to adulthood. In a literacy context, learners are also supported by a range of allied health professionals, community support services and more.
- Belonging, Being and Becoming – The Early Years Learning Framework for Australia (EYLF) is used in early childhood services and settings across Australia to provide quality teaching and learning to all children. In Tasmania, the EYLF informs the work of all educators working with children from birth to year 2.
- We know that high quality, evidence-based teaching and support, that is regularly evaluated for impact, delivers positive results for learners. The Panel heard through community consultation that a lot of good work is happening, but more must be done to support our literacy workforce (including teachers, educators, tutors etc.).
- School educators are charged with delivering the Australian Curriculum across Prep to Year 10. Teachers bring different levels of skill, experience and knowledge to the classroom and highly skilled and adaptive teachers are best placed to provide support to those starting out in their careers.
- Community consultation indicated there appears to be a shortage of professionals available for a range of services. This includes (to name a few): adult assessment, adult literacy services, allied health (all ages), early education and care sector, and child and family learning centres.

¹⁴ State Growth Tasmania (n.d). *Tasmania – Industry sector of employment*. <https://profile.id.com.au/tasmania/industries#:~:text=An%20analysis%20of%20the%20jobs,24%2C060%20people%20or%209.4%25>

For example, as specialist experts in supporting children with communication difficulties, speech pathologists provide advice to parents and teachers, work as part of an effective literacy team to support groups of students and provide intensive one-on-one support where needed. Speech pathologists can:

- Assess speech and language skills to determine if there are any difficulties and provide intervention strategies to support oral language development.
 - Support oral language development in areas that are relevant to literacy, in preschools and schools.
 - Work with preschools, schools and families for example, providing strategies in order to support children's oral language development.
 - Use their specialist knowledge of the sound system of English to help children who are having difficulty with letter sound relationships.
 - Help children to use strategies for understanding what they need.¹⁵
- The Panel acknowledges, respects, and values the past and current work of the education sectors to provide ongoing differentiated literacy support and professional learning to build the capacity and capabilities of all staff working with learners across contexts.
 - Suggestions from the consultation included:
 - provision of more staff specialising in language and literacy,
 - more support staff and volunteers in all learning environments,
 - provision of evidence-based guidance and other supports for teachers, including ensuring sufficient time to prepare for classroom teaching and measuring confidence and wellbeing,
 - a need to provide resources and supports that enable teachers to maximise their time to teach,
 - greater provision of greater provision of experts that support literacy development in schools,, e.g., Speech and Language Pathologists, Psychologists, Occupational Therapists,
 - develop teacher expertise in assessing the literacy competencies of all learners. Schools are supported to provide support tailored to their own school communities, and
 - a need for continuous, quality assured, evidence-based professional development in literacy for teachers and support staff across all years of education including early years, school years and adult learning environments.

15 Speech Pathology Australia (n.d). *What is a speech pathologist?* https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/What_is_a_Speech_Pathologist/SPAweb/Resources_for_the_Public/What_is_a_Speech_Pathologist/What_is_a_Speech_Pathologist.aspx

What this tells us

- The Workforce should be supported to ensure teaching aligns with the contemporary peer-reviewed research evidence, including cognitive research, and that educators have a “toolbox” of resources and skills to teach language and literacy skills to learners.
- A Literacy Capability Framework should be developed with clear guidance across the early years, school years and adult years, regarding the knowledge, skills and attributes needed across the literacy workforce to support language and literacy development for all learners in Tasmania.
- A program of systematic professional learning to support the literacy capability framework should be developed at system level and every teacher in every school should engage in professional development in literacy every year.
- Educators should have professional learning on structured literacy and other strategies which will assist them to make adjustments for learners. Structured literacy approaches emphasize highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression).¹⁶
- A quality assured list of service providers who deliver evidence informed professional learning aligned to the Literacy Capability Framework should be developed and periodically reviewed at a system level, for use by schools.
- A Workforce Development Strategy for new and existing educators should be developed to implement the Literacy Capability Framework.
- Scopes and sequences should be written for Tasmanian schools across all aspects of literacy.
- The Australian Education Research Organisation (AERO) should be engaged to quality assure the scopes and sequences as they are being developed and to evaluate their use when implemented.
- The University of Tasmania and TasTAFE should ensure graduate educator readiness to deliver quality literacy instruction through scopes and sequences and as described by the Australian Curriculum and the Early Years Framework for Australia.
- Placements, workshops, or partnerships with high performing schools and educators should be used to prepare graduate educators.
- Educators with high achievement and evidence of improvement in outcomes for students over time in literacy should be actively supported to mentor, model and support the growth of others.
- Research is needed to understand unmet need and workforce gaps to inform a ‘Workforce Attraction and Retention strategy’.
- Research is needed on the barriers to accessing professionals in the early years, school years and adult years.

¹⁶ International Dyslexia Association, <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/#:~:text=What%20is%20Structured%20Literacy%3F,reading%20comprehension%2C%20written%20expression>

Libraries

Key themes

- Whether in school or out of school, young people thrive when they have opportunities to explore and discover their interests in a variety of spaces, including at home, in the community, and in public libraries.¹⁷
- Research suggests that both the presence of school libraries and qualified school librarians can have a positive influence on children's literacy attainment.¹⁸
- The Panel heard that there is a severe shortage of teacher librarians. There is currently only one Teacher Librarian course available in Australia, the Master of Education (Teacher Librarianship) course offered online through Charles Sturt University. Currently only 2% of Tasmanian schools have qualified teacher librarians.¹⁹
- In Tasmania, libraries run a free state-wide service, offering one-to-one and small groups tutoring, to help adults improve their reading, writing and math skills and speaking English.
- Literacy Coordinators work in libraries around the state to provide literacy support for adults in the community. Literacy Coordinators support trained volunteer literacy tutors to work with learners one-to-one or in small groups. It helps with:
 - teaching adults and children to read,
 - building study skills,
 - improving literacy skills for work,
 - applying for a job,
 - taking a course,
 - getting a driver's licence, and
 - using a computer.
- Libraries Tasmania offers early learning programs for very young children and their families, including Rock & Rhyme for birth to 3 years old and Storytime 3 to 5 years old. These programs support literacy and numeracy skill development.²⁰

17 Public Library Association. (2016). *Family engagement*. American Library Association. <https://www.ala.org/pla/initiatives/familyengagement>

18 Merga, M. K. (2020). School libraries fostering children's literacy and literature learning: Mitigating the barriers. *Literacy*, 54(1), 70-78. <https://doi.org/10.1111/lit.12189>; Barret, L. (2010). Effective School Libraries: Evidence of Impact of Student Achievement. *The School Librarian*, 58(3), 136-139; Highes, H., Bozorgian, H., Allan, C. (2014). School Libraries, Teacher-Librarians and Student Outcomes: Presenting and Using the Evidence. *School Libraries Worldwide*, 20(1) pp.29-50; Lance, K., Kachel, D. (2018). Why school librarians matter: what years of research tell us. *Kappan*; Todd, R., Kuhlthau, C. (2005). Student Learning Through Ohio School Libraries, Part 1: How Effective School Libraries Help Students. *School Libraries Worldwide*, 11(1) pp. 63-88

19 Submission to the Panel from Libraries Tasmania

20 Libraries Tasmania. (n.d.). *Early learning programs*. <https://libraries.tas.gov.au/public-libraries/for-children-and-youth/early-learning-programs/>

What this tells us

- Libraries are pivotal community centres for supporting literacy development for Tasmanians of all ages.
- Partnerships should be developed between Libraries Tasmania and all schools without adequate school libraries, or qualified librarians, to provide professional development, resources and just in time support.
- Innovative mobile library support could be utilised for schools that cannot support a quality collection or communities that struggle to maintain adequate library stock due to location, funding, or size.
- Parents, families and carers of young children not yet at school need services to support early literacy development.

Partnerships/Systems

Key themes

- Research suggests there is the need for early childhood professionals from a range of backgrounds to work together (collaborate) to achieve the best outcomes for children and families.²¹
- Professionals themselves also benefit from working in partnership. Collaboration provides opportunities for professional development through formal and informal learning from peers with diverse experience and expertise.²²
- The Panel heard from community consultation (Paper One) that there are a range of activities underway but there was strong sentiment and support for the Framework to improve coordination of effort.
- Partnerships are fundamental to this Framework and come in many forms: community, government, interprofessional relationships, allied health partnerships, schools and community and cross-sectoral partnerships.

What this tells us

- Trusted partnerships between educators, parents, families, carers, the community and across boundaries are critical for sustained approaches to high quality literacy teaching and supports.

21 Lumsden, E. (2005). Joined up thinking in practice: An exploration of professional collaboration. In T. Waller (Ed.), *An Introduction to Early Childhood: A multidisciplinary*, pp.39-54. London: Paul Chapman Publishing; Bruder, M. (2010). Early Childhood Intervention: A Promise to Children and Families for Their Future. *Council for Exceptional Children*, 76(3), 339-355

22 Flottman, R., McKernan, A., & Tayler, R. (2011). *Victorian Early Years Learning and Development Framework: Evidence paper*. Department of Education and Early Childhood Development. <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracpartner.pdf>; Kelley, T., M. (1996). A critique of social bonding and control theory of delinquency using the principles of psychology of mind. *Adolescence*, 31(122), 321-337.; Wesley, P., Buysse, V. (2001). Communities of practice: Expanding professional roles to promote reflection and shared inquiry. *Topics in Early Childhood Special Education*, 22(2), pp.114-123; Rush, D. Shelden, M., Hanft, B. (2003) Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children*, 16(1), pp.33-47; Green, B., Everhart, M., Gordon, L., Gettman, M. (2006). Characteristics of effective mental health consultation in early childhood settings: Multilevel analysis of a national survey. *Topics in Early Childhood Special Education*, 26(3), pp.142-152; McWayne, C., Broomfield, M., Sidoti, J., Camacho, N. (2008). Facilitators of and challenges to interagency collaboration: An early childhood perspective. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 11(2), 90-109

Investment

Key themes

- The Panel heard on a number of occasions about the need for more investment in many forms:
 - additional supports for teachers or in classrooms,
 - more one-to-one support,
 - need for outreach services,
 - more child and family learning centres,
 - more funding to run pilot projects,
 - more professional development,
 - sharing of data and warm referrals between services, and
 - where there is investment made, initiatives and programs should be evaluated to ensure that targets and evidence-based outcomes are being met.
- There will always be a contest for scarce resources, how they should be allocated and the desire for universal services.
- In recognition of this, the Panel also heard of the need for resourcing and delivery of services at a scale and intensity proportionate to the degree of need.

What this tells us

- Long term investment in evidence based approaches is required to lift literacy, based on delivering services at a scale and intensity, proportionate to the degree of need.
- Where there is investment made, initiatives and programs should be formally evaluated to ensure intended outcomes are met.



"When in school it felt like ... teaching kids to write in a large classroom ... made it feel like I was stupid in comparison to my classmates. When being taught one on one I learned much faster."

Focus group participant

Information to support development of recommendations for the early years, school years, adult years and whole of community

The following sections outline the key themes for the Panel's consultation processes and includes sections headed "what this tells us". These sections will be used by the Panel to inform the set of recommendations to the Premier.

The potential set of recommendations is extensive and will take some time to see real change. Acknowledging this, the Panel will recommend to the Premier that the Government consider this body of work over approximately a 10-year period with a three-year action plan which is regularly reviewed and updated.

Early Years

Key themes

The developing brain and literacy

- A baby is born with a brain that is ready to process oral language. Human brains are therefore wired to speak but are not wired to read and write. This is a skill that must be explicitly taught.
- Research on the brain has been undertaken by neuroscientists which reveals the parts of the brain that are activated when a person is reading or learns to read. This brain research suggests that reading begins with the visual recognition of letters, continues with phonological processing and then comprehension/interpretation.²³
- Hard wiring of these processes involves neural connections. In a child these neural connections are only beginning to form. Repetition is a necessary building block, and application and practice, in authentic and purposeful ways, allows the connections in the brain to strengthen and assists learning.²⁴

23 Bookheimer, S. (2002). Functional MRI of Language: New Approaches to Understanding the Cortical Organization of Semantic Processing. *Annual Review Neuroscience*. 25, 151-188; Szaflarski, J., Schmithorst, V., Altaye, M., Byars, A., Ret, J., Plante, E., Holland, S. (2006). A longitudinal fMRI study of language development in children age 5-11. *Ann Neurol*, 59(5), 796-807

24 Dehane, S. (October 26, 2013). *How the Brain Learns to Read*. YouTube. Retrieved from <https://www.youtube.com/watch?v=25GI3-kiLdo>

The First 1,000 Days

The first 1,000 days is from pregnancy to 2 years.

- Literacy development in the early years is interconnected with children's relationships with their family, community, environment, and the systems and support available. The early years, especially the first 1,000 days, are a critical period of language and literacy development where the foundations are built for future literacy learning and development. When these foundations are not strong or built later, literacy development suffers.
- During the first 1,000 days of life, an adequate supply of the micronutrient iodine is key to the healthy growth and development of the brain and nervous system. Iodine is an important building block for supporting learning and educational outcomes in children.^{25 26} The effects of iodine deficiency have been known for at least the past 70 years in Tasmania. Research shows that pregnant and breastfeeding women are not getting enough iodine, and this leaves infants vulnerable to the adverse effects of iodine deficiency.²⁷

Child Health and Parenting Service

- The Child Health and Parenting Service (CHaPS) provides free child health and development assessments for all children aged 0-5 years. Support from the family and child health nurses includes information on a range of topics on baby/child health and development.
- CHaPS receives a referral for every birth in Tasmania and offers a face-to-face visit with parents. Checks are also offered at 2 weeks, 4 weeks, 8 weeks, 6 months, 12 months, 2 years, and 4-5 years (Healthy Kids Check). CHaPS see 97% of newborns at 2 weeks, approximately 60% at 12 months, 50% at 2 years of age and about 45% at 4 years of age.
- Given the importance of the first 1,000 days, continuing connection to CHaPS has significant benefits in early detection of any health or developmental challenges that may affect a child and this may initiate a need for early intervention. The observed drop in engagement with CHaPS may disadvantage some children. Currently it is not clear what the main drivers are for this drop; or whether it differentially affects particular families or communities. Information heard by the Panel indicates the drop may be due to families feeling supported without the CHaPS service, transport constraints, competing demands for parents, families and carers' time, or a lack of understanding of the value of continuing with the CHaPS service.
- Parents are provided with a blue book at the first visit that contains a guide to a child's development at various age milestones. The CHaPS website also provides this information and includes tips on how to encourage speech and language development.²⁸
- CHaPS has been funded through the Child and Youth Wellbeing Strategy to expand the Sustained Nurse Home Visiting Program. The goal of the Program is to help parents who need more support in the first 1,000 days. The sustained, more intensive level of care provided by the program may involve home visiting over a period, in line with a tailored plan based on the specific needs of the family. The length of time will be dependent on what a family needs, but can be up to two years, and plans will involve frequent parent skill-development opportunities.

25 Seal, J. A., Doyle, D., Burgess, J. R., Taylor, R., & Cameron, A. R. (2007). Iodine status of Tasmanians following voluntary fortification of bread with iodine. *The Medical Journal of Australia*, 186(2), 69-71. <https://doi.org/10.5694/j.1326-5377.2007.tb00803.x>

26 Hynes, K. L., Seal, J. A., Otahal, P., Reardon, M. A., & Burgess, J. R. (2018). Iodine adequacy in Tasmania sustained after 7 years of mandatory bread fortification. *The Medical Journal of Australia*, 208(3), 126. <https://doi.org/10.5694/mja17.00603>

27 Nolan, M., Gorsuch, C., Graham, A., Hynes, K., & Reardon, M. (2022). *Barriers and enablers to maternal iodine supplement use in Tasmania: Report*. Department of Education. <http://ecite.utas.edu.au/150298/2/150298%20-%20Barriers%20and%20enablers%20to%20maternal%20iodine%20supplement%20use%20in%20Tasmania.pdf>

28 Department of Health. (2022). *Child Health and Parenting Service (CHaPS)*. Tasmanian Government. <https://www.health.tas.gov.au/health-topics/child-and-youth-health/child-health-and-parenting-service-chaps#support-we-provide>

- Nurse visits may initially be more frequent as complexities and priorities shift and improve for the parents, families and carers, and their child/ren. The level of support is agreed in partnership with the family and based upon family need, with goals and targeted outcomes identified from the outset of working together. Goals and supports are then reviewed in partnership with parents, families and carers through regular case conference discussions. Over the past twelve months CHaPS has completed the planning stages for the new Nursing Home-Visit Program. The Program will start working with families during the second year of the strategy.

B4 Early Years Coalition

- B4 Coalition works to drive social change through connecting, engaging, and supporting organisations and individuals from across diverse sectors to work together to act in the early years. It provides a range of valuable resources to support parents, families and carers, and the community in the early years, including resources specific to literacy development.
- The B4 Coalition discussed a number of themes with the Panel:
 - Work by Dr Brinkman and colleagues in 2013, using the Australian Early Development Census (AEDC) and NAPLAN measures showed; “A child’s skills, development and attributes at school entry predict their latter literacy and numeracy skills throughout primary school.”²⁹
 - The importance of attending a quality Early Childhood Education and Care (ECEC) service regularly and of parent, family or carers’ engagement with that service.
 - The importance of having books in the home.
 - The opportunity to develop a family literacy support program/course.
 - Despite a comprehensive suite of early years supports and services, Tasmania has ongoing services gaps due to location, staffing shortages, and a range of other impacts. Additionally, often the children and families who would benefit from early years services, for many reasons, are not reached by services and supports.
 - Disadvantage continues to impact language and literacy development. We heard from a range of sources the importance of systematic literacy instruction to teach children the foundational skills necessary to become competent readers and writers.³⁰

Early Years Workforce

- The Panel heard that Early Childhood Education and Care staff experience barriers to accessing professional development opportunities. These barriers are primarily caused by time and staffing constraints. Early years practitioners often attend professional development sessions outside of paid work hours.

29 Brinkman, S., Gregory, T., Harris, J., Blackmore, S., & Janus, M. (2013). Associations between the early development instrument at age 5, and reading and numeracy skills at ages 8, 10 and 12: A prospective linked data study. *Child Indicators Research*, 6, 695-708. <https://doi.org/10.1007/s12187-013-9189-3>

30 Presentation by the B4 Coalition to the Literacy Advisory Panel on 19 January 2023

What this tells us about the early years

- Programs that parents, families and carers access in the early years, should include information about the important role parents, families and carers play in language and literacy development and practical resources should be available to assist them in that role.
- CHaPS should be supported to continue their important work in the early years, including an evaluation of its expanded home visiting program to vulnerable families.
- Research could be undertaken to understand why parents don't participate in the first developmental check, particularly to ensure these are not the most vulnerable Tasmanians. This research could also include why some parents, families and carers do not continue to access the services over time (e.g., barriers or whether other services are filling the gap).
- CHaPS should be trained to identify and monitor pre-literacy developmental progress and provide warm referrals to allied professionals.
- All children identified as vulnerable in pre-literacy developmental progress should have access to two full years of literacy learning before Prep.
- We need ways to ensure age-appropriate books and resources are available for young vulnerable Tasmanians, including children in out of home care.
- B4 Coalition should be supported to expand and strengthen its role in language and literacy development and to provide resources in language and literacy development.
- There is an opportunity for the B4 Coalition to work in collaboration with 26TEN and community partners to develop a dedicated place-based Family Literacy Support Program focusing initially on the first 1,000 days and which could later extend to older age groups.
- There are a range of organisations providing services in the early years and there is a need to understand the points of interconnection for parents, families and carers with those services which impact on the development of literacy, and to make recommendations related to improving the availability and coordination of resources across the State. This should also include identifying opportunities to work in partnership across those services including the early childhood education and care sector, playgroups, B4 Coalition, the Department for Education, Children and Young People, Child and Family Learning Centres (CFLCs) and CHaPS.
- A guide to services that are available in all regions of Tasmania to support early literacy is produced and the Government works in partnership with services to maximise access for all families.
- Work should continue to progress the recommendations of the report "Barriers and enablers to maternal iodine supplement use in Tasmania."³¹
- Barriers to early years practitioners' participation in professional development opportunities that build on their skills to deliver literacy instruction should be explored and addressed.

31 Nolan, M., Corsuch, C., Graham, A., Hynes, K., Reardon, M. (2022). Barriers and enablers to maternal iodine supplement use in Tasmania. *Tasman Government*, pp.1-19

Schooling

Key themes

- Irrespective of the sector of schooling, literacy achievement for all students must be a priority.
- Good literacy skills lead to improved social and economic outcomes for individual Tasmanians, including health, life expectancy, happiness, and productivity. Literate Tasmanians are also important for the State's wellbeing. – socially and economically.
- Improving literacy levels is the responsibility of education systems, schools, teachers and professional support staff, in partnership with parents, families and carers.
- An effective or high performing system has clarity of purpose, effective leadership, evidence-based policy, quality teaching, collaborative networks and partnerships, and targeted use of resources.³²
- To improve literacy levels, we need a systemic approach, which cascades to whole of school approaches, led by principals, and which use common language, explicit strategies informed by data, and are supported by a literacy team that supports all teachers.³³
- The Panel heard that if children are not provided with the same literacy instruction, aligned to the Australian Curriculum, across school systems, it presents difficulty when children move to different schools or when receiving specialised support (speech and language pathologists) back into the school learning environment.
- Consistent system-wide literacy instruction also provides workload benefits for teachers, moving from school to school or between systems.
- High quality teaching is critical to a whole school approach when teachers use their professional expertise to translate prescribed evidence-based research into practice to fit the particular needs of individual children in their classroom, so they can all reach their potential. Teachers' evidence-based and research informed practice must be supported by the appropriate professional learning, resources and supports.
- The Panel discussed the variation in literacy outcomes across schools, which is evidenced in NAPLAN results and other standardised assessments. While other factors might also be at play, it is crucial that all schools and all classrooms have consistent, quality literacy teaching, including the teaching of reading.
- The Australian Education Research Organisation³⁴ suggests that 'the science of reading provides the strongest evidence about how young children learn to read. Understanding the cognitive science behind how students learn to read and the research on effective instruction makes it easier for educators to align policy and classroom teaching with evidence.'
- The six keys to reading, also known as the Big Six apply to both primary and secondary students: oral language, phonemic awareness, synthetic phonics, fluency, vocabulary and comprehension. It is logical that as a student moves through schooling, and acquires increasingly sophisticated literacy skills, they will require differential support across the Big Six.

32 Australian Council for Educational Research (2012). *National School Improvement Tool*. Commonwealth Department of Education, Employment and Workplace Relations

33 Te Riele, K., & Stewart, K. (2020). *Whole school approaches to literacy* [Fact sheet 3/2020]. Peter Underwood Centre. <https://doi.org/10.25959/100.00035385>

34 The Australian Research Organisation (AERO) is a national education evidence organisation. In 2019 all Australian governments agreed to create AERO as an institute to position Australia's educators at the forefront of education research to improve learning outcomes for all children and young people. For further information see <https://www.edresearch.edu.au/about-us>

- A high achieving literacy system would ideally see the majority of its secondary students needing very little support in phonemic awareness and phonics and most students needing explicit teaching to to further progress their fluency, vocabulary and comprehension, especially in the subjects being studied.
- The Gradual Release of Responsibility model³⁵ is equally applicable to both the primary and secondary school years. The model is based on the understanding that, as we learn new content, the responsibility shifts from primarily sitting with the teacher as the model or expert, to the responsibility sitting with the student as they acquire the taught skills and take on independence in their application.

Primary School

Key themes

Methods of teaching literacy

- Reading has been referred to as an issue of social justice that tops the list of 10 fundamental human rights.³⁶ The right to read means giving each student the capability to access information that can allow them to reach their fullest potential.
- Children with poor vocabulary skills at age five are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed when they reached adulthood, when controlling for other factors.³⁷
- 'Word-reading and spelling are a foundation for being able to read and write and successfully interact with different forms of communication.'³⁸

Core components of literacy

- As above, research has shown that there are six key components of reading.³⁹ Because of the importance of these components, they have become known as the 'Big Six'. The components are oral language, phonological awareness, synthetic phonics, vocabulary, fluency, and comprehension. In the early years of schooling and beyond, literacy lessons will incorporate the Big Six.
- The Panel agrees that reading and writing are reciprocal and should be taught in tandem. Notably the Ontario Human Rights Commission's *Public inquiry into human rights issues affecting students with reading disabilities* stated that, word-reading and spelling are a foundation for being able to read and write and successfully interact with different forms of communication.⁴⁰

35 Frey, N. (2013). *Gradual Release of Responsibility Instructional Framework*. Association for Supervision and Curriculum Development. https://pdo.ascd.org/lmscourses/pd13oc005/media/formativeassessmentandccswithelaliteracymod_3-reading3.pdf

36 Staff, N. (2020). Reading is a right: Step-by-step guidance to promote literacy as a matter of social justice. *National Association of Elementary School Principals*, 100(4). <https://www.naesp.org/resource/reading-is-a-right/>

37 Law, J., Charlton, J., & Asmussen, K. (2017). *Child language as a wellbeing indicator: Report*. Early Intervention Foundation. <http://www.eif.org.uk/publication/language-as-a-child-wellbeing-indicator/>

38 Ibid

39 Konza, D. (2014). Teaching reading: Why the "Fab Five" should be the "Big Six". *Australian Journal of Teacher Education*, 39(12), 153-169. <https://doi.org/10.14221/ajte.2014v39n12.10>

40 Ontario Human Rights Commission. (2022). *Right to Read: public inquiry into human rights issues affecting students with reading disabilities*. Page 4

Cognitive research and the Science of Reading

- Teaching letter-sound correspondence is essential and is the fastest way to acquire reading and comprehension.⁴¹
- The Panel heard from many presenters who provided a significant body of research about the Science of Reading⁴² and the importance of a phonics-based approach to reading in the early years as the foundation of teaching for all children, including those with dyslexia. The Panel was provided with information about how this approach had been implemented in a systematic way in South Australia and was showing good results in improving student reading levels.
- The information presented to the Panel was that current practices, such as balanced literacy approaches and the three cueing systems do not work effectively for all students.
- Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some.
- Scopes and sequences help better understand how cognitive research is translated into practice.⁴³
- There was some opposition expressed to only adopting Science of Reading in Tasmania, suggesting that there should be options for other teaching methods,⁴⁴ however the majority of the Panel agreed with the body of evidence supporting the Science of Reading approach.

The Role of Teachers and Schools

- Teachers play a pivotal role by using their professional expertise to translate prescribed evidence-based research into practice to fit the particular needs of children in their classroom so they can reach their potential. Teachers use evidence-based, research informed practice for bringing reading/writing to life.
- It is well recognised that there are benefits to having a systemic approach which cascades to whole of school approaches, led by principals and which use common language, explicit strategies informed by data, and are supported by a literacy team to inform all teachers.
- A useful definition of effective or high performing systems is found in the National School Improvement Tool and includes: 'clarity of purpose, effective leadership, evidence-based policy, quality teaching, collaborative networks and partnerships and targeted use of resources.'⁴⁵

41 Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90(1), pp.37-55

42 This report uses terms like the "science of reading," "evidence-based," to refer to the vast body of scientific research that has studied how reading skills develop and how to ensure the highest degree of success in teaching all children to read. The science of reading includes results from thousands of peer-reviewed studies and meta-analyses that use rigorous scientific methods. The science of reading is based on expertise from many fields including education, special education, developmental psychology, educational psychology, cognitive science and more. Adapted from Ontario Human Rights Commission, Right to Read, Executive Summary, Page 3

43 See for instance: Winter, C. (n.d.). A Science of Reading-aligned phonics scope and sequence for k-2. *Mrs Winter's Bliss*. <https://mrs winters bliss.com/a-science-of-reading-aligned-phonics-scope-and-sequence-for-k-2/>

44 See for instance: Thomas, P. (2022). The Science of Reading Movement: The Never-Ending Debate and the Need for a Different Approach to Reading Instruction. *National Education Policy Centre*; Aukerman, M. (2022). The Science of Reading and the Media: Is Reporting Biased? Literacy Research Association

45 Australian Council for Educational Research, National School Improvement Tool, available at https://research.acer.edu.au/cgi/viewcontent.cgi?article=1019&context=tll_misc

Tiered approach and structured literacy

- In relation to quality teaching for literacy, presenters suggested the need for explicit, systematic instruction, which provides that everyone receives the same content of for the agreed scopes and sequences and acknowledges that some children will require more time to reach competency of that content while others may need small group, or one to one support to reach competency. This has been referred to as waves or tiers of teaching.
- Reasonable adjustments must be made for educating students with disability, in line with obligations under the Disability Standards for Education (2005). A trauma-informed approach should be used to support children who have experienced complex trauma to engage and learn.⁴⁶ Currently there are 66 Government schools who have received targeted funding to increase capacity in trauma-informed practice.
- Consistent system-wide literacy instruction also provides workload benefits for teachers, moving from school to school or between systems.
- Research indicates that three waves of instruction (also referred to as tiers) should assist all students to achieve the required learning, albeit over different timeframes.⁴⁷ Wave 2 and subsequently Wave 3 instruction are in addition to Wave 1, not instead of, and are delivered in smaller groups or individually, where learners can be provided with more frequent and intensive opportunities.⁴⁸
- These waves or tiers of instruction are a crucial part of delivering structured literacy instruction. Structured literacy includes reading instruction that is explicit and addresses the Big Six. The approach has a focus on teacher-student interaction which includes teacher modeling of literacy skills as well as targeted feedback. Teachers work in a purposeful sequence with requisite skills being acquired before the student moves on to new skills. This approach works to ensure all students are acquiring the necessary decoding skills needed to become a skilled reader.⁴⁹
- A structured literacy approach does not mean that all children must be taught the same content/ strategies at the same time. There are some children who may not be able to or are not ready to engage in a learning environment at particular times due to issues such as trauma or absenteeism. Additional social supports need to be provided to these children and when a child is able to and ready to engage and ready to learn. They should be taught the same fundamental skills that were taught to the remainder of their cohort no matter what year of education they are in. This may require additional classroom supports.

46 Center on Multi-Tiered System of Supports. (n.d.). *Trauma-sensitive schools*. American Institutes for Research. <https://mtss4success.org/special-topics/trauma-informed-care>

47 See for instance: Dempster, N. (n.d.). *Intervention tiers, levels or waves*. Principals as Literacy Leaders. <https://www.pall.asn.au/wp-content/uploads/2015/09/1-Intervention-Tiers-Levels-or-Waves.pdf>; and Prior, L. (2016). *3-Wave Model to challenge and support all learners*. What Works Best. http://whatworksbest.org.au/wp-content/uploads/2016/11/a_3_wave_model_to_challenge_and_support_all_learners.pdf

48 For more complete information see the American Institutes for Research, Centre on Multi-tiered systems of supports, Essential Components of MTSS, <https://mtss4success.org/essential-components#:~:text=A%20multi%2Dtiered%20system%20of,from%20a%20strengths%2Dbased%20perspective>

49 Spear-Swerling, L. (2019). Structured Literacy. *Perspectives on Language and Literacy*, 45(3) .7-9

The role of books and decodable readers

- The Panel heard of the value of using children’s literature in teaching, which adds to the enjoyment of reading, enabling children to extend their vocabulary and develop strong spoken language skills and practice inferential comprehension.
- Decodable books⁵⁰ also play an important and specific role in phonics instruction and building confidence in young readers. The Australian Curriculum 9.0 supports the use of Decodable Readers from Prep – Year 2. Decodable books are designed for students to practise their decoding skills. The books are made up of words for students to decode, along with a small number of high-frequency, irregular words.
- In this way, decodable books and age-appropriate rich texts both help to support literacy learning.
- The Panel discussed the variation in literacy outcomes across schools, which is evidenced in NAPLAN results and other standardised assessments. While other factors might also be at play, it is crucial that, as a minimum guarantee, all schools in all classrooms have consistent, quality literacy teaching based on the fundamental principles underlying the body of research known as the Science of Reading. This should be integral to a rich literacy classroom where children are extended, particularly as they acquire the taught skills and become independent in their application. The science of reading will build teacher expertise and should be combined with explicit sharing of the successful practices already undertaken in schools, with high growth in literacy results.

What this tells us about the Primary School setting

- Learning to read is foundational to all other literacy learning.
- The importance of the Big Six: Oral Language; Vocabulary; Phonological Awareness; Letter sound knowledge (phonics); Comprehension; Fluency as included in the Australian Curriculum.
- There is the need for a systemic approach which cascades to whole of school approaches, led by principals and which use common language, explicit strategies informed by data, and are supported by a literacy team to inform all teachers.
- There should be consistency in screening and assessing across services and sectors to determine which children and young people require adjustments to reach their potential, as well as consistent interventions.
- Explicit, systematic and cumulative teaching of literacy knowledge, understanding and skills is the best approach. Teachers’ professional expertise is critical to translating evidence-based research into informed practice to meet the particular needs of their students and for bringing reading and writing to life.
- An explicit, systematic and structured approach to teaching literacy is required for all students and critical for those requiring additional support, for example those with dyslexia.
- A structured approach to teaching literacy ensures all students being taught the same concepts and recognises that some will require more time on the content/strategies to acquire the necessary skill. Continuous monitoring and assessment (screening) leading to further instruction and intervention are therefore necessary components to assist all children to achieve.
- Reading and writing are complementary skills that have a reciprocal relationship. Students who struggle in one area will often struggle in both. Teachers can teach strategically to boost both sets of skills by utilising the common ground in cognitive processes behind them.⁵¹
- Standardised and common assessments/screenings are preferable to enable a whole school and/or whole system approach, noting mobility of students and teachers across schools.

50 Derson, N., & Briggs, C. (2011). Reciprocity between reading and writing: Strategic processing as common ground. *The Reading Teacher*, 64(7), 546-549. <https://doi.org/10.1598/RT.64.7.11>

51 Anderson, N., & Briggs, C. (2011). Reciprocity between reading and writing: Strategic processing as common ground. *The Reading Teacher*, 64(7), 546-549. <https://doi.org/10.1598/RT.64.7.11>

- There are some students who require targeted intervention and support to acquire the necessary skills. This can be referred to as 'tiers' or 'waves' of learning.
- A multi-tiered approach, using either waves or tiers of instruction guarantees that all students, without exception, receive high-quality and evidence-based teaching instruction in the classroom, while some students, who require additional support, benefit from receiving additional and carefully targeted instruction or intervention.
- Every school should have access to decodable books aligned to a scope and sequence as per the guidelines of the Australian Curriculum and age-appropriate rich texts.
- It is important to recognise the value of children's literature in teaching which adds to the enjoyment of reading, enabling children to extend their vocabulary and develop strong spoken language skills. A structured approach to teaching literacy and in particular reading, does not exclude great books!
- All schools should be able to demonstrate they are implementing the elements of evidence-based literacy.
- An independent monitoring system should be developed and implemented to ensure this is being undertaken and to quality assure practices.
- AERO should be engaged to quality assure the scopes and sequences as they are being developed and to evaluate their use when implemented.
- The University of Tasmania and TasTAFE should ensure graduate educator readiness to deliver quality literacy instruction through Tasmanian scopes and sequences as evaluated by AERO.

Secondary School

Key themes

- Explicit teaching of literacy in the secondary years, provided by skilled teachers, has shown results in both Tasmanian Certification of Education (TCE) attainment and gaining VET certificates at school.
- NAPLAN results for Reading and Writing show a drop in achievement as students move through secondary school. Tasmanian NAPLAN results for writing in Year 9 show that 78.2% of students achieved above the National Minimum Standard (NMS). Of the same cohort, 86.9% achieved above the NMS in Year 7 and 89.6% in Year 5. Similar patterns are observable in reading results. Analysis by the NSW government's Centre for Statistics and Evaluation found that results of Year 9 NAPLAN are the best predictor of HSC results. Previous research by NSW and Victoria also found that year 9 NAPLAN tests across all domains are strong predictors of HSC and Victorian Certificate of Education (VCE) performance.⁵²
- All secondary teachers are teachers of literacy relevant to their subject area and they may need support to teach fundamental literacy as students may not have mastered basic skills in earlier years, or have explicit referral pathways available to support the student.⁵³ The Panel heard that all teachers should understand and be skilled to undertake their role as literacy teachers, no matter the subject they teach.
- The Panel heard that all teachers should understand and be skilled to undertake their role as literacy teachers, no matter the subject matter they teach.
- Secondary teachers should explicitly teach learners how to be literate for each subject area. To do this, secondary teachers need to be trained in delivering explicit disciplinary (subject area) literacy instruction.⁵⁴
- While literacy teaching for most secondary school students will focus on vocabulary, fluency, and comprehension in particular subject areas; for a range of reasons there will be students who will require explicit instruction in phonemic awareness and phonics.
- Systems and schools also need to ensure appropriately qualified and skilled teachers to undertake this work and think carefully about school structures, such as literacy blocks to enable appropriate grouping of students, which might best support this 'second-chance learning.'
- The Panel heard evidence that school attendance consistently declines from Year 6 onwards with a marked decline from Years 9 to 12. Lower educational attainment of parents is associated with lower attendance for children. Several initiatives are underway to address Year 12 completion and attainment, including the extension of government high schools to Year 12, the 9-12 review and the requirement that came into force in 2020 for Tasmanian students to remain in education or training until completion of Year 12, and attainment of a Certificate III or they turn 18.
- Alternative education pathways are shown to have positive impacts for some students on attendance, as well as more holistic benefits to some students.⁵⁵ Being literate must be prioritised in all education settings.

52 Baker, J. (2021, May 30). Year 9 NAPLAN writing results the best predictor of HSC success: Study. *Sydney Morning Herald*. <https://www.smh.com.au/education/year-9-naplan-writing-results-the-best-predictor-of-hsc-success-study-20210528-p57w6w.html>

53 Grattan Institute Submission to Paper One: Setting the Scene

54 Reference: Shanahan, T., & Shanahan, C.. (2012). What is disciplinary literacy and why does it matter? *Topics in language disorders*, 32(1), 7-18

55 [1] Savelsberg, H., Pignata, S., Weckert, P. (2017). Second chance education: Barriers, supports and engagement strategies. *Australian Journal of Adult Learning*, 57(1), 36-57. <https://files.eric.ed.gov/fulltext/EJ1140791.pdf>

What this tells us about the Secondary School setting

- Students in secondary school must be literate to remain engaged and to reach their full potential.
- An explicit, systematic and structured approach to teaching literacy is required for all students in secondary school to ensure the development of subject-specific literacy.
- In addition, secondary schools need to have resources and structures in place to support students who are not yet literate to become so.
- The teaching of the Big Six: aligned with the Australian Curriculum, is still applicable to those students in secondary education.
- Students should receive quality, evidence-based instruction in literacy in all subject areas, and have increased opportunities to practice their literacy skills in each classroom.
- Standardised and common assessments / screenings that are reliable and valid are preferable to enable a whole school and/or whole system approach, noting mobility of students and teachers across schools.
- Continuous monitoring and assessment (screening) for every student, leading to further instruction and intervention enables the identification of each student's strengths and areas where they may need further consolidation or specific intervention.
- A multi-tiered approach, using either waves or tiers of instruction guarantees that all students, without exception, receive high-quality and evidence-based teaching instruction in the classroom, while some students, who require additional support, benefit from receiving additional and carefully targeted instruction or intervention.
- Schools need to be organised to enable explicit literacy instruction to meet the needs of all students in the school, for example literacy teaching blocks.
- Whole of school strategies should incorporate the concept of the Gradual Release of Responsibility, to improve literacy attainment.
- All secondary teachers must have regular and ongoing evidence-based training and professional development to enable them to teach the literacy skills necessary for students to engage, and achieve, in the literacy requirements of their subject area.
- All education systems should ensure that every school is able to provide their teachers with access to the necessary resources, including scopes and sequences as per the guidelines of the Australian Curriculum, texts and assistive technologies to support high quality literacy teaching.
- Whole of system and whole of school strategies need to be developed to address barriers to engagement for secondary students. This could include considering alternative pathways within schools to support transition to further training or employment.
- AERO should be engaged to quality assure the scopes and sequences as they are being developed and to evaluate their use when implemented.
- The University of Tasmania and TasTAFE should ensure graduate educator readiness to deliver quality literacy instruction through Tasmanian scopes and sequences as evaluated by AERO.

Adults

Key themes

Volunteer Literacy Tutors

- Key themes in considering adult literacy highlight that adult learners face a range of challenges, including overcoming competing priorities of work, childcare, and managing the myriad complexities of modern life. Their reasons for wanting to improve their literacy are also varied – for some it is driven by a desire to competently achieve at work, to progress professionally, and for others by a desire to read to their children and/or grandchildren. For some, it is needed so that they can navigate social services and supports (licensing, Centrelink forms, and so on). It is important to have a workforce that is understanding of these various needs and trained in delivering evidence-based instruction.
- Adult learners value face to face support but suggest there may be opportunities to increase the diversity of volunteer tutors. The Panel's gap analysis suggested this may also extend to geographical diversity.
- The adult literacy workforce is comprised mostly of volunteers. Tasmanians with low literacy have access to volunteers with professional training. Libraries Tasmania offer free training for volunteers, with professional development sessions delivered in-house.

26TEN

- The Panel has consistently heard about the vital role 26TEN plays in supporting adults to develop their literacy skills. Through community consultation, presentations, and research, 26TEN was raised as a best-practice adult literacy program in Australia.
- Literacy Coordinators at 26TEN are required to undertake an in-house training program within the Adult Literacy Service. This program is evidence-based and has a dual focus on working with adult learners and mentoring volunteers. 26TEN and the Tasmania Council for Adult Literacy (TCAL) also provide professional learning opportunities for literacy practitioners. and webinars are also available from other organisations such as Australian Council for Adult Literacy (ACAL) and Adult Learning Australia (ALA). Literacy practitioners are encouraged to engage in these development opportunities.
- 26TEN is a network of organisations and individuals working together to improve adult literacy and numeracy in Tasmania. Better literacy and numeracy mean a better Tasmania for all. 26TEN has been operating in Tasmania since 2012. During this time, it has administered 117 employer grants and 55 community grants to progress adult literacy and numeracy initiatives where people live and work. 26TEN has run free workshops on plain English, which has supported more than 3300 people to communicate more clearly.
- Following the success of 26TEN's initial model of working with businesses, it has expanded its role to include place-based approaches such as the 26TEN Communities program.

Diagnostic Services for Adults

- Through community consultation, the Panel heard from people with lived experience the challenges that come from living with un-diagnosed speech and language disorders. Some reported that when they received a diagnosis, it was empowering and helped them feel more positive about themselves. Their diagnosis enabled access to accommodations in workplaces or educational institutions. Some adults reflected that they felt this diagnosis explained many of the difficulties they experienced, going back to school years.
- The recent Commonwealth inquiry into Adult Literacy (Don't take it as read)⁵⁶ found the following:
- Many individuals with Specific Learning Disabilities (SLDs) struggle throughout their lives with literacy and numeracy and this presents a significant challenge for parents, families and carers, educators, and the community.
- Individuals with SLDs are more likely to experience depression, anxiety, self-harm, suicide and feelings of shame, disengage from school, and interact with the juvenile justice system than other Australians.
- The Dear Dyslexic Foundation suggested that general practitioners, health centres and community nurses could be educated in the signs and symptoms of SLDs.
- Cost is a factor prohibiting individuals and families seeking assessments for learning disabilities and support. The Community Adult Literacy Foundation reported that 'a standard assessment for dyslexia costs approximately \$1,800 which is out of reach for too many.'
- There are limited diagnostic services for adults.

Workforce Readiness

- Through community consultation, the Panel heard that adults are often starting work and training without the literacy skills needed to succeed. TasTAFE currently offer supports to students who struggle with literacy, including for students for whom English is an additional language. 26TEN offers grants for employers or peak bodies to run projects to improve the literacy of Tasmanian workers.⁵⁷

56 March 2022, *Don't take it as read – Inquiry into adult literacy and its importance*. https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/Adultliteracy/Report

57 26TEN. (2022). *Grants*. Tasmanian Government. <https://26ten.tas.gov.au/build-your-business/Pages/Grants%20OLD.aspx#:~:text=These%20grants%20support%20employers%20and,can%20do%20their%20jobs%20better>

Inquiry into Adult Literacy

- The Panel was made aware of an Inquiry into Adult literacy undertaken by the House of Representatives Standing Committee on Employment, Education and Training. The Inquiry examined the importance of developing strong language, literacy, numeracy, and digital literacy (LLND) skills, overcoming barriers to learning, and the ability of existing adult education programs and providers to meet demand.
- The Tasmanian Government made a submission to the Inquiry highlighting Tasmania's strong position in its approach to improving functional levels of literacy and numeracy in our adult population. The Tasmanian Government encouraged support from the Australian Government to raise adult literacy skills and awareness, as this would in turn enhance Tasmania's efforts.
- The Tasmanian Government recommended the Committee consider adopting elements of Tasmania's approach nationally, including:
 - widely available, easily accessible and free access to quality literacy and numeracy support that can be adapted to the busy and complex lives of an adult learner, with an emphasis on phonemic awareness and phonics instruction,
 - a framework that enables government, businesses, community groups and individuals to contribute in targeted ways to achieving the common goal of increased literacy,
 - a strong communication campaign to break down stigma,
 - access to quality data and research to shape programs effectively,
 - appropriate training and recruitment strategies for adult literacy practitioners, and
 - a recognition that literacy and numeracy are crucial for everyday life and engagement in family and community, as well as in employment.
- In its submission, the Tasmanian Government recommended more substantial and sustained support to communities to build trusting, local environments, where literacy and numeracy skills are valued, and individuals are supported to improve them.
- The final report was released in March 2022 (Don't take it as read: Inquiry into adult literacy and its importance) The Committee made 15 recommendations presented in the report to address key areas of reform and to improve adult LLND skills. Key recommendations included:
 - support for whole of community and family LLND education programs for socially and economically marginalised Australians,
 - greater support for Australians with specific learning disabilities (SLDs) such as dyslexia,
 - campaigns to raise awareness of SLDs, the challenges people with low LLND skills face, and where people can access support,
 - recognition that English as an Additional Language or Dialect learners require the support of qualified Teaching English to Speakers of Other Languages (TESOL) educators,
 - an increase in the number of specialist adult literacy teachers and TESOL educators,
 - support for measures that raise English LLND skills in Aboriginal and Torres Strait Islander communities that are consistent with the National xi Agreement on Closing the Gap, such as the Literacy for Life Foundation's delivery of Yes, I Can! adult literacy campaigns,
 - a range of measures to ensure Australians with low LLND skills can access vital services, and
 - improved data collection to drive evidence-based policy and outcomes.
- In particular, Recommendation 13 suggested the Australian Government work with state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy and digital literacy (LLND) education workforce.
- To date, there is no Australian Government response to this report.

What this tells us about Adult Learning settings

- Any adult wanting to improve their literacy skills should have access to an adult literacy trainer who provides literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers adults face.
- The adult volunteer literacy workforce needs incentives to participate in professional learning or training. The Government works with the University of Tasmania and TasTAFE to provide this professional learning.
- An accessible diagnostic service for learning disabilities in adults would identify the cause of individual challenges with literacy and subsequently inform literacy support.
- We need to work in partnership to better understand the barriers to literacy across the Tasmanian workforce.
- The Tasmanian Government should seek advice on the Federal Government's intentions to progress the recommendations from the Inquiry Into Adult Literacy and in particular recommendation 13.

Whole of Community

Evaluation

Key themes

- There are many services and programs providing literacy support in the community, however, the Panel was unable to determine the efficacy of many of these as evaluation had not been embedded into them.

What this tells us

- Any new policies, programs or initiatives that are sponsored by the Government under the Community-wide Framework should include evaluation. This includes measurement indicators of success, outcomes, evaluation against standards of evidence/best practice for literacy development. For comparison of success across a range of programs it may be necessary to develop freely available resources for evaluation of literacy outcomes. This could be developed in consultation with community partners.

Literacy Resources

Key themes

- The school day and school years represent only a small portion of a person's life. Children and adults alike take in information and use literacy skills when they are going about their day. Placing literacy resources in strategic locations for people of all ages creates another opportunity to both raise awareness of the importance of literacy and provide opportunities to engage in literacy education.
- Literacy rich environments provide opportunities for incidental literacy learning for children. Access to literacy rich environments is an opportunity to better support the literacy development of all children but particularly those at-risk of not reaching age-appropriate literacy milestones. Parents, families and carers can use opportunities throughout their day to promote literacy skills with their children or learn more about the importance of literacy themselves. Whether they're at home, visiting a health professional, buying the groceries, riding bikes at the local park, going for a walk on the beach or visiting a waterfall, there are opportunities to develop literacy skills.
- Resources can be placed in key locations that parents, families and carers attend, such as waiting rooms, libraries, ECEC services, Neighbourhood Houses, bakeries, retail outlets, organisations, community signage and events. These resources could include picture books, prompts for conversations with children (spoken language), information on activities that support literacy for children and/or their families and QR code links for online resources (e.g., a one-stop-shop).

- Literacy rich environments have been noted by many studies⁵⁸ to improve literacy, particularly for those at risk of not reaching age-appropriate literacy milestones. These studies have found that literacy rich environments in the early years improve letter recognition, sight word knowledge, oral reading skills, reading comprehension, and writing skills. A large body of research attests to the importance of play-based learning in promoting literacy, including through play in outdoor environments such as playgrounds.⁵⁹
- Community consultation highlighted the importance of parents, families and carers understanding the importance of literacy for their children. These community resources would promote the importance of literacy for children and provide opportunities for parents, families and carers to engage in literacy with their children.
- Hadanl and Vey's⁶⁰ study into 'Scaling playful learning: How cities can reimagine public spaces to support children and families', found the following:
 - partnerships with community are integral to successful playful learning development in public spaces, and
 - under ordinary circumstances, children spend 80 percent of their waking time outside the classroom.

What this tells us

- There is the need for the development of a variety of literacy resources to be available to the community.
- These resources should be distributed through a range of locations such as bookshops, playground boxes, waiting rooms (e.g., GP offices, dentists), bakeries, retail outlets, writing organizations and festivals, and any other strategic locations or opportunities.
- Resources outlining best practice in public play spaces should be made easily available and organisations planning public play spaces should be encouraged to work in partnership with their community.

58 Barber, M. D., Carmichael, M. A., & Reynen, S. J. (1999). *Providing a Literacy-Rich Environment for At-Risk Students* [Master's theses, Saint Xavier University]. <https://eric.ed.gov/?id=ED435093>; Stone, J. P., Rivera, C. J., & Weiss, S., L. (2018). Literacy-rich environments for young students with significant developmental disabilities. *Young Exceptional Children*, 21(4), 191–203. <https://doi.org/10.1177/1096250616674330>; and Jocson, K. M., & Thorne-Wallington, E. (2013). Mapping literacy-rich environments: Geospatial perspectives on literacy and education. *Teachers College Record*, 115(6). <https://doi.org/10.1177/016146811311500604>

59 Giles, R., & Wellhousen, K. (2011). Reading, writing and running: Literacy learning on the playground. *The Reading Teacher*, 59(3), 283–285. <https://doi.org/10.1598/RT.59.3.9>; Mielonen, A. M., & Paterson, W. (2009). Developing literacy through play. *Journal of Inquiry and Action in Education*, 3(1), 15–46. <https://digitalcommons.buffalostate.edu/jiae/vol3/iss1/2>; Williams, M., & Rask, H. (2003). Literacy through play: How families with able children support their literacy development, *Early Child Development and Care*, 173(5), 527–573. <https://doi.org/10.1080/0300443032000088276>; and Edwards, S. (2017). Play-based learning and intentional teaching: Forever different?. *Australasian Journal of Early Childhood*, 42(2). <https://doi.org/10.23965/AJEC.42.2.01>

60 Hadanl, H., & Vey, J., S. (2020, September 4). Scaling playful learning: How cities can reimagine public spaces to support children and families. *Brookings*. <https://www.brookings.edu/research/scaling-playful-learning-how-cities-can-reimagine-public-spaces-to-support-children-and-families/>

Assistive Technology

Key themes

- Assistive technology (AT) contributes to the equitable teaching and learning of literacy skills throughout a person's life. It allows learners to demonstrate their skills and knowledge independently. Learners with language or learning difficulties who would benefit from the provision of assistive technology should be able to access and use these alongside appropriate support and intervention to improve their skills. Community consultation revealed individuals who had difficulties wanted to use AT but there is a gap in the broader community in knowing what technologies are available and how/when to use them. This included schools and workplaces.

Some examples of AT options are:

- providing multimedia and electronic information to assist learners with low literacy,
- computer programs such as word processors to assist learners with difficulties in editing text and writing,
- devices to take photos of content to accommodate writing difficulties when copying information,
- recording devices to record oral information, and
- e-readers.

What this tells us

- We need to increase awareness, understanding and professional skills in using digital and assistive technologies to support the literacy development for diverse learners alongside mainstream literacy teaching approaches.
- We should further investigate access to Assistive Technologies.

Addressing stigma

Key themes

- Stigma prevents people from engaging in community, work, and life.
- Stigma relating to low literacy is significant and impactful for many Tasmanians. The Panel conducted targeted consultation with people with lived experience of low literacy to hear their stories. In the process of conducting this consultation, there were opportunities for participation in focus groups and one on one interviews (among other approaches). Recruitment for these interviews and focus groups was significantly impacted by the stigma associated with identifying as a person with low literacy. The Panel heard that people were reluctant to come forward, be recorded (even if anonymously) or share their experiences in a group due to the profound negative feelings associated with having low literacy.
- The people the Panel heard from reported many negative feelings and experiences relating to their literacy level. They reported experiences of bullying, workplace discrimination, not feeling able to ask for help and that they were not able to access opportunities. This stigma had impacts on their social lives, relationships, employment, education and overall wellbeing. Many participants used negative words to describe themselves and their abilities.

What this tells us

- Stigma must be addressed in any campaign to lift literacy in Tasmania. Campaigns should address ways to:
 - lift aspirations, increase community engagement and awareness of language and literacy development (and that it occurs across an entire life),
 - shift broader community perceptions, perspectives, and attitudes towards education in Tasmania, and
 - recognise and address barriers to participation and seeking support (e.g., culture, stigma and shame).

Access to and knowledge of existing resources

Key themes

- There is a considerable amount of work and effort happening in Tasmania to support and address literacy rates. There is also a lack of consistency and joined up approaches. Community consultation revealed that navigating the many organisations, resources and supports available is confusing and difficult. It is unclear who to go to, for what, and when.

What this tells us

- A single portal should be developed which brings together relevant information and advice about literacy, including literacy resources and supports, assessment tools and other supports.
- This resource would become a portal for all stakeholders engaging with people and promoting literacy at all stages aligned to life events.

Specific Groups

Targeted consultation identified some specific additional themes relevant to specific groups.

Migrants/refugees

Key themes

- Targeted community consultation revealed gaps in information for adult literacy education available in languages other than English. This may also include migrant and refugee parents, families and carers not being able to access information about the Tasmanian education system. Information that relates to school supports, expectations and requirements of schools, who to ask for help and key dates for schooling would help migrant and refugee parents, families and carers prepare themselves and their children for schooling in Tasmania.
- Assisting migrant and refugee families to understand the supports available in the early childhood education and care sector, Tasmanian education system and literacy supports available for adults will assist with literacy development. This information would need to be available in many different languages.
- The Department for Education, Children and Young People has a website available through a drop-down box in multiple languages, and this may need to be promoted more widely.⁶¹

What this tells us

- Organisations should be supported to provide timely and targeted information to migrant and refugee families and carers about the literacy supports available to them and their families. This includes relevant, accurate and translated information appropriate to life events, for the literacy supports they or their family may require. This could be part of Service Tasmania's 'life events' initiative.

⁶¹ Department for Education Children and Young People. *Translations*. <https://www.decyp.tas.gov.au/about-us/translations/>

Adult Prisoners

Key themes

- Targeted community consultation revealed that prisoners had positive experiences attending the Risdon Prison Library service. The barriers they faced to learning before accessing the service included having incomplete schooling, negative feelings and stigma associated with low literacy and having a lack of time and motivation to prioritise literacy. Prisoners spoke positively about the one-on-one teaching style of the library service as well as the focus on functional, learner-led approaches. As a gap, prisoners raised that outside of the prison library service they did not know where to access literacy help. A suggestion for improving the link between the prison library service and community literacy services (like 26TEN) was to allow prisoners an opportunity to be shown where their nearest appropriate service was located as part of their release or prior to release.

What this tells us

- The Tasmanian Prison Service should build on the foundational literacy activities to date and ensure any approaches or strategies that provide coordinated literacy support for prisoners from entry into the justice system are aligned with best practice and evidence-based teaching as described in this paper. This could include:
 - establishing referral pathways for further literacy support post incarceration,
 - screening for literacy levels upon entry to prison and prior to release,
 - each person (if identified during screening) has a literacy transition plan for release that includes literacy supports,
 - capacity for one-on-one literacy support,
 - access to speech pathology and other allied health services,
 - services to diagnose and treat speech and language disorders, and specific learning differences (SLD) in prisons, and
 - investigating models to foster relationships between parents and carers in the justice system and their child's school/s.

Youth Justice

Key themes

- Low levels of literacy skills are one of a number of factors which, if addressed, can reduce offending behaviour.⁶² Research also suggests speech and language disorders are found disproportionately amongst young offenders.^{63 64 65}
- The Tasmanian Government is currently developing the Youth Justice Blueprint which outlines the strategic direction for Tasmania's youth justice system for the next ten years, implementing a therapeutic approach to youth justice.

What this tells us about youth justice settings

- Appropriate literacy supports and services for young people in the youth justice system need to be considered through the implementation of the Youth Justice Blueprint.

62 Langford, L., & Norwood, M. (2020). *What are criminogenic needs?*. Study.com. <https://study.com/academy/lesson/criminogenic-needs-definition-risk-factors.html>

63 Whitehouse, A. J. O., Line, E. A., Watt, H. J., & Bishop, D. V. M. (2009). Qualitative aspects of developmental language impairment relate to language and literacy outcome in adulthood. *International Journal of Language and Communication Disorders*, 44(4), 489-510. <https://doi.org/10.1080/13682820802708080>

64 Tomblin, B. J., Zhang, X., Buckwalter, P., & Catts, H. (2008). The association of reading disability, behavioral disorders and language impairment among second-grade children. *Journal of Child Psychology and Psychiatry*, 41(4), 473 - 482. <https://doi.org/10.1111/1469-7610.00632>

65 Snow, P., and M. Powell, (2012), 'Youth (in)justice: Oral language competence in early life and risk for engagement in antisocial behaviour in adolescence', *Trends and Issues in Crime and Criminal Justice*, 435

People with disability

Key themes

- People with disability experience general accessibility and social barriers to learning and participation in schooling along with challenges with literacy. Accessibility barriers may include physical impediments to mobility, such as spaces where it is not possible to take a wheelchair or the lack of appropriate assistive technology and support. Social barriers may include bullying, stigma or low expectations of students with disability.
- The Panel heard that the changes in funding brought about by the NDIS has posed a significant barrier to access to support for people with disability, including personal support, diagnostic and professional support. This has impacted students' ability to participate and learn in classroom settings. Some speech and language disorders (such as dyslexia) are not recognised by the NDIS which leaves families without access to funding for support staff.
- There is currently a review underway into the NDIS that is examining:
 - the design, operations, and sustainability of the NDIS, and
 - ways to build a more responsive, supportive, and sustainable market and workforce.
- The review will cover participant experience of engaging with the NDIS and opportunities to improve key aspects of the Scheme's design.⁶⁶
- The final report from the Independent Review Panel is due to the Disability Reform Ministers by October 2023.
- The 2022 Ontario Human Rights Commission Right to Read inquiry examined issues affecting students with reading disabilities and concluded that research over recent decades confirms that these students require 'explicit, systematic and direct instruction in foundational word reading skills'.⁶⁷ The Inquiry Report found further that 'If classroom instruction is based on an evidence-based core curriculum, most students (80–90%) will learn to read words accurately and efficiently, and few students will need more intensive instruction or intervention.

What this tells us

- The Tasmanian Government should provide information to the Independent Review Panel about the unintended consequences of access to support services created by the NDIS.
- Tasmanian schools should implement explicit, systematic and direct instruction in foundational word reading skills to lift literacy rates for students with reading disabilities (and for all students).

⁶⁶ NDIS Review. 'Terms of Reference: Building a strong, effective NDIS.' Australian Government. <https://www.ndisreview.gov.au/about/terms-of-reference>

⁶⁷ Ontario Human Rights Commission (2022) Right to Read, Public Inquiry into human rights issues affecting students with reading disabilities, <https://www.ohrc.on.ca/en/right-to-read-inquiry-report-p20-22>

The use of data to inform teaching

The Panel received information on the importance of data to inform teaching practices.

Key themes

- Access to assessments that are aligned to National Literacy and Numeracy Learning Progressions and the Australian Curriculum, supports teachers to make better judgements about student learning and to tailor teaching so that students make more progress in their learning. Assessments supported by a suite of resources enable educators to implement interventions to support progress.

Kindergarten Development Check (KDC)

- KDC is a Tasmanian assessment tool that has been provided to, and is required in, all schools. Students are assessed twice in their Kindergarten year with results reported to schools. There is no central data collection for Tasmanian schools data and therefore there is no state level data publicly reported.
- Data collected by schools assists teachers in the early identification of students who are potentially at risk of not achieving expected developmental outcomes and who may require additional support or program intervention.

Year 1 Phonics Check

- The Australian Government's Year 1 Phonics Check enables teachers to understand the phonics knowledge of their students. The Check looks at how well children can 'decode' written words, including nonsense words, and enables assessment of expected progress in decoding. Teachers and schools can then use this information to inform their teaching program.
- In 2022, Tasmanian schools conducted a phonics screen check (either the Australian Government Screen or another 'approved' check) with their Year 1 students. From 2023, the Year 1 Phonics Check will be mandated for all year 1 students in government schools. There would be benefit in making aggregated data publicly available for the purposes of transparency and to inform policy settings.
- Students' progress, after participating in an initial phonics screen, was measured in follow-up screens 1 and 4 years after the initial screen. The results of this study revealed that students who failed the first screen and then passed the second screen performed better at the 4-year mark than those who failed both screens.
- The results indicate that early intervention and monitoring of progress following a phonics screen can have significant and positive impacts on phonological awareness.⁶⁸
- Tasmania should publicly report aggregated statewide results for the Phonics Check annually to inform policy decisions. A similar system and platform to that used to aggregate NAPLAN data across sectors should be developed.

68 Gardner H., Froud K., McClelland A., van der Lely HK (2010). Development of the Grammar and Phonology Screening (GAPS) test to assess key markers of specific language and literacy difficulties in young children. *International Journal of Language Communication Disorders*. 41(5), 513-40. doi: 1

Progressive Achievement Test

- The Progressive Achievement Test (PAT), developed by ACER, is a testing method available across all school years to Year 10 which provides an understanding of where students are in their learning. The assessments are supported by an online Teaching Resources Centre with access to teaching activities and annotated questions to assist with differentiated teaching in the classroom.
- The PAT suite of products aims to inform teaching and learning through:
 - setting personal stretch targets,
 - development of teachers' capabilities, and
 - the use of learning resources.
- When supported by appropriate resources the use of PAT enables interventions to be targeted to student needs.
- There is a suite of PAT Assessments in the following areas including: Reading, Early Years Reading, PAT spelling skills, Spelling, Vocabulary Skills, Vocabulary; and Grammar and Punctuation.
- PAT Reading is available to all Tasmanian Public Schools.

Grammar and Phonology Screen

- The Grammar and Phonology Screen (GAPS) was designed to provide a quick screening test to assess whether pre- and early school entry children have the necessary grammar and pre-reading phonological skills needed for education and social development.⁶⁹ This screen can be used by professionals in education, health, and social care, and is designed to be administered by professionals and non-professionals alike.
- Phonological awareness (PA) is an important foundational and emergent literacy skill required for children to learn how to read. PA skills include the ability to hear, identify, make and work with the sounds and patterns of spoken language. It is a vital part of language development. Phonological Awareness is a strong predictor for later reading, spelling, and writing success.

⁶⁹ Gardner H., Froud K., McClelland A., & van der Lely H., K. (2010). Development of the Grammar and Phonology Screening (GAPS) test to assess key markers of specific language and literacy difficulties in young children. *International Journal of Language Communication Disorders*, 41(5), 513-40. <https://doi.org/10.1080/13682820500442644>

NAPLAN

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is undertaken by students in Years 3, 5, 7 and 9 across Australia. The online assessments test the skills in literacy and numeracy that students develop over time, through the school curriculum. There are four assessment domains, Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.
- Tasmanian school communities are supported centrally in administering NAPLAN by the Department for Education, Children and Young People. All participating students receive an Individual Student Report indicating how they performed against their national counterparts. Further to the student reports, Tasmanian Schools are also provided with a suite of reports, developed by DECYP, that allow for in-depth analysis of their student and school performance.

What this tells us

- A Phonics Check should be mandated across all school systems in Tasmania, without exception.
- Ongoing monitoring, screening and assessments are important to assist teachers in understanding student progress, informing teaching and, when students are not making expected progress, implementing intervention strategies.
- There would be benefit in statewide application and reporting of accredited assessment tools, including GAPS, KDC and PAT.
- Resources should be available to enable teachers to implement appropriate interventions when students are not making expected progress.
- Publicly available aggregated data may assist in determining if policy interventions are needed more generally.⁷⁰

70 Online Formative Assessment Initiative (n.d). *Frequently asked questions* <https://ofai.edu.au/faqs/>

5. The carrots are in front of the peas.

6. The carrots are next to the beans.



"I can't read the paper so I don't know what's going on in the world... trying to find out things is hard, trying to make friends is hard after they find out you can't read or write a lot of people look down on you."

Lived Experience Participant

The Community-wide Framework

The Panel has been charged with providing a Community-wide Literacy Framework as well as targeted recommendations. The Framework should be a document that any person or group in the community can use to align their work so that there is a combined and unified direction to lift literacy. It will therefore be longer term (10 years or so) and will not contain specific actions but high-level principles and areas of focus.

Implementation of the Community-wide Framework will help all Tasmanians to develop the literacy skills they need to increase their life choices and opportunities, and those of others. It will help guide decision-making and funding, and when implemented well, should help all Tasmanians to improve their literacy skills.

The panel will use feedback from this consultation paper to inform the design of the Community-wide Framework.



"I think being aware of my learning difficulties when I wasn't before has made me go about things differently. I don't get as frustrated not being able to read and comprehend."

Focus group participant

Measures and Targets

The Panel has been asked to provide advice on existing or potential short and medium-term measurable targets across the life span (aligned with the long-term goal of 100% functional literacy in Tasmania) and associated data collection processes and reporting methods against these targets.

Literacy data is collected in different ways across many cohorts. There is no single data set collected that would report with a whole of Tasmania view from early years through to adult literacy. There are key data sets at differing stages of development that will be used to measure the adult years targets. A clear set of measurable targets will set the foundation for a strong evaluation of the impact of the Framework on the literacy proficiency of Tasmanians.

The Panel heard of the following data collections, however, it should be noted that most assessment data collected is for internal school use only and not publicly available.

Early Years

Early Years learning is generally considered to be from birth to 8 years of age, which encompasses early childhood education and care (before the commencement of formal schooling), Kindergarten (15hrs a week), Prep to year 2 (full time school hours).

Child and Youth Wellbeing Strategy

The Child and Youth Wellbeing Strategy has begun to develop a data snapshot as the first step in sharing and using data differently so children and families and the services that support them can understand how wellbeing is changing over time. This includes information on parents' involvement in formal learning.⁷¹

In 2017 around 97% of Tasmanian children aged 0-2 had parents who participated in informal learning with them in the previous week. 85% of children had a parent or guardian read to them, and for most of these children (62%), they were reading every day.

90% of children had parents, carers or guardians sing, dance, and undertake other musical activities and 73% of children had parents and guardians support them in physically active play.

The level of parental engagement in informal education in Tasmania is the second highest in the nation just after Australian Capital Territory.

71 Wellbeing in Tasmania (2022). *Data Snapshot*. <https://wellbeing.tas.gov.au/data-snapshot>

Australian Early Development Census (AEDC)

The AEDC has been conducted nationally every three years since 2009 and monitors the progress of early childhood development of Australian children.

The census reports on five key developmental domains:

- Physical Health,
- Social Competence,
- Emotional Maturity,
- Language and Cognitive Skills, and
- Communication.

It also identifies the percentage of 'developmentally vulnerable', 'at risk' and 'on track' children across Australian communities. The assessment instrument is completed by teachers for each child in their first year of full-time school.

Proposed Baseline:

Developmentally on track in:

- Communication Domain 2021 - TAS 79.3% (AUS 77.1%)
- Language and Cognitive Skills Domain 2021 – TAS 77.4% (AUS 82.6%)

Proposed Target:

By 2033, the proportion of Tasmanian children developmentally on track in the communication and language domains of the AEDC are equal to/ exceed the Australian average.

School Years (Prep-12)

Every child from 5-18 years of age must be enrolled in an approved education program and in most cases, this is delivered by schools. Children can also attend Kindergarten from 4 years of age. The Tasmanian Education Act (2016) requires all Tasmanians to be provided with the opportunity to receive an education and it is expected that they remain studying until they finish year 12, or receive a Certificate III, or turn 18 years of age.

The Department for Education, Children and Young People release to their website a key data report each year that includes a broad range of data from various divisions across the department. The report includes school data such as, attendance, suspension, class sizes and funding allocations. There is also data on workforce, staff and student wellbeing.

There are many assessment opportunities conducted throughout a student's education. Of these assessments, only a few have the potential to be collected across sectors and used as state level data to inform policy.

Year 1 Phonics Check

This is an Australian Government initiative that has been rolled out to Tasmanian schools, however not all schools are using the tool as they have existing tools in place already. From 2023, all year 1 students in DECYP schools will undertake the same Check. The Phonics Check is designed to assist teachers identify students who may need targeted learning in relation to reading. It is supported with a free online portal for teachers, school leaders and families.

There is no national reporting requirement for the Year 1 Phonics Check and currently data is not collected at a system level.

Baseline: Data not published, suggest publishing from 2024.

Proposed Target: To be set after first year of reporting – no current target.*

NAPLAN

National Assessment Program is conducted online annually for years 3, 5, 7 and 9. Literacy related domains are Reading, Writing and Conventions of Language (spelling, grammar, and punctuation)

Publicly available data is reported on the NAP website (www.nap.edu.au). In-depth student level data is provided to the Tasmanian Test Administration Authority (managed by DECYP on behalf of all sectors) which is responsible for reporting to all Tasmanian schools. All participating students receive an Individual Student Report supplied by ACARA that shows their performance, the national average and the range of achievement for the middle 60% of students in their year level.

NAPLAN reporting is moving away from national minimum standards to 'proficiency standards' in 2023. The new proficiency standards have four levels of achievement for each year level, the numerical bands and the national minimum standard will be replaced, with the following four achievement standards:

- exceeding,
- strong,
- developing, and
- needs additional support.

Proficiency standards will support higher expectations for student achievement and are set at a challenging but reasonable level. A baseline benchmark will be included in the new proficiency standards to identify students who need additional support.

Once the proficiency standards are released, the Panel will consider a new target of 'by 2032, all Year 3, 5, 7, and 9 students will meet the national proficiency reading and writing standards.'

Current data: 2023 National reporting will mark the start of a new time series.

Proposed Target: The Panel will consider a new target based on proficiency standards for years 3, 5, 7 & 9 students once baseline data is provided in the 2023 NAPLAN reporting cycle.

It is likely that, the Panel will consider a new target such as 'by 2032, all Year 3, 5, 7, and 9 students will meet the national proficiency reading and writing standards.'

Progressive Achievement Tests (PAT)

The suite of assessments was developed by the Australian Council for Educational Research (ACER) and are an integrated approach to improving learning. All Tasmanian government schools are provided access to PAT Reading (and other assessments) by DECYP.

Data is made available to schools on the completion of the online assessments through the OARS platform. Further to this, DECYP provides schools with a suite of reports to support in the monitoring of student performance and in the measuring of school improvement.

All Tasmanian schools should use the PAT tests for monitoring and screening literacy development. The Government should consider providing the same tools to all schools as provided to DECYP schools on a cost recovery basis.

Baseline: Data is for school use and is not currently published.

Proposed Target: No current targets (DECYP has developed internal year level targets for years Prep-10 based on PAT scale scores) Should aggregated data across the sectors be reported annually, a benchmark will need to be set following the first report.

Tasmanian Assessment Standards & Certification (TASC)

TASC is responsible for the assessment and certification of student achievement in senior secondary schooling in Tasmania. Data is released each year on school attainment profiles, course data and state level TCE attainment. The annual report also identifies the reasons for non-attainment including the number of students not achieving TCE everyday adult standards in Reading, Writing and Communication.

Measure: % of students who have attained the Everyday Adult Standard for Reading, Writing and Communication (in English).

Current data: Data for 2021 to be sourced from TASC.

Proposed data: TASC could collect and publish data broken down by achievement of each Everyday Adult Standard.

Proposed Target: By 2035, all Year 12 students attain at least the the Everyday Adult Standard for Reading, Writing and Communication (in English).

Report On Government Services (RoGS)

RoGS is released annually and provides information on the equity, effectiveness and efficiency of government services in Australia. Data is provided on the performance of early childhood education and care, school education and vocational education and training.

Measure:	Percentage of students with an attendance rate of 90% or higher (Year 1-6 and Year 7-10).
Baseline:	In 2021 91.2 percent of students in Year 1-6 and 86.7 per cent of students in Year 7-10 had an attendance rate of 90 percent or higher.
Target:	No Current Target – Tasmania should develop a target.

Adult Years

Data on adult literacy rates has been historically collected through the Programme for the International Assessment of Adult Competencies (PIAAC) under the Survey of Adult Skills. This was the only comprehensive, population level adult literacy measure and was measured against OECD reading levels. This data was last collected in 2011 and in 2022 any future collection has been discontinued by the national government.

In the 2022-23 Commonwealth Budget committed the \$2.6m for a National Study on Adult Literacy, Numeracy and Digital Literacy Skills, with further details yet to be released. The first National Study to be undertaken should form the baseline for Tasmania, and at such time a target should be set.

Closing the Gap

The National Agreement on Closing the Gap has 19 national socio-economic targets which impact life outcomes for Aboriginal and Torres Strait Islander people.⁷² Monitoring of progress against the targets is conducted by the Productivity Commission.

Outcome 3:	Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years.
State data:	Reported in progress reports.
Target:	By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Full Time Schooling (YBFS) early childhood education to 95 per cent.
Outcome 4:	Aboriginal and Torres Strait Islander children thrive in their early years. In 2021, just over 38% of Tasmanian Aboriginal and Torres Strait Islander children were developmentally on track across all 5 domains of the AEDC. Tasmania tracks higher than the national rate of 34.4%.
Data:	No baseline for Aboriginal and Torres Strait Islander children – Monitor progress reports.
Target:	By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.

⁷² Closing the Gap. (n.d). *Closing the Gap Targets and Outcomes*. <https://www.closingthegap.gov.au/national-agreement/targets>

Literacy Target:	Tasmanian Government should develop a language and communication domain specific target in consultation with the Tasmanian Aboriginal Communities.
Outcome 5:	Percentage of Aboriginal and Torres Strait Islander students aged 20-24 who have attained a TCE. This includes meeting the Everyday Adult Standard for Reading, Writing and Communication (in English) (Not currently published by TASC – Monitor progress reports).
State data:	No baseline provided – Monitor progress reports.
Proposed Target:	By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent.
Literacy Target:	Tasmanian Government should develop a Reading, Writing and Communication (in English) specific target in consultation with Tasmanian Aboriginal Communities.

Qualitative Data Collection

The Panel recognises the value of story and how capturing an individual's lived experiences, across all ages in literacy development, can be a valuable way to measure the success of a program or initiative. In collecting and preserving the voice/perspectives of individuals, their stories can be used to improve and evaluate programs and initiatives.

There is no current collection.

What this tells us about measures and targets

- There is a lack of a comprehensive data set to understand progress to achieving literacy.
- Data complexities include relying on externally collected data sets which are collected at varying levels of frequency.
- A new target for Year 7 literacy will need to be set because NAPLAN will commence reporting against proficiency standards from 2023.
- Setting aspirational targets that support engagement with the Community-wide Framework, while recognising that measures of success must reflect the complex and long-term nature of any efforts to raise literacy.
- As well as quantitative data there is also the opportunity to capture the stories of Tasmanians with lived experience to test, and to add to, our understanding of what the data shows.
- Qualitative data telling the stories of improved community resilience, better connectedness and overall improvement in prosperity and happiness would give a fuller picture of impact of a community-wide approach.
- Work needs to be undertaken to investigate new indicators to measure adult literacy, including using the National Study on Adult Literacy, Numeracy and Digital Literacy Skills, if that provides data which can be validly and reliably reported at the State level.

Other possible targets and measures to consider

Potential Target(s):

- By 2025, all teachers will participate in evidence-based literacy specific professional learning annually. (Continuous professional development).
- By 2023, all Tasmanian schools will use the Australian Government phonics check.

Potential support measures and indicators:

- E.g., PAT Reading, Phonics Check, NAPLAN, ACARA Literacy Progressions, Professional Development Calendar, Literacy Capability Framework Proficiency?

Potential Target(s):

- All new policies and activities across the sectors sponsored by the Government through the Framework have an in-built evaluative Framework.
- Ratios – Patient to professionals? # allied health hours available in schools per student?
- Intervention data? Waitlists? Number of referrals and time taken to attend an appointment?

Potential support measures and indicators:

- E.g., Individual programs are regularly evaluated to measure the success of their outcomes, Program Evaluation Frameworks, Number of businesses, organisations and individual supporters engaged with 26TEN. Digital analytics – Website, communications metrics, etc., TASC, AEDC.

Potential Target(s):

- By 2025, all Tasmanian children will receive a Grammar and Phonology Screening (GAPS) check.
- Percentage of 15- to 19-year-old, and 20- to 24-year-old, school leavers fully engaged in education, training and / or employment (Productivity Commission).

Potential support measures and indicators:

- E.g., OEDC - 15 Year old's reporting less than four educational possessions, GAPS, Allied Health Professional Ratios, PIAAC, Productivity Commission.

Potential Target(s):

- By year 7 all eligible young people will meet an expected reading standard that is above the national minimum by no later than 2030.

Potential support measures and indicators:

- E.g., National Early Childhood Education and Care Collection (NECECC) data, PISA. Everyday Adult Standard of reading, writing, and communicating (in English) (part of TCE) PIACC, NAPLAN?
- PAT, number of students meeting the PAT standard in every year level.

Governance and Next Steps

This Paper is the outcome from a significant body of research, analysis and consultation responses. Following feedback from this final consultation process, it will result in a significant number of recommendations to Government as part of a Community-wide Framework, called Lifting Literacy.

As noted earlier, the Panel will recommend to the Government that it develop an initial three-year action plan to be reviewed and updated over a ten-year period, to implement the work under Lifting Literacy. This will enable the phased implementation of priority work.

This Paper has also identified a possible set of measures and targets as the basis of a final set of indicators against which we can assess the success of this work.

This work will need to be supported by a governance structure, which will be considered and recommended by the Panel.

It has also identified the need to ensure our educators are supported to improve the literacy skills of students through high quality structured literacy teaching. It is important that we ensure that we are providing the best teaching possible and supporting our valued teaching staff with data, resources and professional learning through an external process of quality assurance. This will enable the identification of best practice, based on results and also identify areas for focused improvement.

A process of external quality assurance, monitoring and reporting will be a recommendation of the Panel.

Next Steps

The Panel will provide its final report to the Premier by the end of April 2023. Your responses to the following consultation questions will be used by the Panel to inform its final report and recommendations.

Consultation Questions

The sections in the Paper which are headed “What this tells us” will be the basis for the Panel’s recommendations.

Are there any key themes we have not identified to improve literacy across:

- The Early Years (0-4 years-old)
- The School Years (5-17 years-old)
- The Adult Years (18+ years-old)

What are the three main things we should prioritise doing in:

- The Early Years (0-4 years-old)
- The School Years (5-17 years-old)
- The Adult Years (18+ years-old)

Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:

- The Early Years (0-4 years-old)
- The School Years (5-17 years-old)
- The Adult Years (18+ years-old)

If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

Are there any other comments you'd like to make?



Paper Two: What we heard

Community Consultation – Analysis of Submissions to the Literacy Advisory Panel

Approach to Community Consultation

From February to March 2022, the Literacy Advisory Panel asked Tasmanians for feedback, ideas, and comments on how to improve literacy in the state. The community answered with over 350 responses.

The Panel ensured the community were aware of the consultation process in a variety of ways:

- 180,500 individuals saw advertisements through social media,
- 3,321 individuals visited the website,
- 21 newspapers across Tasmania featured advertisements (community and three daily papers),
- 179 stakeholders received emails, and
- 6 community consultation partners spread the word about consultation.

How You Responded

352 of you responded in the following ways:

Written Submissions

You were provided with a range of methods to participate in community consultation, including by email. Additionally, an online survey or Facebook posts could be used to respond to the questions posed by 'Paper One: Setting the Scene. Tasmania's Community-wide Framework'.

- 72 individuals or organisations participated by email,
- 160 participated through the online survey, and
- 98 individuals responded through Facebook.

Assisted Submissions

Our consultation partners at Neighbourhood Houses Tasmania, Early Childhood Australia Tasmania Branch, Child and Family Learning Centres (CFLCs), Libraries Tasmania and 26TEN, supported individuals to respond to community consultation. We engaged these partners because of their established relationships with Tasmanians, including those who may find it difficult to provide a written response to community consultation because of literacy challenges.

- 22 individuals responded through partners.

What We Heard

The Literacy Advisory Panel has been working to analyse the feedback it received from community consultation. Several recurring themes emerged from the submissions, including the importance of:

- the role of families and carers in promoting and supporting learners' literacy development,
- supports for children and young people and their families,
- teacher training and education (initial and ongoing professional development),
- timely and affordable access and interventions to specialist services (including allied health), and
- increased funding (and access) for literacy programs and services, and concerns about:

- a lack of general awareness and understanding of the breadth of services available, and
- gaps in explicit literacy support for adults
- The Panel is developing the Community-wide Framework and will release a draft for community consultation in the latter half of 2022.

Community Consultation Submissions

Please note that the views or opinions expressed in submissions reflect the views of the persons or entities making those submissions only. Inclusion of submissions should not be taken as an endorsement by the Tasmanian Government or the Department of any views or opinions so expressed. Copyright in submissions rests with the author of each submission. The Tasmanian Government does not accept liability for any breaches of the authors' copyright.

As required under the Personal Information Protection Act 2004, personal information such as contact numbers and addresses have been redacted. Confidential, inappropriate, or offensive submissions have not been published in accordance with the Department of Premier and Cabinet's [Public Submissions Policy](#).

Survey Responses

Lived Experience Survey Responses

Facebook Comments

Jo Rogers

Tasmanian Small Business Council

Paul Thomas

Cheri Allanby - True Trails

Anne Kennedy

Sally Walters

Anna Hart

Dayna Cutting

Helen Peters

MaryAnn Munnings

Tracey Kidd

Olivia Aukorius

Anita Cranfield

Reading Writing Hotline

Catholic Education Parents Council

Lisa Denny

Robyn Ewing and Jo Padgham

Noella Mackenzie

Independent Schools Tasmania

Victoria Carrington

Mandy Reynolds-Smith

Early Childhood Australia, Tasmania Branch

Sue McKerracher

Jeffrey Wilhelm

Leah Waugh

Rebecca Van Est

TasCOSS

Brian Cambourne

Mental Health Council of Tasmania

Kate Polglase

Australian Literacy Educators' Association

Judith Hudson

Tasmanian Association for the Gifted

The Smith Family
Tasmanian Food Security Coalition
Michael Middleton
ALEA Tasmania
Dr Michele Antsey and Geoff Bull
Alison Holm
Tasmania 100 per cent Literacy Alliance
Commissioner for Children and Young People
Michelle Chadwick
Grattan Institute
Thrive Group
Claire Gregg
Sally-Anne Fowler
Square Pegs
Louise Cunningham
The Salvation Army
Ingrid Stannard
School Food Matters
Meredith Cashion and Mandy Beard
Junise Cox
Speech Pathology Tasmania
Bridie Raban
Education for Sustainability Tasmania
Speech Pathology Australia
Early Childhood Educators Tasmania
Burnie Works
Rosalie Martin

In accordance with the Department's Public Submissions policy, 88 community consultation submissions were withheld from publication.

Publication Details

This report was prepared by the Peter Underwood Centre for the Literacy Advisory Panel.

Acknowledgements

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Research team

Professor Kitty te Riele

Dr Megan Lang

Dr Sherridan Emery

Dr Emily Rudling

We are grateful to the team at the Peter Underwood Centre for Educational Attainment for their support of this project.

Note

Text in italics in coloured boxes are quotes taken directly from submissions.

Community Consultation Analysis

Glossary and Definitions

Definitions

Allied professional	Professional staff, other than teachers, who support students in schools, including psychologists, social workers, speech pathologists, occupational therapists.
Educator	Early childhood education and care educator
Family	Two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who usually live in the same household (ABS 2016c).

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ARACY	Australian Research Alliance for Children and Youth
CFLC	Child and Family Learning Centre
COVID-19	Coronavirus Disease 2019
DoE	Department of Education (Tasmania)
ECEC	Early Childhood Education and Care
ECIS	Early Childhood Intervention Service
HIPPY	Home Interaction Program for Parents and Youngsters
LIFT	Learning in Families Together
LIL	Launch into Learning
NAPLAN	National Assessment Program - Literacy and Numeracy
NGO	Non-Governmental Organisation
SES	Socioeconomic status
SLN	Special Learning Needs
SLP	Speech and Language Pathologist
TAFE	Technical And Further Education
TasCOSS	Tasmanian Council of Social Service
VET	Vocational Education and Training

Structure of the report

This report is divided into twelve sections.

Sections 2-8 reflect the framework of the six principles established by the Literacy Panel, as well as the community interest in programs.

There are overlaps in the data, but in general:

- Section 2 addresses the early years, including findings about programs at this stage and themes related to the Foundation principle.
- Sections 3-7 address findings about programs in the school years and themes related to the principles of Workforce, Partnerships, Equity, and System and;
- Section 8 addresses the adult (post-school) years, including findings about programs at this stage.

The introductory section contains information about data framework, data sources, classification, and limitations. The concluding sections contain findings about public sentiment and lived experience, and measurement.

Specific implications from the findings are provided at the end of sections 2-8. Section 11 provides overall implications. Section 12 has appendices.

Data Summary: Limitations

- In a process such as this community consultation there are going to be gaps in the submissions – it is unlikely to receive input from all different groups in society. For example, there is a scarcity of submissions from Aboriginal and Torres Strait Islander and multicultural organisations.
- There are some limitations to integrating the data based on how the data is classified as well as the types of questions that were asked. For example, it is difficult to compare the free text Facebook comments to the Consultation Survey. However, there is more similarity between the consultation survey paper responses and emailed submissions.
- This is a qualitative analysis rather than quantitative. Where possible and appropriate, quantitative data has been included, but this is not always possible due to the nature of qualitative data and qualitative analysis methodology.

Classifying Submissions

There was a total of 352 submissions.

	Email	Consultation Survey	Lived Experience Survey	Facebook comments
Number of responses:	72	160	22	98

Some submissions provided much **evidence** and support for claims, while others were **anecdotal**.

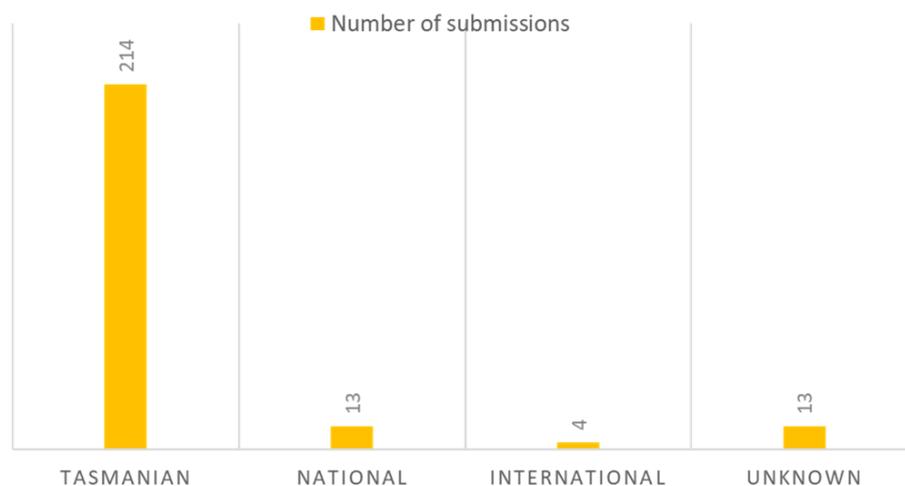
Due to their comparability, we have separated the email submissions and consultation survey responses into:

	Organisational submissions	Individual submissions
Definition	Where email or consultation survey responses were made on behalf of an organisation.	Where email or consultation survey responses were made by an individual who may have identified their organisation, but were not responding on behalf of their organisation.
Total	49	173

Data sources: National and International

Most submissions were from individuals and organisations located in Tasmania. However, there were some contributions from peak bodies around Australia, and academics and interested individuals from around the world.

Submissions from overseas tended to be made from nations with similar education systems.

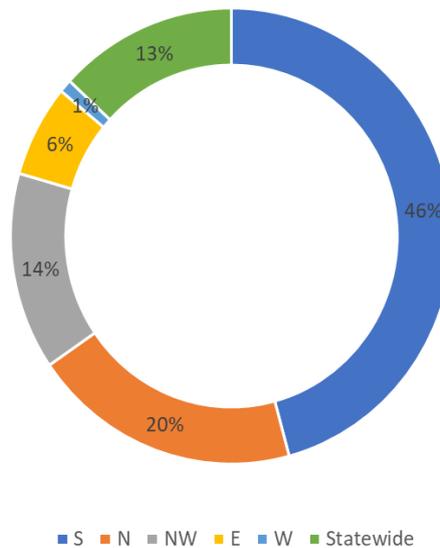


Data sources: Regions of Tasmania

The majority of submissions came from Southern Tasmania.

- 98 submissions came from the South;
- 42 from the North;
- 30 from the North-West;
- 14 from the East Coast;
- 2 from the West Coast; and
- 28 were state-wide

Breakdown of submissions from Tasmania

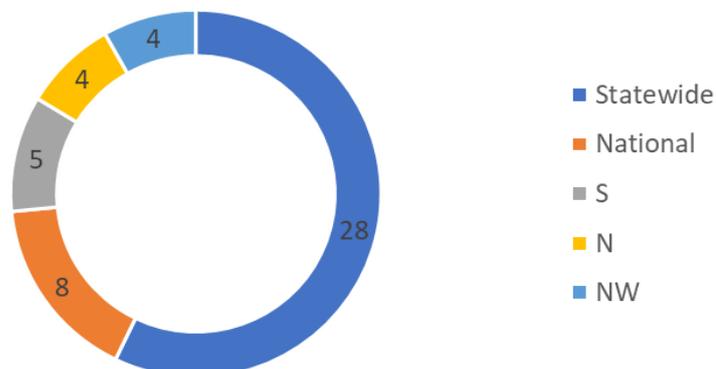


Demographic information: Organisational Submissions

Organisational submissions were the second most common type of submission. There were **49** organisational responses to either the public consultation survey or emailed.

These were most often made by Tasmanian state-wide organisations.

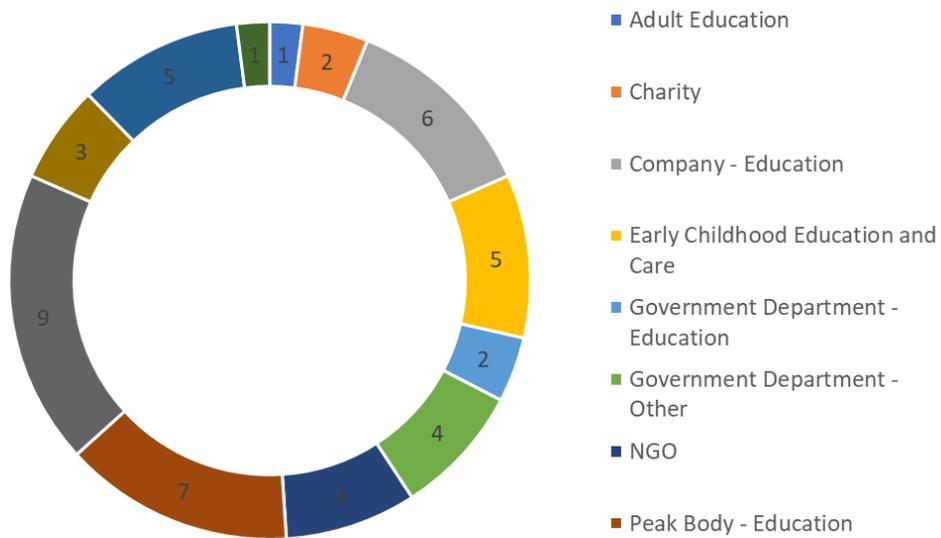
Where organisations responded from



9 schools responded to the consultation process. This included 4 Government schools, 4 Catholic schools, and 1 Independent school.

Educators tended to respond to the consultation survey as individuals and not as representative of their school.

What types of organisations responded



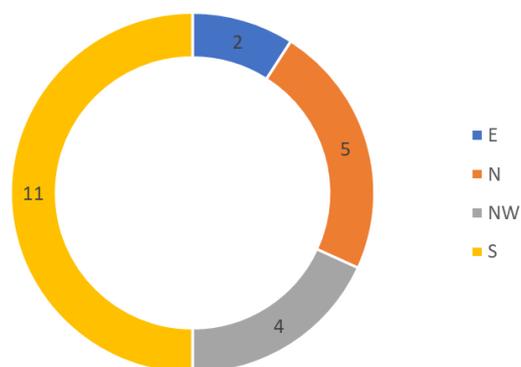
Demographic information: Lived Experience Survey Responses

All responses to the lived experience survey were analysed as 'lived experience' because the survey did not collect information about respondents' role (such as educator, parent or carer).

Lived experience respondents tended to be aged between 35-44 and responding from the South of Tasmania.

There was no representation from the West Coast of Tasmania.

Where participants responded from



Lived experience survey submissions were the least common type of submission. There were 22 individual responses to the survey.



Demographic information: Facebook comments

There were 98 Facebook comments. This was the second most common type of submission.

We were unable to collect demographic data from the Facebook comments.

These have been classified as 'individual Facebook responses' to differentiate these data from the survey and email submissions.

The Facebook comments offer a snapshot of what some people have to say about literacy learning in Tasmania.

The responses varied in length and quality and were 'free responses' - Facebook comments did not respond to question prompts like the surveys or email submissions. Generally, the comments were brief.

Overall, four key themes emerged from the Facebook comments. These are described on slide number 56.

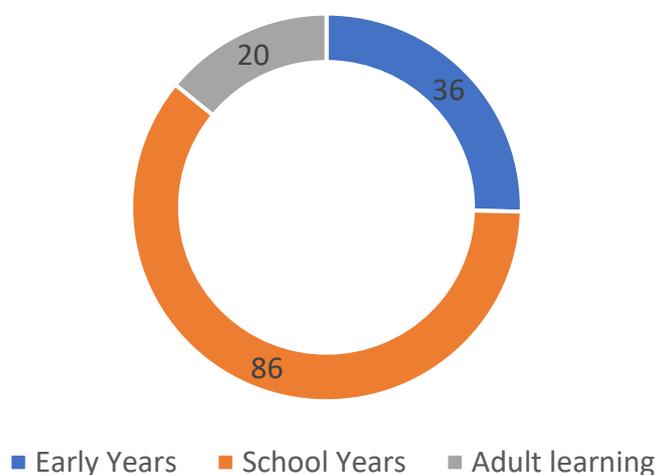
Section I – Programs and Initiatives Overview

Programs and Initiatives: Understanding the Responses

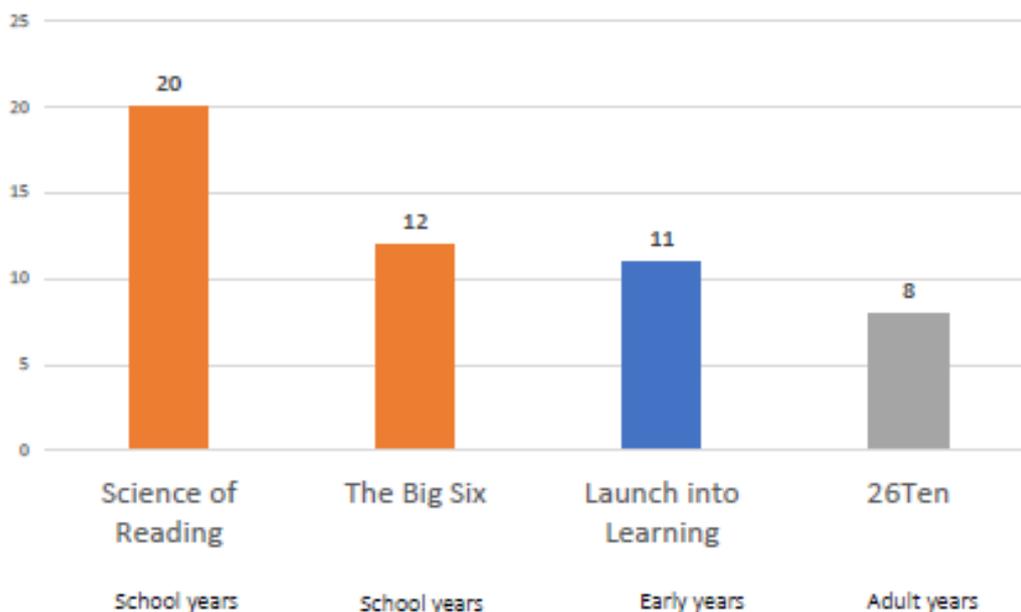
- There were 266 mentions of programs across the two surveys and email submissions. Facebook comments tended not to recommend specific programs or initiatives.
- 75 respondents listed a program, approximately 28.3% of total submissions.
- On average, each respondent listed 3.5 programs.
- 48% of identified programs were from respondents from Southern Tasmania. The West Coast of Tasmania had the lowest representation.

School years had the greatest number of programs listed. See appendices for the full list.

Number of programs per age group



Most commonly mentioned literacy programs & initiatives by age-group



Section 2 – Early Years

Overview of Programs

The *early years* includes findings on programs and initiatives, supports, barriers, and suggestions gleaned from the four types of data.

Listed programs and initiatives include those in operation, as well as resources, and initiatives used in Tasmania and Australia both internal and external to schools.

The most commonly mentioned early years programs were:

- Launch into Learning (LiL);
- Rock and Rhyme (Libraries Tasmania); and,
- Early Child Intervention Centres (ECIS).

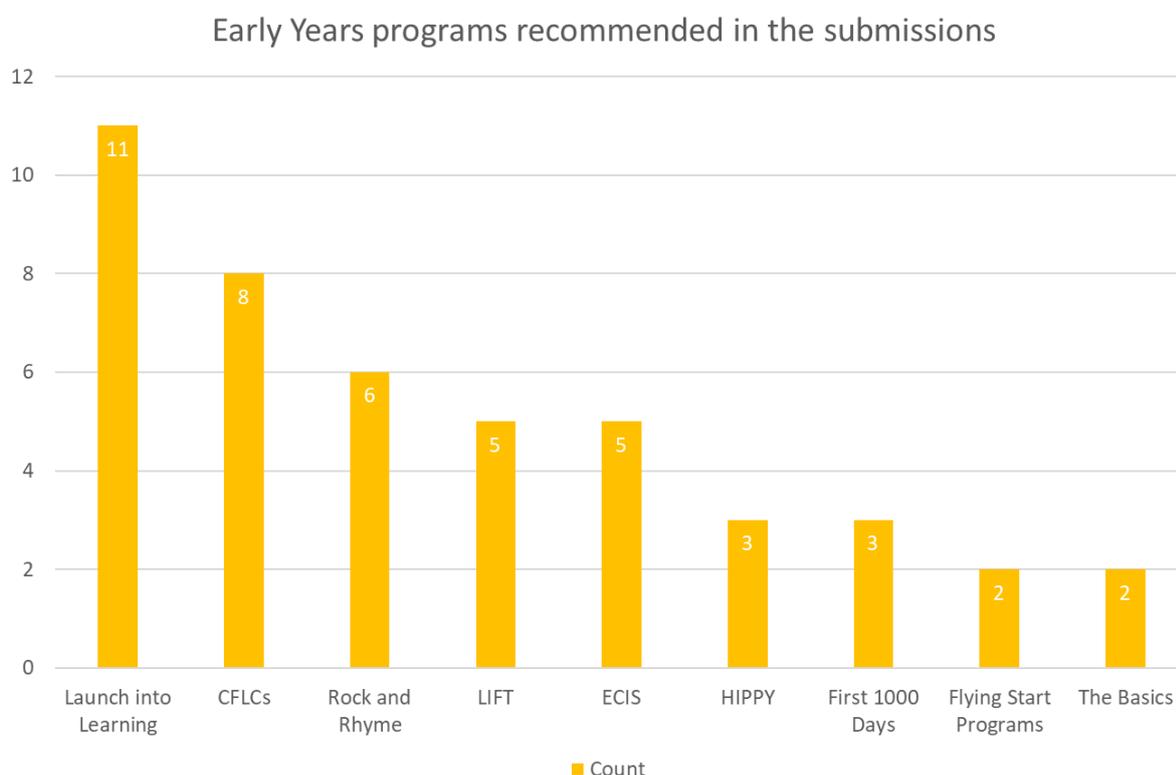
Findings are separated into three themes: supports, barriers and suggestions.

We list three points for each theme:

- Community level: this includes schools, parents, playgroups, libraries.
- Service level: this refers to initiatives and programs, departments, allied health.
- Family level: the caregivers and home context.

Programs and Initiatives

The following graph shows programs mentioned by more than one respondent as helpful for literacy education in the early years.



Other early years programs mentioned in the responses:

- Early Childhood Educators of Tasmania
- Reading Egg
- Raising Literacy Australia
- Child Care Centres
- Speech and Language Development Australia
- Start Smart
- Playgroup Tasmania
- Bush Kinder
- Reading Bug
- Family Day Care Providers
- DoE Great Start
- Little Learners Love Literacy
- St Giles Playgroups
- Look Who's Talking
- Mrs Wordsmith Blah Blah Blah Game
- Tim and Pip decodable readers
- Working Together
- Bhutan Adaptive Kindergarten Development
- Let's Talk

Supports

Submissions to the consultation pointed to the important foundational supports for literacy as including:

Community level (schools, playgroups, parents, libraries)

- Educating parents and wider community about importance of literacy.
- Literacy tutors in antenatal programs.
- Playgroups – children and parents get to know schools.
- Libraries Tasmania programs - Baby Play, Rock & Rhyme and Storytime.

Service level (initiatives and programs, departments, allied health)

- Providing access to high quality learning opportunities in the years before school.
- Supports to help families feel connected, welcomed into groups and services, timely provision of information.

Family level (caregivers and home context)

- Reading to children.
- Parents modelling enjoyment of reading.

Insights from the consultation

In their submission to the consultation, TasCOSS advocated for the 'Working Together' program, noting that participants highly valued the following aspects:

- Helping families understand and access the range of supports available to them.
- Bringing families, engagement workers, early learning partners and other key supports to understand and address the drivers of wellbeing for the child and for the family.
- Ensuring information and resources adhere to plain English guidelines.
- Ensuring key documents and resources are translated into targeted languages, and access to interpreters are available if required.

Barriers

Submissions identified the following barriers to literacy.

Community Level

- Valuing of literacy and learning in the early years.
- ECIS needs better-resourced, broader support remit
- Access to specialists (i.e., SLPs, psychologists) for diagnosis and assessments – lack of provision, prohibitive costs, lack of collaboration between allied health specialists and educators.
- Complexity of disadvantage means it is hard to address early literacy issue even when aware of them.

Service Level

- Young children not accessing programs (like LiL, programs for 3-4 year olds).
- Program implementation – for example some programs are delivered too late (Working together) or are urban focused.
- Lack of co-ordination between programs (i.e., LiL, CFLC, Rock n Rhyme).

Family Level

- Parent/carer's own literacy.
- Parents need help supporting child's learning.
- Accessing funding for support (i.e., NDIS).
- Parents need information to know what supports are available and how to establish contact with services.

Submissions indicated that there is currently a serious lack of specialists available to undertake diagnosis in vital areas such as speech, hearing, motor development, psychological difficulties such as ADHD, infant and juvenile stress and behaviour problems. There are long waitlists first for diagnosis, then for referral to the appropriate specialist, and early intervention programs are underfunded. The cost of specialist intervention for a child is beyond the reach of some families, including those most at risk.

- Early Childhood Australia.

Suggestions

Community level

- Educating parents and wider community about importance of literacy. (i.e., on how to build education into their everyday interactions with their children).
- Supporting early oral language development.
- Early identification of literacy issues and supports.
- Increase the number of Child and Family Learning Centres.
- Increase funding for early learning literacy services and programs, including early interventions (i.e., ECIS).
- Promoting the programs of Libraries Tasmania for literacy development.
- Increase access to allied health services to support children's literacy development.

Service level

- Provide greater access to early learning services.
- Ensure staff shortages are filled by qualified staff.
- Integration of SLPs in all early learning programs.
- Emphasis on oral language.
- Play based learning.

-

Family level

- Provide information to families about how to support their children's literacy development.
- Provide books to families.
- Education that happens in everyday life is valuable.

Literacy campaigns – There should be better promotion of and access to information and services to support children and families to support learning. We need initiatives to provide families with the knowledge, tools and resources (books, information about support for adult literacy, and contacts to pose any questions to along the way) to establish a strong and supported foundation on which to strengthen the whole family's capacity to learn about and value literacy.

- Commissioner for Children and Young People

Implications Drawn from the findings

1. There are many barriers in setting early year learners up for success in literacy learning that relate to access and equity:
 - a) Socio-economic barriers;
 - b) Rural and regional access, including transport;
 - c) Maternal health;
 - d) Food security.
2. Increase funding for literacy services and supports for the foundational stages of children's development (i.e., more CFLCs, ECIS funding).
3. Improve access to allied health services (i.e., speech pathologists, psychologists) to address developmental issues that impact early learners with their literacy learning.
4. Support parents and carers with their own literacy development so they can support their children's learning.
5. Increase the access to literacy programs and services to families in their local areas.
6. Provide books and literacy resources to families to begin the literacy learning journey early.
7. Provide the wrap-around supports to parents and carers that help make participating in literacy programs accessible.

We believe the holistic support provided by 'Working Together' could be adapted and expanded to other years of schooling and other learning environments, including with a focus on literacy. Family literacy is a key to literacy development in early learning, school years, and adult learning.

- TasCOSS

Section 3 – The School Years

Overview of Programs

School years includes findings on programs and initiatives, supports, barriers, and suggestions gleaned from the four types of data specific to school students aged between 6 and 18 years old.

Listed programs and initiatives include those in operation, as well as resources, and initiatives used in Tasmania and Australia both internal and external to schools.

The most commonly mentioned school years programs and initiatives were:

- Science of Reading;
- Big Six;
- phonics.

Findings about programs in the school years are separated into three themes: supports, barriers and suggestions.

We list three points for each theme:

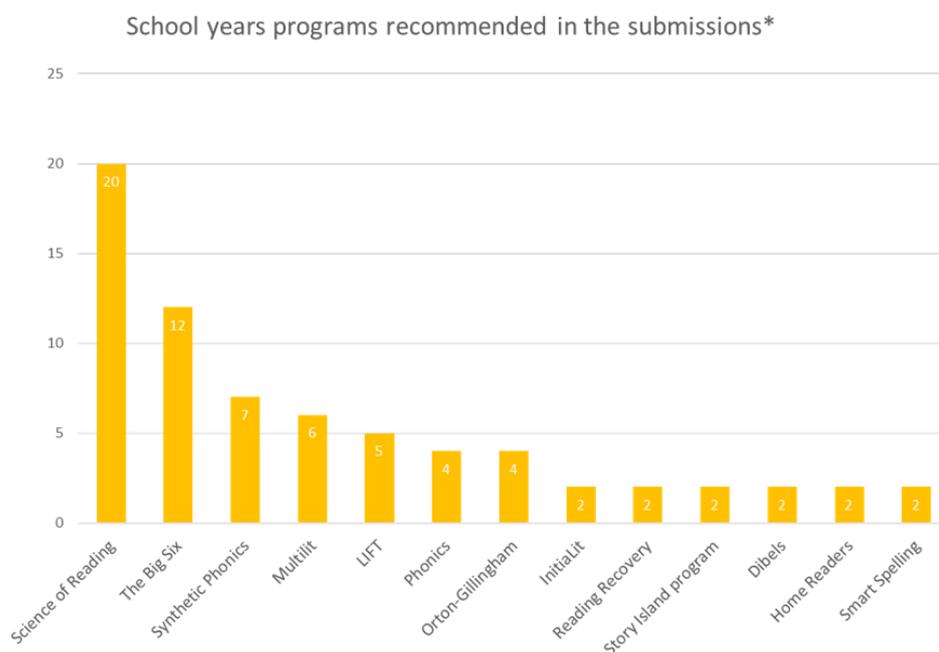
- *Community level*: this includes schools, parents, playgroups, libraries.
- *Service level*: this refers to, but is not limited to, initiatives and programs, departments, and allied health.
- *Family level*: the caregivers and home context.

Programs and Initiatives: School Years (age 6-18)

Science of Reading was a commonly suggested program. Respondents recommending Science of Reading were most likely to be from the Catholic School Sector.

However, DoE's submission contained a critique of Science of Reading (p. 25) that it "does not yet speak to what to teach, when, how and for whom at a level that is useful to teachers" (Seidenberg et al., 2020).

Note: Science of Reading is a broad approach that may include phonics. There is therefore some overlap between programs recommended in the submissions.



Supports

Submissions to the consultation pointed to the important continuation of supports for literacy from foundations across the school years as including:

Community level (schools, playgroups, parents, libraries)

- Educating parents and wider community about importance of literacy.
- Early identification of literacy issues and supports and sustained access to allied health and supports to address literacy issues across the lifespan of learning.
- Literacy tutors and teacher assistants in the classroom.

Service level (initiatives and programs, departments, allied health)

- Providing access to high quality learning opportunities throughout all schooling.
- Linking students with allied health support to address learning needs.

Family level (caregivers and home context)

- Cultivating a love of learning.
- Parents modelling enjoyment of reading.

Barriers

Community Level

- Phonics education not sufficiently valued across the school years.
- Inconsistency of programs across key transition points such as from primary to secondary school.
- Lack of awareness among parents and wider community about importance of literacy.
- Complexity of disadvantage means it is hard to address early literacy issue even when aware of them.
- Teenagers 'slip through the cracks' and disengage from learning.

Service Level

- More focus needed on literacy programs for students in the 13-16-year-old age group.
- Difficulties linking students with allied health supports.
- Limitations on teacher ability to differentiate learning in the classroom in response to individual learning needs.
- Lack of specialised allied health literacy support.
- Lack of professional learning opportunities for educators to support diverse literacy learners.

Family Level

- Parent/carer's own literacy.
- Parent/carers need help supporting child's learning
- Accessing funding for support (i.e., NDIS).

- Parents need information to know what supports are available and how to establish contact with services and school.
- Access to school.

Suggestions

Community level

- Educating parents and wider community about importance of literacy.
- Cultivating a love of learning and encouraging students to engage with reading and writing that they enjoy.
- Continual support for students' learning needs
- Increase funding for early learning literacy services and programs, including early interventions (i.e., ECIS).
- Recognise how socioeconomic context impacts on learning.
- Increase access to allied health services to support students' literacy development
- Provide better assistance for students with disabilities to support their individualised learning needs.

Early teens through to adults seem to be really falling behind in literacy skills. I think that there are probably several reasons for this: 1. Peer pressure/guilt - many teens and adults don't think it's 'cool' to attend extra literacy classes and/or may feel ashamed about admitting that they have difficulties... extra curricula literacy classes need to be made more accessible and enjoyable but with definite goals set by tutors and achieved by students.

- Individual respondent

Service level

- Provide greater access to early learning services.
- Increase access to allied health professionals to assist with learning including funding for families and students (as well as advertising available opportunities).
- Ensure educators are upskilled to assist diverse learning needs.

Family level

- Provide information to families about how to support their children's literacy development.
- Education that happens in everyday life is a valuable 'hook' for students at risk of disengaging.
- Support the age specific ways in which students learn.

The gap is meeting the needs of students in secondary schools as they need to become complex thinkers and use comprehension strategies for the development of conceptual thinking.

- Individual respondent

Implications Drawn from the Findings

1. Ensure students have continued access to allied health and other supports to assist with learning.
2. Develop consistency of allied health and learning access support across key schooling transition points.
3. Recognise the different context of teenage learners, and the risk to literacy posed by disengagement from learning.
4. Assist students to transition to the workforce with targeted literacy campaigns.
5. Fund individualised learning supports for students with disabilities including upskilling educators with relevant professional learning.

Speech pathologists play a pivotal role in the educational team and the and in in prevention, identification, and management of literacy difficulties.

Current best practice speech pathology services in education settings are collaborative and organised across all tiers of a multi-tiered framework.

- Speech Pathology Australia

Section 4 – Workforce

Supports and Suggestions

Three areas received most comment in the submissions:

1. Provision of more school staff specialising in literacy and more support staff and volunteers in classrooms (suggested in over 30 submissions).
2. Provision of support and guidance for teachers, including ensuring sufficient time to prepare and measuring confidence and wellbeing. (suggested in approx. 18 submissions).
3. Greater provision of specialists in schools, e.g., Speech Therapists, Literacy Specialists, Occupational Therapists (suggested in approx. 13 submissions).

Other suggestions:

- More investment in school and community libraries (Libraries Tasmania).
- Smaller class sizes with a higher ratio of staff to students.
- Whole school approaches, consistent and clear vision and goals.
- Recognise teacher expertise/complexity and situation dependence of learning and support schools to address literacy issues in local context rather than relying only on commercial programs.
- Allow time for DoE Literacy Framework to have an impact.
- Teacher job sharing to allow classes access to teachers with different teaching strengths.

At the school level teachers make the most difference – not the school – or the syllabus – or the program. (Hattie, 2009). Support for high quality, ongoing teacher professional learning - building pedagogical content knowledge – understanding of how children learn, how to support diverse needs, how to articulate what they are doing and why to the community and their colleagues.

- Mackenzie, Charles Sturt University

Initial Teacher Education:

The most commonly mentioned suggestions for initial teacher education were:

- a need for specific training in literacy programs;
- training in evidence-based approaches; and,
- practical training in schools.

Other suggestions included raising the ATAR/entry standards for teaching degrees; increasing the length of post-graduate education degrees; and requiring a high score on the literacy and numeracy test for beginning teachers.

What could make it easier?: Teaching staff need to be trained in Specific Learning Differences to enable them to recognise it and deal with it as early as possible. My daughter is intelligent and very social, it is only the learning difficulties that were ignored that has had a big impact on her confidence as a learner.

- Parent/Carer

Professional Learning:

The most commonly mentioned suggestions for teacher professional learning were:

- Training in specific programs or approaches, such as Science of Reading.
- More considered approaches to professional learning, such as Professional Learning Communities.
- Better information about and more opportunities for professional learning, also school based.

Other suggestions included ensuring support for teachers to engage with professional learning; better resources for educating teachers; training in broader issues, such as Specific Learning Disorders; and collaboration and sharing between sectors/areas (e.g., support schools and mainstream schools, schools and community).

A greater focus on valuing teaching as a practice and less about administering programs. The focus should be on pedagogical development and a shared understanding of what is considered best practice by research; instead of learning how to implement a program.

- ALEA State Director and Local Council Presidents

Implications from the Findings

1. There is a great deal of support for provision of dedicated positions in schools for literacy specialists as well as incentives for teachers to specialise in evidence-based approaches to literacy education.
2. Other supports in the classroom are also seen as important, such as Teacher Assistants and/or volunteers with adequate support and guidance. These supports are likely to enable teachers to differentiate their teaching more effectively.
3. The issue of access to professionals such as Speech Therapists impacts access of students to timely assessment, diagnosis and support and also to professional guidance for teachers working with students in the classroom.

The early education and care sector (ECEC) has critical workforce shortages and retention issues which make building enduring relationships with, and providing consistent support for, families a challenge. Educators in the sector work long contact hours and non-contact time is barely sufficient for curriculum planning with no time for additional tasks such as family support. Families themselves are time poor, rushing to and from work, leaving little time for in-depth conversation with educators. It might be possible to develop a set of quality-assured concise literacy 'tip sheets' to be shared with families through existing information technology platforms. However, this would come a poor second to face-to-face conversation between educator and family.

- Early Childhood Australia (Tasmania Branch)

Section 5 – Partnerships

Supports

For my son to learn to talk, read and write, all hands-on deck was required - a collaborative network of family, teachers, therapist and friends all working together.

Organisational level

- 26TEN
Communities/Network/Employer grants program - partnering in literacy development with communities and organisations.
- Libraries Tasmania (adult literacy service) partnering with Risdon Prison and Community Corrections.
- Working Together program.

School level

- Partnerships between schools and communities, for example:
 - Teachers working in partnership with the specific learning areas ('part of the ARACY pilot project, would be great if they could go further than the 10 schools').
 - Collaboration between support school and local schools to share literacy practices and resources.

Community level

- Community organisations partnering with schools and communities, for example:
 - Salvation Army - Card buddies - intergenerational project with Primary School children and aged care residents writing letters and cards to each other.
 - Community cooking projects (i.e., Salvation Army; Waverley Community Skills Cafes project).

In 2020, I saw a glimpse of what is possible when needs-based therapy and explicit educational instruction are embedded into both the home and the learning environment at the intensity required... Collaboration, consistency in approaches, systematic and explicit skill building in speech, language and literacy is what will enable Rory to fulfil his potential.

- Parent/carer

Barriers and Suggestions

Barriers

- Collaboration between speech pathologists and educators for early years learners is challenging when many schools don't have a speech pathologist.
- There are insufficient allied health professionals.
- Families are unaware of some of the programs available to assist.
- There is not sufficient coordination of the different services and programs.
- Educators and services sometimes hold back information for fear of breaking Privacy laws.

Suggestions

School level

- Increase collaboration between all education sectors.
- Foster stronger partnerships between parents/carers and schools.
- High school students and teaching staff could be engaged in early learning programs in a way that benefits both cohorts of students, especially from performing arts, creative and literacy perspectives.

Organisation level

- Show short films on literacy in Neighbourhood Houses, libraries, in waiting rooms in other Government departments, local councils.
- Stronger partnerships with health sector organisations (including Allied Health) that are proactive rather than reactive.

Community level

- There should be a collaborative approach considering early literacy skills develop from birth, not from school.
- Improve communication of existing literacy opportunities with families, community groups and organisations.
- Encourage literacy volunteers in communities.
- Leverage community literacy resources through hubs such as schools, libraries, bookshops, writing organizations and festivals.
- Rally the media as an ally, to campaign and raise awareness of the importance speaking and listening, writing and reading.

Expertise exists in the community that should be harnessed in education contexts, to break down barriers between education as 'an institution' and community as 'the real world'. To do this, more support is needed in schools to establish connections with community members and organisations.

- Education for Sustainability Tasmania

Implications Drawn from the Findings

1. There should be increased efforts to promote and connect existing services and leverage collective community-wide efforts.
2. Forming, growing and sustaining partnerships between schools, families, communities and organisations requires resourcing and commitment to shared goals and takes time.
3. There are emerging examples of community led or co-designed partnerships that offer valuable ideas, insights and models that could be taken up in other Tasmanian communities (adapted in locally relevant ways).
4. Currently partnerships is an area that would benefit from further expertise-sharing – for example, inviting communities to share insights from successful practices (such as the Burnie Works example below).

Insights from the consultation

Burnie Works work with many local organisations and community members to support initiatives of interest to the community in areas including children, youth and families, education, and employment.

A current Burnie Works initiative in partnership with the local Launch Into Learning teams, the families stakeholder group and Communities For Children is the **Books In Homes program** which we began to roll out in term 3 in 2021.

Books in Homes is a national charitable organisation, that supports the development of a love of reading by providing 3 books of choice per term to children and families. The program operates from early years through to year 6 in funded schools. Families develop a library of books, normalising reading at home and a foundation for developing literacy skills while building excitement about books. The program includes additional Caught being Good books, and chosen books come with a name label in a book bag. The program can be adapted to the needs of communities, enabling it to be linked with community volunteers, organisations, and a range of learning activities.

Burnie Works

Section 6 – Equity

Supports and Suggestions

Supports

- Pre-school and early years programs are working well, e.g., LIFT.
- Funding to attend pre-school/childcare is available for some families.

Suggestions

Families

- Incentives for low-literacy parents to engage with services.
- Better communication with low-literacy families.
- Provision of more programs and service collaborations to provide support for adults and children (e.g., childcare, transport).

Schools and libraries

- Incentives for teachers to work in CALD and low-income areas.
- Centre for dyslexia/SLD support.
- Cultural awareness and competence training for teachers and school staff.
- Every child has a library access card.
- Where no libraries exist, use other community spaces for pre-school literacy programs.

General

- Good identification of vulnerabilities/access to programs.
- Visits by specialists to rural areas.
- Free resources to support literacy, e.g., books.
- Explicit targeting of disadvantaged groups across lifespan and program evaluations to ensure effectiveness.

Salvation Army supports:

The STeP123 Literacy program is available across all of The Salvation Army's (TSA) social programs to identify vulnerable people with literacy issues. TSA Social programs include Doorways Centres, Doorways to Parenting, Prison Programs, The Bridge, McCombe House. STeP123 also cooperates with neighbourhood houses and community groups across Tasmania, with new and established networks and partnerships across all service providers and not for profit organisations.

Barriers

A concerning gender gap also exists. Over half of year 9 male students (52.7%) did not exceed the expected standard for writing compared with a third (32.4%) of female students.

- Tasmanian Literacy Alliance

Access

- Availability of Speech Pathologists, Occupational Therapists, Paediatricians and other services in regional areas.
- Access to support and funding for diagnostic assessments and for applying for NDIS funding.
- Availability and accessibility of literacy-supporting activities, internet, and libraries for families in regional areas or belonging to minority groups.

Other barriers

- Although early years are relatively well-supported in literacy, older age-groups require equal attention.
- Language and culture, e.g., over-insistence on culturally dependent literacy approaches, such as phonics.
- Cultural stigma around literacy.

Broader issues

- Health, safety, and wellbeing, particularly related to families living in poverty.
- Lack of flexibility in systems supporting low-SES families that impacts parents and carers as early educators, e.g., Centrelink, housing crisis.

My experience as a person whom English is the second language is probably not something you are looking for, but I know the challenge of whom don't have confidence in reading and writing skills. It creates barrier to social participation, limits access to information you need, and affects your career and wellbeing. Unfortunately, people who teach literacy and numeracy skills to adult students not always understand such challenges we have and result in their support a bit pointless.

- Lived Experience survey respondent

Implications Drawn from the Findings

1. Access to professional guidance and practical information is a major problem, particularly for low-SES and low-literacy families. Addressing availability of specialists for assessment, diagnosis and ongoing support is essential. In addition, practical information to help families in understanding and working with professionals would be helpful.
2. There is a gap in explicit literacy support for older age groups. Access to literacy education and guidance at all stages of life supports family literacy and those who do not receive an early diagnosis.

Insights from the consultation

There is no dedicated, multi-disciplinary centre for dyslexia/SLDs in Tasmania. Services are dispersed, disparate and stretched and families struggle to know where to go or who to trust.

There is no NDIS or Medicare funding available.

Wait times for assessments in DoE are 1-3 years. Remediation is not evidence-based and rarely available for Tier 2 or 3.

Where available, private services are not financially accessible to most Tasmanian families. Assessments cost around \$1,200 - \$1,600. Private remediation costs between \$80 - \$160 per hour and quality intervention requires 2-3 hours per week for an extended period of time. Needs-based funding does not appear to be available for the teaching of reading at Tier 2 or 3, but focuses on accommodations.

- Square Pegs.

Section 7 – Consistency

Supports and Barriers

Collaboration across systems and sectors

Cross system

- Have common goals for literacy in Tasmania and using common language.
- Improve coordination between organisations (i.e., 26TEN, UTAS, CFLCs, schools, ECEC services, support schools, TCAL, TasTAFE, Libraries Tasmania, DoE, councils, CHaPs).

There are opportunities for closer liaison between schools and community organisations such as Child Health and Parenting Services so that issues that may affect learning such as oral language delay are communicated and can be responded to quickly when a child starts school.

- Individual respondent

Cross Sector

- Develop working party groups between support schools and mainstream schools for consistent literacy assessment and programming for students with disabilities.
- Share expertise and resource across the government, Catholic and Independent school sectors (e.g., establish cross-sector institute for professional learning).

Cross Level

- Have playgroups in schools to enable children and parents to become familiar with school environment.
- Overcome disconnect between university research and schools.

Barriers

- Government, Catholic and Independent schools working in silos.
- More teaching support is needed for children with literacy difficulties.
- Schools need funding for literacy resources such as decodable texts.
- Understand that people have financial pressures that means learners must prioritise rent and basic living over learning.

Create partnerships between educators in ECEC services and early childhood teachers to provide synchronised outreach programs in support of vulnerable families.

- ECA Tasmania.

Suggestions

Adopt consistent state-wide approaches to literacy learning and provide more information about what literacy support is available.

- Collective impact approach: connect existing literacy services and leverage collective effort.
- Better coordination of Tasmanian Government literacy strategies (organisational mapping is a good opportunity for addressing inconsistencies and avoiding duplication).
- System-wide school-wide whole of education support/training for supporting literacy learning
- System-wide school-wide support/training for supporting literacy learning for students with learning disabilities.
- Any new initiatives need to link with existing ones.
- Compulsory year 1 phonics check; structured synthetic phonics plus teacher training and resources.
- Alternative approaches for adolescents who find it hard to learn in a classroom setting.

There is an opportunity to better integrate and connect the efforts of existing literacy programs and services and leverage community-wide collective action. We recommend that the community-wide framework identify the pathways for literacy across all stages of life in a way that is integrated and collaborative for the benefit of both learners and practitioners.

- 26TEN

Libraries

- Identify the place of Libraries Tasmania in the long-term policy framework for the education sector.
- There were calls across all types of submissions for more funding and support for libraries and library staff in schools.

Implications Drawn from the Findings

1. Develop whole of system support for literacy learning
2. Take a collective approach (i.e. collective impact) to improving literacy learning coordination and linkages between sectors, organisations, services, programs and initiatives.
3. Fund additional resources and support for literacy learning.
4. Increase access to early assessment and diagnosis (allied health) services to support literacy development for learners with disabilities.

Section 8 – Adult Learners

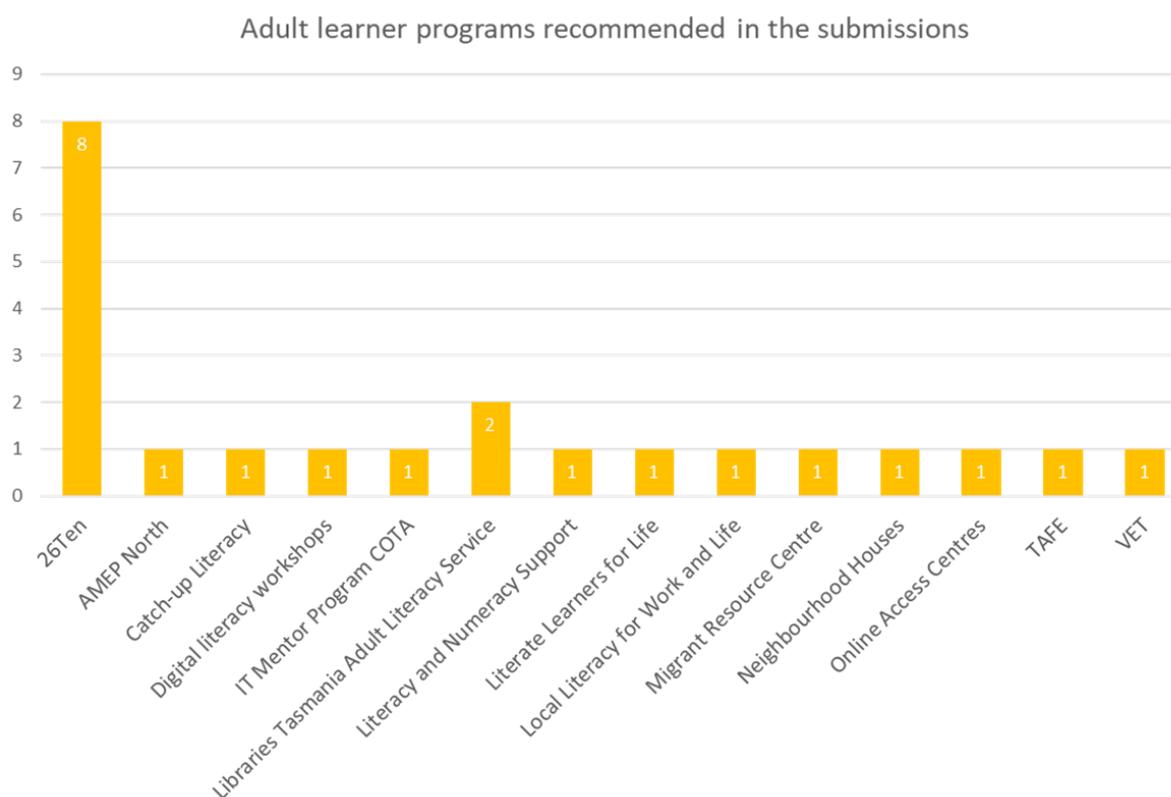
Programs and Initiatives

26Ten was the most commonly mentioned adult literacy program.

Literacy programs that support ESL learning for adults were commonly critiqued as a gap in the consultation paper.

There was little representation from submissions of the importance of TAFE or VET programs to adult literacy.

Although digital literacies are identified as a future scope of the Literacy Taskforce, digital literacies were noted as important for adult learners.



Supports

Submissions to the consultation pointed to the importance of supports for adult literacy as including:

Community level

- There is a need to enhance collaborative partnerships between stakeholders. Libraries Tasmania and 26TEN are an example of where this is done well.
- Importance of trained providers and volunteers to assist with adult literacy.

Service level

- Libraries Tasmania is a central hub for adult literacy services in Tasmania
- 26TEN are a key stakeholder, working collaboratively with systems like Libraries Tasmania to develop, monitor and assess adult literacy programs.
- English Language Groups such as Adult Migrant English Program (AMEP)

Access level

- Increased flexible learning opportunities.

I learnt to read aloud by reading to my children every night, I got better at writing through writing books with them as little pre-schoolers who had lots of stories to tell. Trying to help them become competent language users has been hugely beneficial to my confidence, life, and work in education.

- Lived Experience respondent

Barriers

Community level

- Widespread adult illiteracy.
- Regional and rural centres have reduced access to community supports.

Service level

- The absence of a consistent framework for curriculum, monitoring, and assessment.
- An overreliance on VET to 'catch up' adults' literacy needs.
- Measuring success of programs after a short amount of time.
- Lack of understanding of adult literacy programs in the justice system.

Access level

- Accessing adult literacy services while also working or caring was identified as a barrier.
- Stigma impacts on adults accessing literacy services.
- Respondents acknowledged the link between socioeconomic status, low literacy, and ability to access adult literacy offerings.
- Provide age relevant opportunities and ensure accessibility is tailored to cohort. For example, older adult learners need different supports to younger adult learners.

Older people with poor literacy/numeracy skills need to be able to navigate for example, aged care programs, ACAT, Centrelink and may not have family members to assist. They may lack IT literacy skills.

- Individual respondent

Suggestions

Community level

- Embed non-formal adult literacy learning opportunities in the wider community.
- Streamline referral pathways.
- Promote positive success stories.
- Enhance advertising of available programs on multiple channels to ensure opportunities reach 'hard to access' groups and individuals.
- Adult literacy concerns begin in school, and there is opportunity to increase collaboration between teachers and parents/carers to identify learning needs early on.
- Enhance literacy offerings in the justice system (Risdon Prison and youth justice).

Service level

- Enhance public knowledge of opportunities to become an adult literacy tutor.
- Enhance collaboration between different stakeholders to promote partnerships.
- Extend offerings at Risdon Prison included monitoring of current programs.

Access level

- Increase offerings for adult literacy support after hours.
- Enable adult literacy practitioners to enter the workplace to assist learning at work.
- Expand offerings to include opportunities for digital literacy for older persons.
- Establish after school literacy programs to support students with low literacy transitioning from school to the workforce.

Adult learners need help at a time and place that suits them, in a supportive environment. They need practical help with barriers such as transport, childcare and other types of care, and loss of income from time off work. Supports are needed for the range of socio-economic factors that may determine a person's literacy and their ability to focus on learning. These include poverty and disadvantage, health status, learning difficulties, housing and educational attainment. There needs to be effective ways to refer people between all the services that respond to these factors.

- 26TEN

Implications Drawn from the Findings

1. Children and young peoples' literacy is improved when adult literacy is improved.
2. The bulk of adult literacy initiatives rely on work done by 26TEN and Libraries Tasmania.
3. Adult English language programs are underrepresented in the submissions despite being a key site of adult learning.
4. Submissions suggest a need for greater outreach to adults where they are, including literacy opportunities in workplaces and in community.
5. Initiatives need to recognise adult learners are often also juggling work and caring opportunities.
6. There is opportunity to support students with low literacy levels transitioning from school to the workforce
7. Tailor adult learning opportunities to the adult learners' context i.e., different approaches are needed for younger adults and older adults.

There is an opportunity to better integrate and connect the efforts of existing literacy programs and services and leverage community-wide collective action. We recommend that the community-wide collective action. We recommend that the community-wide framework identify the pathways for literacy across all stages of life in a way that is integrated and collaborative for the benefit of both learners and practitioners.

- 26Ten

Section 9 - Public Sentiment and Lived Experience

Facebook Comments

Common theme: 10% of respondents recommended more funding to literacy goals, education in general, and public schools in particular.

Theme 1: Teachers

1. We need more teachers, some as literacy specialists, and smaller class sizes.
2. Teachers need better support:
 - a. More preparation time.
 - b. More teacher aides, literacy assistants, librarians and (adequately supported) volunteers.
3. Teachers need more professional development, particularly for literacy approaches.
4. Teachers need better initial training, particularly for literacy approaches.

Theme 2: Parents and Home Environment

1. Encourage reading at home, especially reading to children.
2. Support literacy of parents and encourage parents to model enjoyment of reading.
3. Time dedicated to non-screen activities, such as a family meal-time, activities and games.

Theme 3: Supports

1. Early testing and diagnosis.
2. Effective and timely assessment.
3. Effective and timely provision of appropriate support.

Theme 4: Ideas Related to Education

1. Effective testing.
2. Reducing access to technology.
3. Returning to how things were done before (e.g., “the three ‘R’s’”).
4. Greater focus on literacy and numeracy in the curriculum.
5. Consistency across schools.
6. Acknowledging and supporting different kinds of learners.

Lived Experience Survey

What helps or would have helped you learn to read and write?

- One-to-one tutoring.
- Early recognition and support.
- Resilience, perseverance.
- Technological supports.
- Parents and Carers suggest:
 - Time and skills to support children.
 - Reading to children.
 - Being supportive and encouraging.
 - Books in the home, book sharing.
 - Awareness of different needs for different children.
 - More teacher time, more empathy and support.
 - Teacher training.

I didn't know how to read some words, and I had to keep on guessing them. I didn't know how to work out what they were. Now with help I understand how to work out a new word.

- Lived experience survey respondent.

Personal Experiences of Literacy Education

- Hiding inabilities and difficulties at school.
- Being tested and treated as different/unintelligent.
- Feeling misunderstood at school.
- Parents didn't have time to help me.

Felt like I started school strong but lots of bad experiences led to me disengaging. It could have been a different story if I was encouraged and supported.

- Lived experience survey respondent.

Section 10 – Targets and Measures

Be aware that the phonics check is not a vocabulary check or a check of ability to read and comprehend. Consider ways of noticing the growth in learner's vocabulary (quality formative assessment) through noticing language they use both orally, in written text and comprehension when reading.

- Foundation for Teaching and Learning

Targets: Suggestions

Literacy targets – Adults

- Target for adults to achieve ACSF level 3 or above for functional literacy.
- Attainment of workplace literacy and numeracy skills.
- Use quantitative and qualitative data to measure progress (including learner stories and targets towards their own goals).
- Conduct Tasmanian population-wide survey of adult literacy skills (since Australia has downscaled involvement in 2022 PIACC).
- Consider interstate measures (such as OLNA in WA).

Literacy targets – Early Years

- Increasing the number of children in Tasmania who are read to at home regularly.
- Targets for parental literacy skills.
- Longitudinal study of literacy progress of families with children from age 3-6.

Literacy targets – School

- Early assessment of students when they enter primary school - screening for word/sound knowledge/print awareness; Yr 1 Phonics check.
- Continue with existing literacy instruments (phonics checks, spelling checks, reading checks) i.e., NAPLAN data, PAT data, PM reader, PIRLS.
- ACARA literacy progressions.
- Use running record data to track reading (but others viewed running records as an outdated practice).
- Science of reading aligned targets: i.e., that measure phonological awareness (PASP), decoding skills, reading rate and fluency, oral language and writing effectiveness, tracking Big 6 over time.
- Age-appropriate levelled reading.
- Achieve pass grade in Yr12 English - every student leaving school with a functional level of literacy.

Other targets

- Reduction of percentage of children on the AEDC vulnerability measures
- Improvement on Kindergarten Development Checks.
- Improvement on international evaluations such as PISA and PIRLS.

Barriers

- Over-collection of data is a hindrance for educators.
- There are limits to point-in-time assessment and ongoing assessment may better capture literacy levels.
- Testing needs to recognize socioeconomic barriers to engagement with learning.
- Data tracking that encourages benchmarking offers a limited view of literacy.

Increasing the testing, mandating phonetic approaches, micromanaging our teachers, and intensifying the accountabilities will not engage our learners, nor be an attractive prospect for high performing teachers or creative leaders and is clearly not in the best interest of students or staffs' wellbeing. Submission from Educator

- Reynolds Smith.

Implications Drawn from Findings

1. The suggested targets and measures appeared to align with respondents' preferred approaches to teaching literacy.
 - a. Science of Reading advocates called for greater emphasis on targets and measures relating to phonological awareness.
 - b. Respondents supportive of broader views of literacy suggested mandatory testing was out of step with interpretation of literacy in the consultation.
2. Planning the evaluation of the community-wide Literacy Framework needs to be considered from the beginning of the process. Tools such as the AERO 'evidence for policy makers' rubric may help evaluate the effectiveness of new/existing policy, program or practice.
3. Suggestions included beginning with a clear Theory of Change setting out key assumptions and monitor fidelity and quality of implementation at a local level.

NAPLAN, PAT, reading level monitoring such as PM testing are already widespread. We have enough measures. Targets are useless unless the resources are available in the community and schools to achieve them. Targets mean nothing to the individual learner. They need to have their individual needs met.

- Community survey response

Section 11 - General Implications

1. Supports for children and young people and their families
 - Practical information and guidance in plain English.
 - Early assessment & diagnosis.
 - Investment in making allied specialists more available, such as speech pathologists and occupational therapists.
 - Paying particular attention to transition points, such as from CFLC to school, or from school to work.
 - Investing in adult literacy, because that also supports children's literacy.
 - Early assessment can help diagnose struggling students and support them to catch up before the gap is too great.
2. Supports for schools
 - Professional learning for all staff, such as in relation to students with language related disabilities.
 - Providing staff with specialist literacy expertise in every school.
 - Purposeful engagement of Teacher Assistants and volunteers in classrooms.
 - Help schools negotiate perspectives on approaches, targets and measures promoted by different advocacy groups.
3. Support in & across communities
 - Pro-active outreach to people (at any age) who would benefit from literacy support.
 - Connect and promote existing and new literacy initiatives.
 - Share expertise.
 - Collective, state-wide approach.
4. Recognise different contexts
 - Attend to different needs depending on age and developmental stage, e.g., teenagers, younger versus older adults.
 - Recognise different regional and local contexts.
 - Take into account the range of other pressures people face, for example juggling family and work, to adjust the ways in which literacy programs are offered.
 - Targets and measures need to be adjusted to suit different cohorts and contexts.
 - Evaluation, based on a sound Theory of Change, needs to be built into the Literacy Framework from the start.

Section 12 – Appendices

These tables indicate the broad range of programs mentioned in relation to the Early Years

* Denotes where a submission explicitly mentions that the corresponding program has been evaluated.

Programs, Initiatives and Concepts: The Early Years

Name	Count
Adaptive Kindergarten Development	1
Baby Play*	1
Bush Kinder*	1
Card Buddies (STEP123)	1
CFLCs	8
Child Care Centres	1
DoE Great Start	1
Early Childhood Educators of Tasmania	1
Early Learning Languages Australia (ELLA)	1
ECIS	5
Family Day Care Providers	1
First 1000 Days	3
Flying start programs	2
HIPPY	3
Launch into Learning	11
Let's Talk	1
Little Learners Love Literacy	1
Little Wandle's Letters and Sounds	1
Look Who's Talking*	2
Mrs Wordsmith Blah Blah Blah Game	1
Playgroup Tasmania	1
Raising Literacy Australia	1
Reading Bug	1
Reading Egg	1
Reading Together	1

Name	Count
Rock and Rhyme	6
Speech and Language Development Australia	1
St Giles Playgroups	1
Start Smart	1
Story Dogs	1
Storytime (Libraries Tasmania)*	1
The Basics	2
Tim and Pip decodable readers	1
Working Together	1

Programs, Initiatives and Concepts: The School Years

Name	Count
Acadience	1
Alphablocks	1
Bernard Cohen's the Writing Workshop	1
Break through tutorial	1
Catch Up Learning*	1
Chris Topfer's Spelling Inquiry	1
CLICKER	1
Daily reading books	1
David Kilpatrick Phonological Awareness	1
DIBELS	2
DoE Phonics Scope and Sequence	1
Early Years Learning Framework	1
ESL Support	1
Family Food Patch	1
Five from Five	1
Fluency Flyers*	2
Flying Start	1

Name	Count
Gifted Learning Plans	1
Grammarly	1
Greater than Garlic	1
Healthy Eating and Food Literacy	1
Heggerty Phonological Awareness	2
HelloTas!	1
Home Readers	2
Independent Kids Handwriting Program	1
Indigenous models of teaching	1
InitialLit	2
Name	Count
Jolly Phonics	1
Kitchen ABC/123'9	1
LIFT	5
Little Learners Love Literacy	1
Macquarie Reading and Tutoring Program	1
Magic 100 words	1
MaqLit	1
Misty Adoniou	1
Moon Dog decodable readers	1
Multilit	6
Multi-Sensory Structured Language Approach	1
Noella MacKenzie	1
Organic Reading	1
Orton-Gillingham	4
Out Teach Mobile Education Service	1
Phonics	5
Phonics Check	1
Premier's Reading Challenge	1

Name	Count
PROBE	1
Read Write Inc	1
Read3	1
Reading Doctor	1
Reading Recovery	2
Reading Rope	1
Readucate	1
Reggio Emilia Approach	1
Running Records	1
Name	Count
School Food Matters	1
Schools Success Stories	1
Science of Reading	20
Simple View of Reading	1
Smart Spelling	2
SmartFood	1
Sound Swap Word Game	1
Sounds Write	1
Soundwaves	1
Southern Phonological Awareness Testing	1
SPA Reading	1
Spalding Method	1
Spelfabet	1
SPELLD	1
Stories under kunanyi	1
Story Circles	1
Story Dogs	1
Story Island program	2
StoryWalk	1

Name	Count
Synthetic Phonics	7
Talk for Writing	1
The 3 R's	1
The Big Six	12
The Five Essential Elements of Literacy	1
The Simple View of Reading	1
The Story Island Project	1
Toe by Toe	1
Name	Count
Waldorf Style	1
Working Together	1
Writers Camps	1

Programs, Initiatives and Concepts: The Adult Years

Name	Count
26Ten*	8
Adult Migrant Education Program	1
Be Connected	1
Catch-up Literacy	1
Conversational English Groups*	1
Digital literacy workshops/programs (Libraries Tasmania)*	2
FiF – Filling in Forms	1
IT Mentor Program COTA	1
Libraries Tasmania Adult Literacy Service*	2
Library Services to the Risdon Prison Complex*	1
Literacy and Numeracy Support	1
Literate Learners for Life	1
Local Literacy for Work and Life	1
Migrant Resource Centre English Language Programs	1

Neighbourhood Houses	
Online Access Centres	
Skills for Education and Employment (SEE)	
STePI23	
TAFE	
VET	

Department of Premier and Cabinet

Literacy Advisory Panel – Final Community Consultation Analysis

5 April 2023



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01

Background



Background

The Literacy Advisory Panel conducted a series of targeted consultations and surveys to understand lived experience with literacy challenges from specific groups of people within Tasmania.

Background

The role of the Literacy Advisory Panel (the Panel) is to develop a Community-wide Framework to achieve a Literate Tasmania and the aspirational goal of 100% functional literacy. The Literacy Advisory Panel released a paper for consultation in early 2022 to understand what was happening in Tasmania to lift literacy.

The Panel didn't receive responses from a number of groups / communities, and subsequently in late 2022, undertook further targeted consultation with hard-to-reach groups who were not represented in the initial consultations.

Consolidating the two rounds of consultations, the Panel has now released a final consultation paper that details the key themes and what those key themes tell the Panel needs to happen to Lift Literacy in Tasmania.

This report provides a summary of the results, noting that several detailed responses have been submitted that provide further insight into the themes discussed in this report.

Purpose

The purpose of this consultation was to present the community with the key themes explored by the Panel and what those themes told the Panel needs to happen to lift literacy. This consultation represents the community's final contribution, before the community-wide framework and final report are delivered to the Premier of Tasmania.

Participating Organisations*

In addition to individuals with a lived experience of literacy challenges, a collection of organisations participated in this final round of community consultation:

- 26TEN Coalition
- ASLA (Australian School Library Association)
- Australian Literacy Educators Association
- Australian literacy Educators' Association Tasmania South Local Council
- CarersTAS
- CCYP
- Child Health and Parenting Service (CHaPS) – Tasmanian Health Service (THS)
- CODE REaD Dyslexia Network
- DECYP
- Department for Education, Children & Young People
- Early Childhood Australia - Tasmania Branch
- Education - Curriculum Services
- Foundation for Learning and Literacy
- Grattan institute
- Independent Schools Tasmania
- Jocelyn Seamer Education
- Libraries Tasmania
- Ministerial Thyroid Advisory Committee
- Modern Language Teachers Association of Tasmania Inc (MLTAT)
- Network of Education Associations of Tasmania
- Office of Tasmanian Assessment, Standards and Certification (TASC)
- Playgroup
- Primary Focus
- Public Health
- Skills Tasmania
- Speech Pathologist
- Speech Pathology Tasmania
- Square Pegs Tasmania Dyslexia Support and Advocacy Inc
- TasCOSS
- Tasmanian Association of State School Organisations
- Tasmanian Small Business Council
- TasTAFE
- The Tasmanian 100% Literacy Alliance
- TOAST FOR KIDS CHARITY INC
- UTAS

*where an organisation was explicitly nominated in submission. Views of individuals employed by an organisation are not taken to necessarily represent the views of the organisation.

Consultation Approach

The Tasmanian community were invited to provide feedback and answer questions provided on the Final Consultation Report. The participants were given the option of written, audio/video recorded, SurveyMonkey and assisted phone call submissions. People with low literacy were able to make assisted submissions through key consultation partners.

Platforms

Participants were invited to take part in the consultations from the existing networks of the consultation partners, and from paper-based advertisements issued in public spaces.

Surveys were distributed online from the consultation partners using the online application 'SurveyMonkey. Paper surveys were also issued to incarcerated individuals at Risdon Prison.

Please see Appendix A for a list of the questions asked in each survey/interview.

Consultation Partners

A collection of organisations provided essential support to facilitate the consultations for people with lived experience with literacy challenges:

- TasCOSS Community Voices Program
- Risdon Prison Library Service
- 26TEN
- Libraries Tasmania Adult Literacy Service

Submission type

Participants

Audio Submission

13

Hand Written

16

Survey Monkey

58

Written Submissions

54

Video Submission

3

Total Participants

144

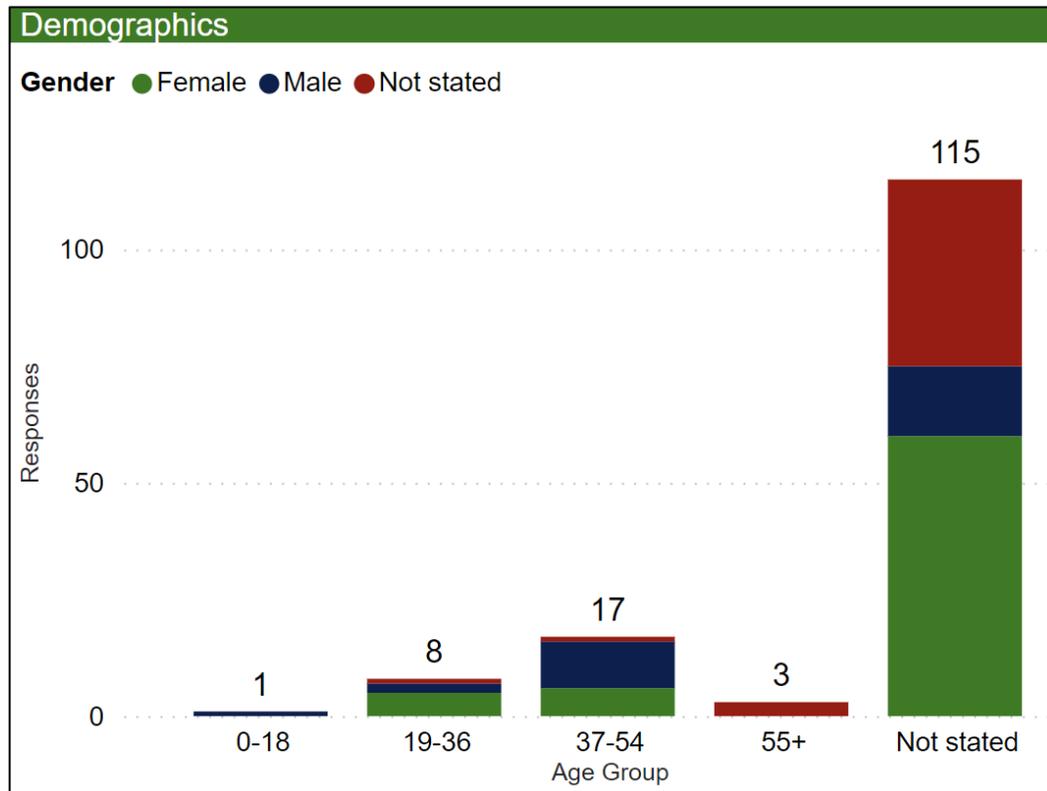
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Summary of responses

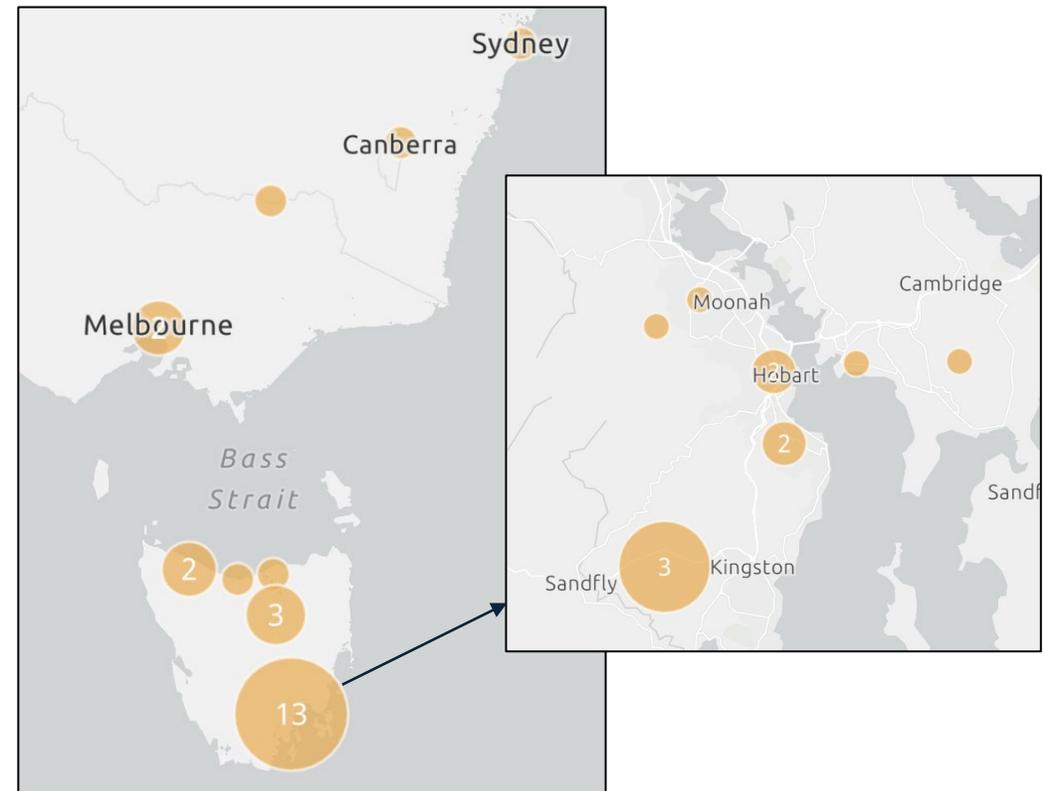


Demographics

Limited data was collected on the demographics of the respondents. The data that was collected indicates that the majority were between the ages of 19-54, and were spread across various regions of Tasmania. The respondents were a combination of people who work in the education and training industry, and those with a lived experience of literacy challenges.



*not all participants provided age and gender



*not all participants provided post code

Question 1

Are there any key themes we have not identified to improve literacy across?



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15

Interviews



40

Survey

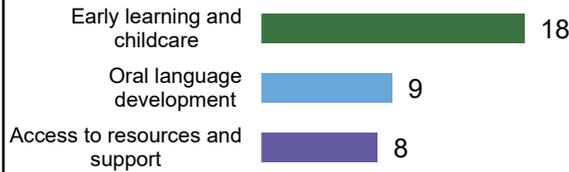


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Sample responses

Top 3 themes



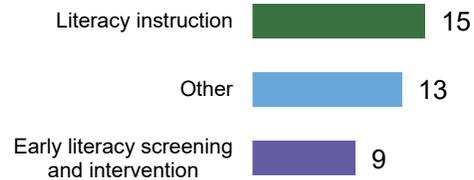
The Early Years (0-4 years-old)

Themes include early learning and childcare, oral language development and diversity, access to resources and support, concerns about government programs and policies, and importance of play-based experiences.

“There is many good ideas and recommendations. I was excited to hear the recommendations and explain the system of health and childcare system, and what the child needs to know to be prepared for this.”

“The Final Consultation Report does not acknowledge the crucial role of intentionality in play-based experiences, where carefully planned learning opportunities immerse children in learning experiences that foster literacy development.”

Top 3 themes



The School Years (5-17 years-old)

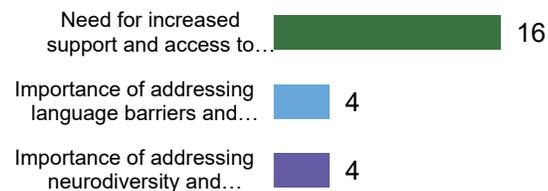
Themes include topics related to literacy instruction and reading, early literacy screening and intervention, teacher and staff resources, disabilities and neurodiversity, language and communication, and access to libraries.

“I endorse and applaud the comprehensive report of the panel.

I encourage the development of critical use of technology, and of the concept that technology has a place, but that technology is under the control of the user, and not that the technology controls the user.”

“An explicit and systematic approach to phonics and the alphabetic principle is necessary for students to develop literacy skills but are not sufficient for literacy development.”

Top 3 themes



The Adult Years (18+ years-old)

Themes include the need for increased support and access to services, addressing neurodiversity and learning differences, promoting multilingualism and addressing language barriers, utilising technology and online programs, addressing stigma around literacy challenges, and emphasising the importance of community-based programs and referrals, early screening and detection, and oral communication.

“1. Agree with better referral pathways from in to outside the prison
2. Agree with screening
3. Agree with increased capacity for 1+1 support in prison
4. Agree good to have access to speech pathology but 1-1 support is higher priority”

“Every child / adolescent leaving school without having achieved the essential literacy skills to live a full life should be directed to an appropriate program to ensure they do, possibly in a one on one situation such as offered by 26Ten.”

Question 2

What are the three main things we should prioritise doing for each age group?



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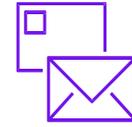
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Interviews



45

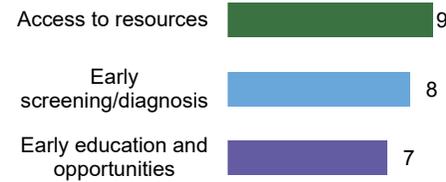
Survey



28

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Top 3 themes



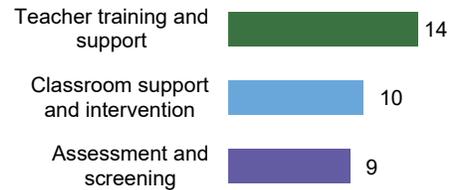
The Early Years (0-4 years-old)

Themes include access to resources and technology, importance of early identification of literacy challenges, support for parents, the importance of oral language, reading and writing prioritisation, early education and opportunities, teacher training and cultural understanding, and assistance for families.

“Book packs for every child, doesn't have to be a lot. I notice the Government have started giving them to newborns but perhaps they could expand it. Maybe 5 books a year for the first 5 years and the education department can do it for school years as well.”

“Provide access to books and spaces for reading through libraries and child and family learning centres. Promote programs in these spaces”

Top 3 themes



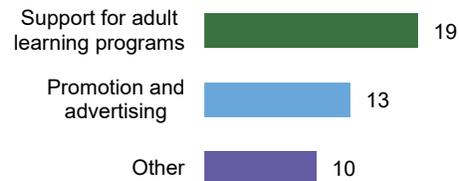
The School Years (5-17 years-old)

Themes include teacher training and support, family and community support, assessment and screening, classroom support and intervention, SLD support and funding, empowering teachers with evidence-based approaches, prioritisation of reading and writing, speaking and listening, AAC, phonics, transportation support, and neurodiversity and inclusion.

“Evidence based practices/approaches and training needs reflect the science of reading. Levelled readers and running records need to be removed from all schools > move to decodables. Increased opportunities for collaboration between SLPs and teachers in relation to oral language and literacy.”

“Teacher knowledge and skill is the critical factor in ensuring student outcomes. Programs and tools are necessary but not sufficient on their own to bring about the long term, sustained results that will secure Tasmanian children's futures”

Top 3 themes



The Adult Years (18+ years-old)

Themes including support for adult learning programs, assessment and screening, promotion and advertising, one-on-one support, child and family programs, language learning, and addressing stigma and discrimination.

“I like the idea for diversity of teachers, and online literacy training. You can do this when you have time, or plan it. Otherwise if I go to library there are other challenges, for example, a place to park my car, pay tickets etc. Online learning really helps the most. There are barriers going there physically”

Advertise 26ten better, on mainstream media, facebook, tic tok

Literacy should be prioritised over gym/ work in prison

Even small courses/access to all prisoners to encourage inmates to behave - incentives for more access

Question 3

Are there any data sets not considered in this paper that should be used to monitor literacy achievement?



9

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0

Interviews



24

Survey



22

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Top 3 themes

Data collection	7
Early childhood education	4
Language learning	4

The Early Years (0-4 years-old)
 Datasets nominated include educator use of checklists, Closing the Gap targets, substance abuse, the Working Together for 3-year old's program, AEDC and KDC for identifying at-risk children, collection of attendance data by Libraries Tasmania, mapping of service providers, AERO Early years learning framework, research data on language learning and literacy, and the use of the GAPS test, academic publications and correlation of schools studying additional languages to literacy levels

"Libraries Tasmania collects early learning program attendance. The number of children and accompanying adults who attend is an indicator of engagement in these programs that support early literacy. Libraries Tasmania can provide this data."

"Please do not use KDC data (which I know is technically the School Years) to rate 0-4 year olds as it is easily skewed due to a variety of factors including participation in ECEC, state school versus private school enrolment, high needs children, etc. Maybe attendance at ECEC as a percentage of total 0-4 population?"

Top 3 themes

Other	6
Screening and assessment	5
Closing the gap	4

The School Years (5-17 years-old)
 Datasets nominated include Closing the Gap targets, particularly for disabled or young people with learning problems such as dyslexia and ADHD, with screening and phonics data being collected and analysed, as well as research into the advantages of learning languages and correlation between literacy levels and studying additional languages, while libraries in Tasmania provide an eResource lending app and surveys are conducted to assess student motivation, attendance and retention rates, and engagement.

"The data sets listed can give periodic state-wide assessments to determine improvement. These are often lag data sets. Schools need to build a range of 'just in time' assessments to continue to check for learning progress and be able to stretch, revise or scaffold student learning based on those assessments."

"There is currently very little data available to monitor literacy achievement for college-age (Year 11-12) students. This must be addressed as a matter of urgency."

Top 3 themes

Literacy support for incarcerated populations	3
Unclear or ambiguous response	3
Language learning and literacy	1

The Adult Years (18+ years-old)
 Datasets nominated include attendance data for support sessions, specific data for elderly and those with disabilities or learning problems, women in custody, migrants and technology literacy, the use of assistive technology, research into language attitudes and benefits, the Australian Core Skills Framework, longitudinal and qualitative data, mental health impact data, workplace assessments, and correlation between language learning and literacy levels.

"There seems to be little in the way of longitudinal and qualitative data – how were people's lives changed? What did their literacy support enable them to achieve?"

"Are there data sets for 26Ten in terms of enrolment and completion? What about data sets for prisoners highest level of education or reading level? These may be good baselines."

Question 4

If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?



3

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3

Interviews



19

Survey



17

Typed

Question 4

Top 3 themes



Whole of Community

The common themes that providers of services (and other respondents) hope to see in the Community-wide feedback include support for disadvantaged groups, literacy development in schools, accessible information, precision and specificity, professional development for teachers, funding and resources, language and literacy connection, and technology and literacy.

- “Making services aware of other support services, make better connections between services and communicate freely. Make support services easily accessible and well known to members of the community seeking and needing support. Break down the barriers and stigma.”
- “Supports for parents in low-socio-economic areas with generational low literacy to engage and improve their life outcomes overall.”
- “I would like to see direct support listings for the Early Years, the School Years and Adult Learners, i.e. who do I contact for services or support for a particular cohort.”

- “It was good to see the inclusion of Assistive Technology. We have seen how effective it is in our literacy program for assisting clients with acute, immediate literacy issues, in some cases saving their jobs. We are currently extending this program through outreach into the community through 26TEN. I would like to see an even greater expansion of this, state-wide, to enable more people to become functional in the community, being able to access information and communicate more effectively.”

03

Analysis of results



Emerging Themes

Analysis of the consultation and survey results revealed a diverse range of suggestions. The following is a summary of the most prevalent themes highlighted by the participants.

Q1

Are there any key themes we have not identified to improve literacy across?

The survey results indicate a need for greater emphasis on early childhood learning and development, improved literacy support for migrants, and collaboration between community partners. In the school years, respondents called for early detection of learning difficulties, increased funding and resources for literacy education, and better communication between parents and schools. For adults, there is a need for more information and promotion of literacy services, acknowledging neurodiversity, and providing assistance with job applications and access to libraries.

Q2

What are the three main things we should prioritise doing for each age group?

The survey provides insights into the literacy needs of three age groups. Early screening, access to books and libraries, and oral language development are important for children aged 0-4 years. For students aged 5-17 years, improving literacy and math skills, providing additional support, and structured literacy instruction are crucial. For adults aged 18+, promotion of literacy services, access to specialist support, financial literacy, and investment in evidence-based strategies are essential.

Q3

Are there any data sets not considered in this paper that should be used to monitor literacy achievement?

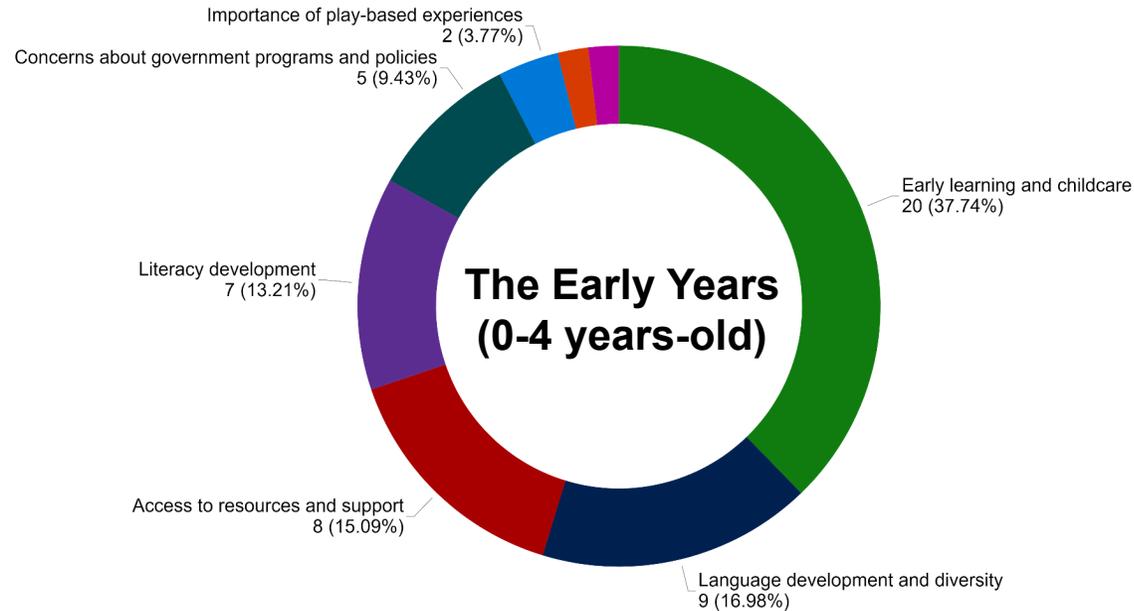
The survey results provide data sets that can be used to monitor literacy achievement for different age groups. For 0-4 year-olds, AEDC, oral language screener, and data from AERO are suggested. For 5-17 year-olds, assessments such as PATs and DIBELS, attendance and retention rates, and data on students with disabilities are suggested. For adults, data on elderly, disabled, migrants, and incarcerated individuals are mentioned, as well as attendance and workplace assessments. The need for longitudinal and qualitative data, measuring program effectiveness, and addressing mental health impacts on literacy are also highlighted.

Q4

If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

Providers of literacy services hope to see guidance focusing on supporting low socio-economic groups, evidence-based programs in prisons, professional learning for teachers, language and literacy specifics, criteria for non-profits, and recommendations for improving literacy skills. They also desire a focus on precision, strength-based approaches recognising diversity, and ongoing funding for direct support.

Q1: Are there any key themes we have not identified to improve literacy across?



Summary Analysis

Participants indicated a number of suggestions regarding early childhood learning and development. These include a need for greater analysis of the first period of at-home learning and childcare, improved screening and detection of developmental issues, greater emphasis on pre-school learning, and better literacy support for migrants. Respondents also emphasised the importance of libraries, access to reading materials, and the need for adequate staffing and training for childcare workers. Additionally, there were concerns about the adequacy of Commonwealth Government services, and a call for greater collaboration between community partners to address these issues.

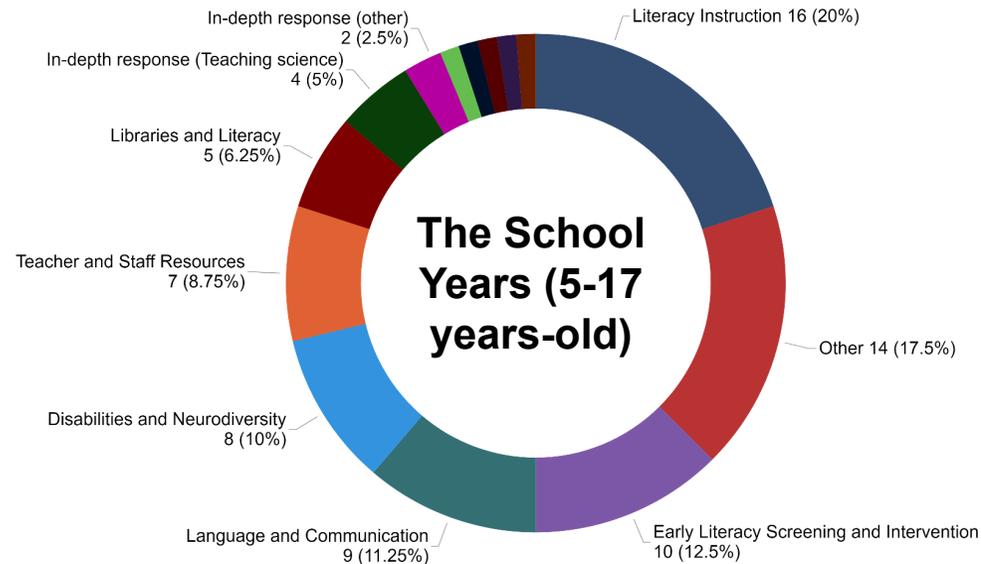
Lived Experience submissions

- “Childcare is very expensive [for migrants and families] for younger kids to go and build connections with other children at a young age... there's not enough time that the kids get to actually be in childcare. I think it's around a couple hours... and it's not for as many years... the playing group doesn't have enough time for children to build strong connections and actually build a foundation to make connections with other children at a young age.”
- “It's very hard - my daughter she needs more learning with other children to learn in the early ages. 1 hour per day is not enough.”

Written submissions

- “The learning of languages other than English. The National Curriculum document is quite specific in its statement on the ways learning an additional language can support literacy development... Tasmania does not have a languages policy that mandates both learning of an additional language for at least some years of schooling.”
- “With the increase of young children's exposure and use of digital technology, connection with relevant research of how to utilise the digital world more effectively in supporting children's emerging literacy skills...”

Q1: Are there any key themes we have not identified to improve literacy across?



Summary Analysis

Participants indicated a number of suggestions regarding literacy development (see Appendix B) and education. In these suggestions, respondents emphasised the importance of early detection and screening of learning difficulties, and the need for increased funding, resources, and support for teachers, aides, and literacy staff. There were also calls for greater emphasis on phonics, writing, and libraries in literacy education, as well as more attention to the needs of children with disabilities and neurodiversity. Additionally, there were concerns about the lack of consistency in assessment practices and a call for greater use of technology to support literacy learning. Respondents also expressed a desire for better communication and collaboration between parents, teachers, and schools to support literacy development.

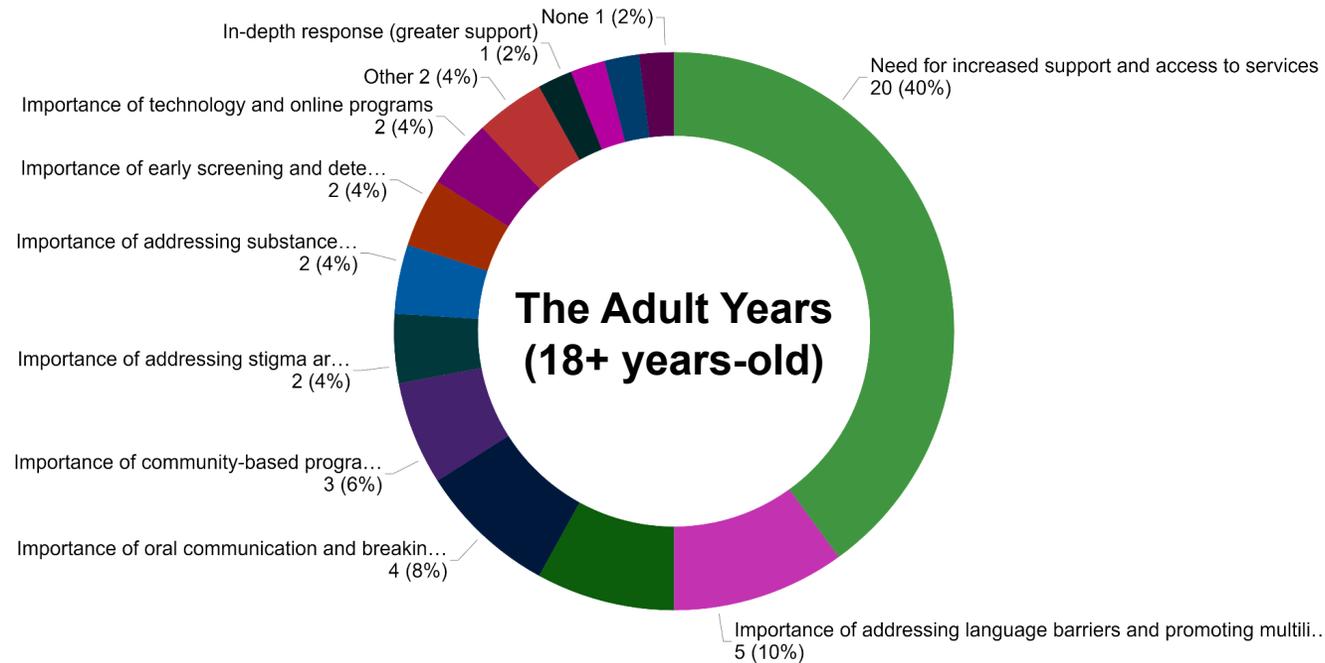
Lived Experience submissions

- “The need for much more school based intervention and in-school specialist support. Teachers are not well trained to deliver specific intervention and programming. Diagnosis + early intervention is the key.”
- “[Participant in sports] will also help with literacy because they build connections and foundations with other kids... sports are very vocal. You speak a lot with your teammates, etc.”
- “Having special teachers in place at school for vulnerable children 1 or 2 times per week to provide literacy teachings for children.”

Written submissions

- “A gradual release of responsibility, where students are supported to develop their literacy skills in an increasingly independent way, is also required within a well-planned literacy program... the creative aspects of reading and writing are necessary to support literacy development. Reading as a function of comprehension; without any focus on prosody, fluency or reading for enjoyment or authoring a creative text, were not addressed.”
- “Occupational Therapists to visit schools. Speech pathologist and school psychologists in all schools to pick up learning problems SLDs much quicker.”

Q1: Are there any key themes we have not identified to improve literacy across?



Summary Analysis

The survey responses suggest that there is a need for more information and promotion of literacy services, as well as clear outcomes for programs such as Risdon Prison. One-on-one support and after-hours adult schooling were also mentioned as important. The impact of family violence, substance abuse, and stigma around adult literacy challenges were highlighted as well. The importance of acknowledging neurodiversity and providing assistance with job applications and access to libraries was also emphasised.

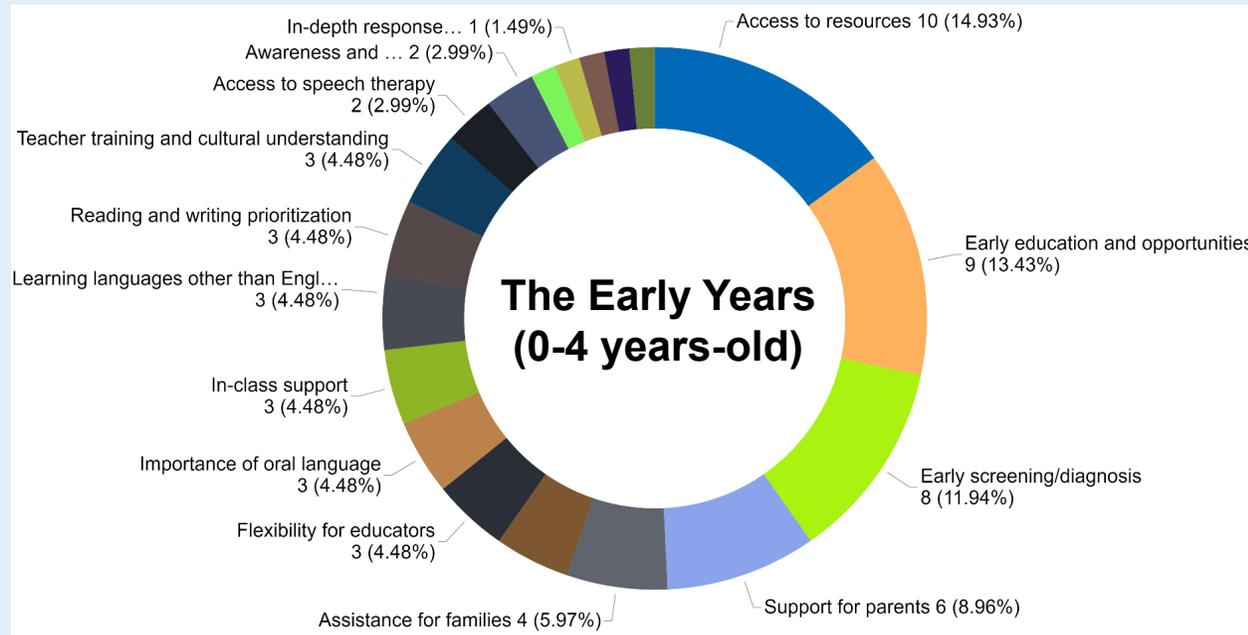
Lived Experience submissions

- “More support while in prison (1-1) & more support on the outside so you don't get into trouble so much. So I can keep on writing and reading and keep learning. I want to learn more for my kids.”
- “Us as adults cannot learn to read as quick as everyone else, and take time to learn new language. We need more hours appointed to us to improve literacy and numeracy. [If unable to learn English soon enough] become very upset... it can lead people [going] to [the] wrong groups if they don't have time to learn everything they need to get a job.”

Written submissions

- “Not providing a literacy tick for TASC Languages courses perpetuates a monolingual mindset and tells our migrant community that their language skills are not as valid as English, which is just not the case. No language is more worthwhile to study than another.”
- “Every child / adolescent leaving school without having achieved the essential literacy skills to live a full life should be directed to an appropriate program to ensure they do, possibly in a one on one situation such as offered by 26Ten.”
- “A need for clearer structures and oversight of literacy and numeracy within Risdon Prison particularly over staff in prison.”

Q2: What are the three main things we should prioritise doing for each age group?



Summary Analysis

The survey results suggest that early screening, diagnosis, and support for families are crucial for enhancing literacy outcomes for children. Access to books and libraries, in-class support, and personalised learning pathways are important to ensure adequate support for families. The role of teachers, libraries, and childcare centres in promoting literacy cannot be underestimated. Additionally, the survey highlights the importance of oral language and the benefits of exposure to languages other than English. Finally, more funding is required for speech-language pathologists to support children with communication difficulties.

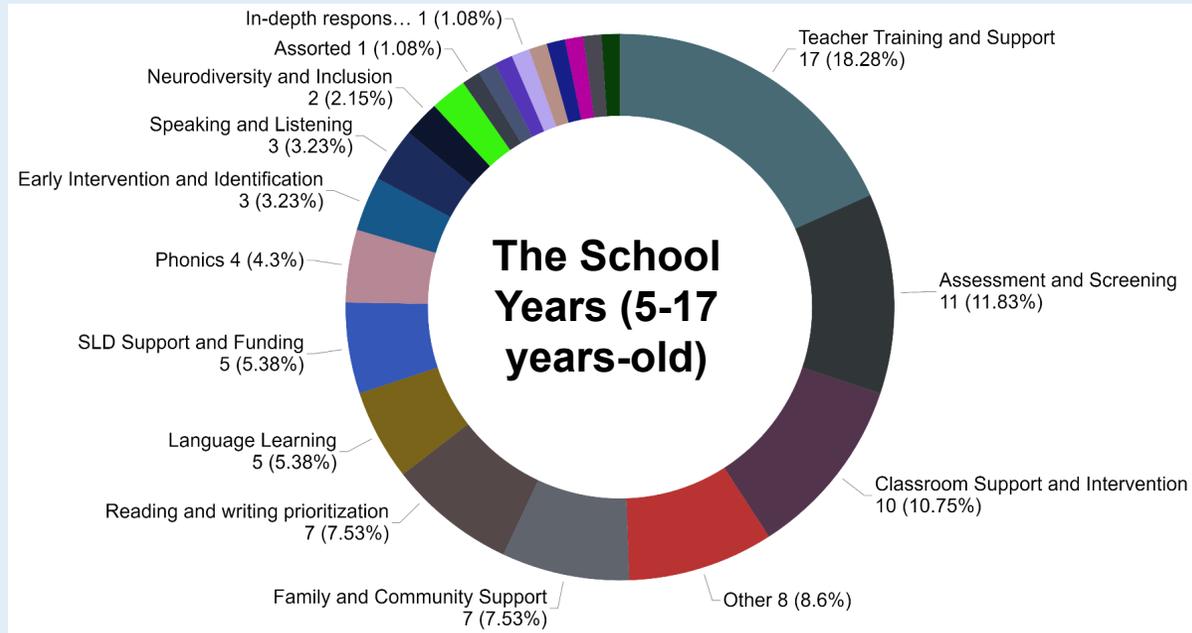
Lived Experience submissions

- “Assessment of each child + holistic approach to family situation. Get literacy specialists into the child and family centres. 'normalise' high expectations and standards in early years literacy.”
- “I don't think children should have reading and writing difficulties in school, because as soon as they show signs of struggling, schools should be providing a little bit extra. More monitoring in the Early School years, so you don't go into high school with reading and writing difficulties. I wish I had a test - high school presume 'you should be at the standard, and then when you're not at the standard, its... well let's hope he catches up.”

Written submissions

- “Provide more accessible class for parents to join with there little ones and put classes on at community centres.”
- “Literacy is an issue of socio economic status. All Children regardless of their family circumstances need support... which means family support.”
- “Book packs for every child - doesn't have to be a lot. I notice the government have started giving them to newborns but perhaps they could expand it. Maybe 5 books a year for the first 5 years and the education department can do it for school years as well.”

Q2: What are the three main things we should prioritise doing for each age group?



Summary Analysis

The survey responses on prioritising three main things for students aged 5-17 revealed that the main focus should be on improving literacy and math skills, providing additional classroom support, and implementing evidence-based practices for structured literacy instruction. Other important factors included identifying and supporting students facing challenges, providing training and resources for teachers, and addressing issues related to attendance rates and access to quality education for students with learning disabilities. Additionally, some respondents emphasised the importance of supporting students' language development, including learning languages other than English.

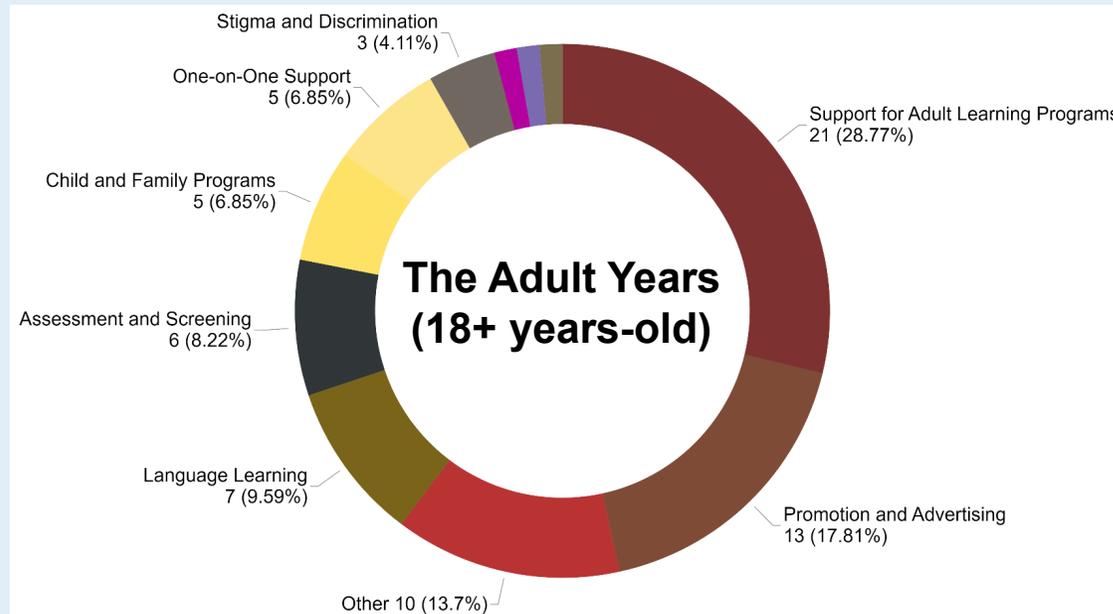
Lived Experience submissions

- “[The] government should encourage and support community organisation and libraries to have mentoring facilities for people who mentor and encourage them.”
- “They could get some mentor who understand the background to help them to join different groups in their life or school. Help them to get used to, help them to join the sports club and play sports with other classmates... then they could learn fast.”
- “I think they it's very important for them to do some part time job or do some voluntary work... they could get confidence in speaking and reading and write.”

Written submissions

- “A program of systematic professional learning to support the literacy capability framework should be developed at system level and every teacher in every school should engage in professional development in literacy every year.”
- “A minimum standard of literacy. Appropriate support and intervention to reach this standard. Appropriate resourcing of specialists (speech therapists) within schools given NDIS specialists are held at arms length.”

Q2: What are the three main things we should prioritise doing for each age group?



Summary Analysis

The survey results suggest that for students aged 18+, there is a need for better promotion of literacy services, including advertising of 26ten and libraries, and ongoing support for adult learning programs. Additionally, there is a need for access to specialist support for adults in the justice system and opportunities to learn without stigma. The survey also highlights the importance of promoting financial literacy skills and the recognition of specific learning disabilities such as dyslexia as a disability. Lastly, there is a call for increased investment in evidence-based strategies for adult learning and prioritising face-to-face learning opportunities.

Lived Experience submissions

- “Mandatory literacy skills classes for inmates that fall below high school level literacy programs upon release from prison”
- “Ongoing training & support for adult literacy providers. The need to work to standards + up to date evidenced base programming. Quality assurance for funded programming”
- Support for adults filling in forms. When you were talking about the amount of times of I've fought doing an application for me, and then not put it in because of my spelling, because I'm doing the application for myself.”

Written submissions

- “Focus on connection and empowerment. Opportunities to learn and grow without the stigma.”
- “1. Libraries need to take the lead on promoting adult literacy skills by getting out of the library and into the community where people meet (footy club, festivals, etc.) and connecting with adult learners there. 2. Run literacy programs in detention centres after assessing clients upon intake. 3. Figure out how to connect adult learners with their children who are also learning to read. They could motivate each other.”

Q3: Are there any data sets not considered in this paper that should be used to monitor literacy achievement?

The Early Years (0-4 years-old)

Response	Count
AEDC specifically for Early Childhood Education and Care settings	2
Collect data to see correlation of schools studying additional languages to literacy levels	2
Educator use of checklists	2
Substance abuse	2
Oral language screener	1
Academic publications (4 provided)	1
AEDC data	1
Australia Education Research Organisation (AERO) Early years learning framework	1
Closing the Gap targets	1
Don't apply KDC data to 0-4 year olds	1
KDC for identifying children at risk	1
Launching into Learning program	1
Libraries Tasmania collects early learning program attendance	1
Mapping of service providers (i.e. attendances)	1
Research data providing evidence of the links between language learning and literacy	1
Research data that document the advantages of learning Languages	1
Tassie Kids longitudinal research project	1
The Grammar and Phonology Screening (GAPS) test	1
Working Together for 3-year old's program	1
Yes - no suggestion provided	1

Written submissions

- “Educator use of checklists (speech, fine or gross motor etc.) to monitor children in their play environments.”
- “Closing the Gap targets for Early Years.”
- “Data showing the correlation between learning an additional language and literacy.”
- “The benefits of anecdotal records of individuals development, wellbeing, and learning toward differentiation of learning.”

Summary Analysis

The survey respondents suggested a range of data sets that should be considered to monitor literacy achievement for kids aged 0-4. Some of the commonly suggested data sets included AEDC specifically for Early Childhood Education and Care settings, Oral language screener, Academic publications, and data from Australia Education Research Organisation (AERO) Early years learning framework. Additionally, some respondents suggested collecting data to see correlation of schools studying additional languages to literacy levels, and launching into Learning program. The survey also highlighted the importance of identifying children at risk through data collection, and the need for research data that document the advantages of learning languages.

Q3: Are there any data sets not considered in this paper that should be used to monitor literacy achievement?

The School Years (5-17 years-old)

Response	Count
Closing the Gap	3
Engagement data	3
Phonics data	3
Collect data to see correlation of schools studying additional languages to literacy levels	2
DIBELS data	2
Progressive Assessment Tests (PATs)	2
Screening data	2
Astronaut Invented Spelling Test	1
Brightpath	1
DAGG2 Communication Assessment Tool	1
Data sets that should not be considered in this paper are PAT and NAPLAN tests	1
Data showing correlation of results to teaching methods	1
Dialogic assessment of comprehension through conversations about reading and writing, speaking and listening, viewing and creating/producing multimodal texts.	1
Emergent Literacy Battery	1
In-depth response (enrolment/completion data)	1
In-depth response (evidence based approach)	1
In-depth response (robust assessment)	1
Lack of data for disabled or young people with learning problem(s) such as dyslexia, ADHD	1
Libraries Tasmania provides an eResource lending app (SORA)	1
NAPLAN, PAT, Year 1 phonic check	1
Portfolios of student learning with authentic observations over time.	1
Queensland University of Technology and Deakin University: The Teen Reading project	1
Reading and writing attitude or motivation surveys	1
Research data that document the advantages of learning Languages	1
Student motivation levels by age	1
Students attendance and retention and truancy rates	1
Teachers' anecdotal notes	1
The Language Dynamics Group CUBED Assessments	1
The Orthoptic Treatment of Dyslexia using the LASD (clinical report)	1
The research paper by Carol, J., Hodges, L., Nash, C., Smith, K., Twyford, T. (2023) identifies data sets used for the research project	1
TOWRE and YARC	1
Very little data currently available to monitor literacy achievement for college-age (Year 11-12) students	1
Writing Samples	1
Youth Justice	1

Written submissions

- “Progress monitoring tools need to be aligned to the science of reading e.g. DIBELS is a whole school progressing monitoring tool that is standardised and evidence based NAPLAN, PAT, Year 1 phonic check data needs to be centralised and transparent – SLPs are also experts in the analysis of these data sets and should have a seat at the table to help inform tier 1, tier 2 and tier 3 literacy approaches in schools.”
- “There is currently very little data available to monitor literacy achievement for college-age (Year 11-12) students. This must be addressed as a matter of urgency.”

Summary Analysis

The survey responses suggest several data sets that could be used to monitor literacy achievement for students aged 5-17. These include assessments such as the Astronaut Invented Spelling Test, Brightpath, DAGG2 Communication Assessment Tool, DIBELS, Emergent Literacy Battery, Progressive Assessment Tests (PATs), and The Language Dynamics Group CUBED Assessments. The survey also highlights the importance of collecting data to see correlation of schools studying additional languages to literacy levels, as well as attendance and retention rates, engagement data, and student motivation levels. Furthermore, the survey emphasises the need for data on disabled or young people with learning difficulties such as dyslexia and ADHD.

Q3: Are there any data sets not considered in this paper that should be used to monitor literacy achievement?

The Adult Years (18+ years-old)

Response	Count
26Ten in terms of enrolment and completion (if available)	1
Assessment and measurement of literacy programs	1
Attendance data of support sessions	1
Collect data to see correlation of schools studying additional languages to literacy levels	1
Data on benefits of adult language learning	1
In-depth response (26ten data)	1
In-depth response (adult literacy study)	1
Literacy support for incarcerated populations	1
Longitudinal and qualitative data	1
Mental health impacts on literacy.	1
MLTAT and researchers from UTAS are about to launch a wide community study into Languages Attitudes	1
Research data that document the advantages of learning Languages	1
Specific data for adults experiencing literacy challenges	1
Specific data for Elderly with disabilities or learning problems	1
Specific data for Women in custody	1
Technology and literacy data for elderly populations	1
Technology literacy data for Migrants	1
The Australian Core Skills Framework	1
The efficacy of the current model of literacy improvement in adults who have approached libraries for assistance	1
The number of adults who have enquired at libraries for assistance, but not followed through.	1
Use of assistive technology impacts on raising literacy	1
Workplace assessments on literacy or related elements	1

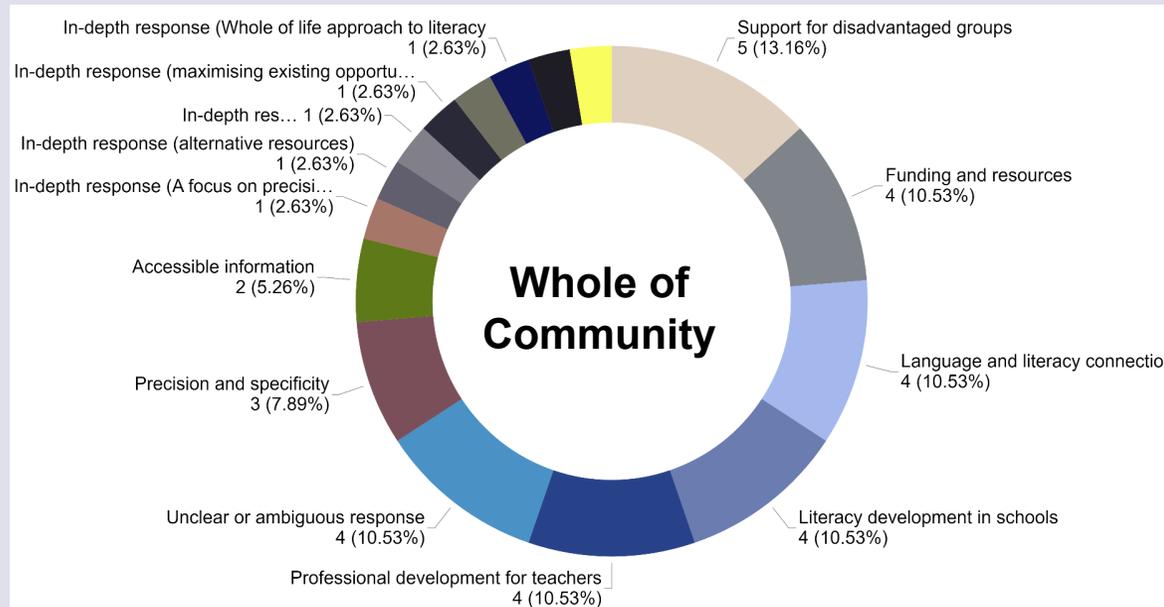
Written submissions

- “Yes, Elderly with disabilities or learning problems.”
- “People who went to schooling above High School should be included so people know where their learning level is at.”
- “How the use of assistive technology impacts on raising literacy - considers data around that + how it contributes to our understanding of what a literate society actually is.”
- There seems to be little in the way of longitudinal and qualitative data – how were people’s lives changed? What did their literacy support enable them to achieve?

Summary Analysis

The survey responses suggest that there are several data sets that should be used to monitor literacy achievement for adults aged 18 and above, including specific data for elderly and disabled individuals, women in custody, migrants, and those experiencing literacy challenges. The use of assistive technology and benefits of adult language learning are also important factors to consider. Other data sets mentioned include attendance data, workplace assessments, and research data documenting the advantages of learning languages. The importance of longitudinal and qualitative data and the need to assess and measure the effectiveness of literacy programs are also highlighted. Additionally, there is a need to address mental health impacts on literacy, particularly for incarcerated populations.

Q4: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?



Summary Analysis

The responses suggest that providers of literacy services would like to see guidance that focuses on supporting low socio-economic groups, implementing evidence-based reading and writing programs in prisons, and providing professional learning opportunities for teachers. They would also like to see specificity around different aspects of language and literacy and how they relate to each other, clear criteria for non-for-profits, and recommendations for the government to support TasTAFE in improving literacy skills. Additionally, providers hope to see a focus on precision over prescription, strength-based approaches that recognise the diversity of audiences, and ongoing funding models to support direct support for all groups mentioned.

Lived Experience submissions

- “Have reading and writing classes in prison. ‘An opt out rather than opt in’”
- What their desired outcome is (e.g. learning to read). What they hope to do following the course. Job prospects/areas they are interested in.

Written submissions

- “Specific recommendations for Government, to support TasTAFE to improve the literacy skills of their learners. Specific recommendation that action plans resulting from this report are developed by the relevant stakeholders.”
- “It was good to see the inclusion of Assistive Technology. We have seen how effective it is in our literacy program for assisting clients with acute, immediate literacy issues, in some cases saving their jobs. We are currently extending this program through outreach into the community through 26TEN. I would like to see an even greater expansion of this, state-wide, to enable more people to become functional in the community, being able to access information and communicate more effectively.”
- Guidance on how to implement a high-achieving literacy system which is based on the English writing system, and that incorporates accurate descriptions of how words are built and why they are spelled the way they are.

Q5: Are there any other comments you would like to make?

The open-ended nature of this question did not lend itself towards an analysis due to the lack of consistency in the themes that emerged. Notwithstanding, there were a number of topics that were mentioned, including:

Lived Experience submissions

- “I think the idea of **screening upon arrival in prison** for speech or learning difficulties is a fantastic idea. That way the help offered would be on their level and they may be less intimidated by the help offered.”
- “There needs to be different approaches to get the message out there that help is available. We need many more everyday people to become champions and able to refer people to get help. **Partnership arrangements with taxi drivers, bowls clubs, publicans**, any one who meets lots of people and can put the message out there. look at how they ran their literacy campaign in Cuba for a great model. Check the work of Paolo Freire in this space.”
- “I would like to mention that **supporting organisations like multicultural women’s [Council of Tasmania]** [is a good way] to understand and support us. Because, in my experience, they helped me very much in many different ways, and they can help us in this way as well.”
- “The Australian government have to **reconsider [aligning age to school level for migrant refugees]** because it is very, very, very important. I've seen many children, they drop out after they finish college, they drop because of they don't have basic education. And some of them join the gangs.”
- “Community Information and official documents etc., they are all English. They don't make much sense due to our minimum literacy skill. We feel if government could **provide focal point for clarifying our doubts** due to lack of understanding of English, many of us believe this will be very helpful for our daily life.”

Written submissions

- “I would like to congratulate the panel for their choice of Literacy definition provided on page 4. However, **the broad definition is not reflected in the document itself – narrowing to reading, and in particular early reading**. Equal consideration is not given to viewing, speaking, writing, creating texts, and using language for different purposes in a range of contexts. . . and to participate fully in their community and wider society.”
- “Tasmania does not have a policy for Languages learning. **The correlation between learning an additional language and the development of literacy skills** has not been considered in this study.
- While a noble goal [P.38 of report, providing adults access to an adult literacy trainer], **this does not take into consideration people who have complex and compound disabilities which are beyond the scope and training of volunteer tutors, or literacy coordinators**, to assist. There needs to be a referral framework to specialists to accommodate such individuals. Volunteers are volunteers and experience has shown they will exit the program if given clients that are beyond their capability to teach, or clients whose literacy level is basically unmovable. We are not disability support workers.”
- It is disappointing to see the long-standing and very **important argument for and against the Science of Reading** dismissed so casually in the study... this issue deserves to be discussed more clearly in its own forum.”
- “It is important we be **consistent in our approaches** on how to improve literacy learning. We must choose how to do this without judgement or bias to any individual; as well as value where they are placed on the continuum of life literacy skills.”

‘Writing’-themed Submissions

The consultation results included specific suggestions and views on the ‘writing’ element in developing literacy skills.

Common theme #1

The importance of delivering evidence-based, direct, explicit instruction for spelling and writing to developing literacy.

Common theme #2

Writing needs to be given equal importance to reading, and is associated with academic outcomes later in life.

Pertinent responses (summarised extracts from comprehensive responses)

01

Highlighted the correlation between writing skills and academic performance, as well as the importance of teaching language conventions, such as spelling, grammar, and punctuation, in developing proficient writing skills.

02

Suggests that many primary school students are not receiving effective instruction in writing skills, leading to a lag in progress in writing compared to reading.

03

Notes that although the definition of literacy in the Literacy Advisory Panel Report acknowledges the importance of writing, it is absent from the discussion: “attention should be given to the significant impact interactive writing and daily authentic writing opportunities can have on literacy learning along with an understanding of the elements of the craft of writing as outlined in the Australian Curriculum”.

04

Suggests that writing should receive equal attention, structure, and frameworks as the teaching of reading, with an explicit focus on teaching strategies and approaches that are supported by evidence-based literature.

Summary analysis

The responses targeted to ‘writing’ were comparatively minor compared to other themes in the report, but were stressed as equally important skills to other elements of literacy. These responses broadly suggest that to improve writing skills, it is important to provide targeted support, explicit teaching, and opportunities for exposure and practice. Science-based approaches, evidence-based practices, and clear scope and sequence of learning are also emphasised. Support for families and teachers is necessary to ensure consistent approaches and adequate training. Additionally, the importance of emphasising the value of writing and promoting writing more widely is highlighted.

04

Appendices

Appendix A

Survey and Interview Questions

Survey and Interview Questions

The following survey and interview questions were co-designed with different consultation partners to capture the experiences in specific institutions, settings and communities.

Question 1: Are there any key themes we have not identified to improve literacy across:	Question 2: What are the three main things we should prioritise doing in:	Question 3: Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:	Question 4: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?	Question 5: Are there any other comments you would like to make?
The Early Years (0-4 years-old)	The Early Years (0-4 years-old)	The Early Years (0-4 years-old)		
The School Years (5-17 years-old)	The School Years (5-17 years-old)	The School Years (5-17 years-old)		
The Adult Years (18+ years-old)	The Adult Years (18+ years-old)	The Adult Years (18+ years-old)		

Appendix B

Literacy Development Suggestions (Samples)
from Responses

Enhancing Literacy Skills and Development

Some responses distinguished between literacy skills and development, and provided suggestions on how to acquire and enhance literacy skills beyond just acquiring the basic skills.

01

“Methods of teaching should explicitly state Responsiveness to Intervention/Multi-Tiered Systems of Support should guide educational practice. We also suggest that ‘Tier 1, 2, 3’ are used instead of ‘Waves’ for consistency with usage in the literature and preceding subheading. Clear definitions of each Tier should be provided, e.g., Tier 1: Education-led high-quality intervention for all, e.g., classroom based literacy programs; Tier 2: Education-led intervention for those just below age-expectation, e.g., small group interventions to provide an extra dose of the classroom-based literacy program; Tier 3: Specialist-led interventions for those who have identified language, literacy, and learning difficulties/disabilities who will likely require individualised intervention to make progress . Finally, the role of speech pathologists in implementing and training others to implement intervention across the Tiers of intervention should be clearly stated.”

02

“Skilling teachers with science-based approaches to teaching literacy. Ensuring primary school teachers are leaving university with a core understanding of phonics-based practice. Mentoring new teachers in schools through literacy support teachers. Providing PD’s and ongoing support to all teachers providing literacy instruction. Gathering data on the methods used to teach literacy in the classroom. 1) Family Engagement. Ensuring that literacy programs are supported at home. Consider running workshops for families, or online webinars on methods proven to foster strong literacy. Providing quality tools in various mediums for families to continue to support the school literacy programs at home. Recognise family concerns. 2) Decrease the wait time for access to school psychologist and speech pathologists, ensuring that if a diagnosis of a learning difficulty is required that it obtained quickly and families are supported and educated in how to help their student.”

03

“Learning to decode texts using phonic knowledge is an important skill however there are other reading strategies that learners should be taught right from the beginning... Given the absolute necessity of foundational word-reading skills, it is tempting to think that instruction should begin with a focus on developing those and later turn to comprehension. However, research has supported a simultaneous, rather than sequential, model of reading instruction. Along with the development of phonological awareness, print concepts, and alphabet knowledge, young learners in preschool and early elementary school benefit from efforts to develop oral language comprehension, including efforts to develop oral comprehension of written language (i.e., through read- alouds; e.g., Cervetti, 2020; Swanson et al., 2011).As young learners begin to read texts themselves, comprehension instruction, alongside phonics and other foundational skills instruction, has an important place.” Duke, Ward and Pearson.”

Appendix 7

Meeting:	Topic:	Presenter:
20/04/2023 - 1-day workshop		
16 - 16/03/23		
19-20/01/2023 2-day workshop	Community-wide Framework, Report for Consultation.	B4 Coalition
15 – 30/11/22	South Australian approach to literacy	Claire Wood, South Australia
	Structured Literacy and Science of Reading	Lisa Denny, Workforce Demographer
14 – 19/08/2022		
13 – 20/07/2022		
12 – 15/06/2022	Craig Limkin Presentation	Craig Limkin
	Australian Curriculum 9.0 – Jodee Wilson	Jodee Wilson
11 – 18/05/2022	Cancelled	
10 – 29/04/2022	Community-wide Framework Principles – Leigh Arnold (Leigh Arnold Communications)	Leigh Arnold (Leigh Arnold Communications)
9 – 17/03/2022	Teacher Training	<ul style="list-style-type: none"> • Professor Victoria Carrington (UTAS) • Helen Leeson (TasTAFE) • Kimmily Twyford (TasTAFE)
	Measures and Data	<ul style="list-style-type: none"> • Andrew Oakley (DoE) • Pauline Taylor-Guy (ACER)
8 – 16/02/2022	School Years	Jennifer Buckingham (Research Fellow – Centre For Independent Studies)
	Adult Years	Rosalie Martin (Literacy Alliance)
7 – 18/01/2022	School Years	Jocelyn Seamer (Consultant)
6 – 17/12/2021	Cancelled	
5 – 30/11/2021	Community Consultation and Consultation Proposal	Leigh Arnold (Leigh Arnold Communications)
	Presentation and Q&A	Malcolm Wells (Convenor 26TEN Coalition)
4 – 11/11/2021	CHaPS Presentation	Dominica Kelly
3 – 14/10/2021		
2 – 29/09/2021		
1 – 16/09/2021		

Existing Initiative Mapping

The purpose of this document is to map existing effort, including the organisations, plans and activities that currently support the establishment of a Literate Tasmania and identifies any gaps. These may include evidence-to-practice gaps, and/or program, cohort, or skills-gaps. The environmental scan also makes note of initiatives across other States/Territories and the Commonwealth which might inform our research and activities.

	The Early Years		The School Years			The Adult Years	
	0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
Department of Education	<p>Across all the years of schooling <i>all</i> teachers are teachers of literacy and numeracy. Teachers look for opportunities to embed literacy within their planning for the learning areas in purposeful and authentic ways. While the specific knowledge and skills that teachers require may be different at different levels of school, e.g., early years, middle years, upper secondary and for different teaching roles and responsibilities and actions are universal. They specify what teachers are expected to know and do in relation to the teaching of literacy and numeracy across the curriculum.</p> <ul style="list-style-type: none"> • Know where students are in their learning • Know the literacy and numeracy demands of the learning area/s • Use effective, evidence-based teaching practices and strategies • Reflect on teaching practice 						
	<ul style="list-style-type: none"> • Child and Family Learning Centres (CFLC) Offers place-based early childhood service model for families and children from birth to age 5 with a focus on the health, education and development of children and their families Early literacy is a key component of the age-appropriate play-based learning opportunities provided through Educational Officers in CFLC Centres increase participation in early years programs such as those offered through Launching into Learning By the end of 2024, eighteen CFLCs will be operating in Tasmania with additional services such as speech pathologists, psychologists and social workers, and an increased focus on Aboriginal child family and service partnerships • Launching into Learning (LiL) LiL is a free program to encourage families and their children to familiarise themselves with their local school, CFLC and other families 	<ul style="list-style-type: none"> • Kindergarten The Early Years Learning Framework supports the delivery of quality teaching programs in all Department kindergartens. Outcome 5 of the EYLF is – Children are effective communicators. This outcome focuses on early literacy and numeracy capabilities that are vital for successful learning across the curriculum. Professional learning for kindergarten educators focusses on foundational literacy development. As part of the <i>Literacy Framework</i>, in the early years of schooling (K-2), educators work collaboratively with Speech and Language Pathologists to develop supports for children who have been identified as needing extra assistance with oral language learning. Adjustments are made that support the learner's opportunities to access 	<ul style="list-style-type: none"> • Primary School Phonics and Foundational Literacy Professional Learning for Prep and Year 1 and 2 teachers. A scope and sequence to guide the teaching of phonics along with targeted PL and support to use the Phonics check to screen students who are not progressing as expected. • Literacy Coaching Initiative All schools and colleges have access to a Quality Teaching Coach - Literacy to support quality literacy teaching and learning. Targeted professional learning, and at the shoulder support, for teachers and students is provided by literacy coaches and supported by six Lead Quality Teaching Coaches - Literacy. Lead coaches provide oversight and guidance to support other literacy initiatives. • Learning in Families Together (LIFT) Offered for families and children in Kindergarten to Year 2 LIFT focuses on building the skills and confidence of parents and carers to support 	<ul style="list-style-type: none"> • High School - All schools and colleges have access to a Quality Teaching Coach to support quality literacy teaching and learning. - Targeted professional learning, and at the shoulder support, for teachers and students is provided by literacy coaches and supported by six Lead Quality Teaching Coaches - Literacy. • VET (Certs II & III) - The development of the Curriculum Framework and Vision for Vocational Learning and VET place literacy as a general capability that should be at the centre of all curriculum provision in these years. 	<ul style="list-style-type: none"> • College • Literacy Coaching Initiative All schools and colleges have access to a Quality Teaching Coach - Literacy to support quality literacy teaching and learning. Targeted professional learning, and at the shoulder support, for teachers and students is provided by literacy coaches and supported by six Lead Quality Teaching Coaches - Literacy. • VET • Years 9 – 12 Project A collaborative, cross-sectoral project involving a number of Tasmanian education stakeholders. These include Catholic Education Tasmania, Independent Schools Tasmania, the Department of Education, TasTAFE, the University of Tasmania, Skills Tasmania and the Office of Tasmanian 	<ul style="list-style-type: none"> • Tasmania's Strategy for Adult Literacy and Numeracy 2016-2025 (26TEN) 26TEN is a long-term strategy for action by the whole state – business, community groups, government, education, training providers and individuals who want to live in a state where all adults have the reading, writing, numeracy, and communication skills they need for life. Central to the Strategy is the 26TEN grants program, which supports communities and employers to take action on literacy and plain English. Plain English workshops conducted by qualified practitioners are offered to workplaces and individuals. An independent review of 26TEN found that for every dollar invested by government, industry, community groups and individuals 26TEN in the 26TEN Strategy, at least \$5.20 in benefits was returned to the Tasmanian community in 2018-19 	<ul style="list-style-type: none"> • Child and Family Learning Centres (CFLC) Offers place-based early childhood service model for families and children from birth to age 5 with a focus on the health, education and development of children and their families Early literacy is a key component of the age-appropriate play-based learning opportunities provided through Educational Officers in CFLC Centres increase participation in early years programs such as those offered through Launching into Learning By the end of 2024, eighteen CFLCs will be operating in Tasmania with additional services such as speech pathologists, psychologists and social workers, and an increased focus on

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<p>Up to a third of Tasmanian children under 4 participate in LiL</p> <p>Attendance in LiL results in improved assessment performance trends for participants throughout kindergarten and primary school.</p> <p>Through LiL, all primary and district schools receive differentiated resources and funding to use in purposeful and responsive ways to support and enhance the learning and development of young children (birth to Kindergarten) and their families.</p> <p>There is a focus on foundational literacy and numeracy skills. These skills are fostered through developmentally supportive learning experiences and environments designed by qualified teachers developed in collaboration with families. The foundational literacy skills that are a focus through LiL encompass but are not limited to the following areas:</p> <ul style="list-style-type: none"> o Oral language and communication skills o Speech and fluency o Social communication including play o Indicators for concern o Motor development skills o (including visual tracking) o Early Reading skills o Early Writing skills <ul style="list-style-type: none"> • Rock and Rhyme Libraries Tasmania program aimed at children from birth 	<p>the classroom curriculum.</p> <p>Professional learning for kindergarten educators focusses on foundational literacy development.</p> <ul style="list-style-type: none"> • Learning in Families Together (LIFT) Offered for families and children in Kindergarten to Year 2 LIFT focuses on building the skills and confidence of parents and carers to support their children's literacy and numeracy learning at home • Literacy Framework and Plan for Action 2019-22 A public campaign to promote the importance of oral language Building on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative, and alternative communication Provide a system-wide guidance for literacy learning through effective teaching of English: Quality Teaching Guide- Literacy Provide evidenced based and endorsed resources to support effective teaching of English for literacy learning Provide quality and targeted professional learning for leaders and educators Build a system-wide understanding of the measurement of learner growth in literacy Implement the tools and supports to measure the impact of system wide literacy actions on learners 	<p>their children's literacy and numeracy learning at home</p> <ul style="list-style-type: none"> • Literacy Framework and Plan for Action 2019-22 A public campaign to promote the importance of oral language Building on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative, and alternative communication Increase access and support for learners to improve oral, augmentative, and alternative communication Provide a system-wide guidance for literacy learning through effective teaching of English: Quality Teaching Guide- Literacy Provide evidenced based and endorsed resources to support effective teaching of English for literacy learning Provide quality and targeted professional learning for leaders and educators Build a system-wide understanding of the measurement of learner growth in literacy Implement the tools and supports to measure the impact of system wide literacy actions on learners • All Tasmanian Government schools will have phonics instruction in place from Prep to Year 2 	<ul style="list-style-type: none"> • Literacy Framework and Plan for Action 2019-22 A public campaign to promote the importance of oral language Building on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication Increase access and support for learners to improve oral, augmentative and alternative communication Provide a system-wide guidance for literacy learning through effective teaching of English: Quality Teaching Guide- Literacy Provide a system-wide guidance for literacy learning through effective teaching of English: Quality Teaching Guide- Literacy Provide evidenced based and endorsed resources to support effective teaching of English for literacy learning Provide quality and targeted professional learning for leaders and educators Build a system-wide understanding of the measurement of 	<p>Assessment, Standards and Certification.</p> <p>The purpose of the Years 9 to 12 Project is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training and employment.</p> <ul style="list-style-type: none"> • Consolidate High School and College (Policy and year 12 completion) • More Teachers – Quality Teaching Action Plan The Action Plan aims to build an education workforce of talented people to deliver outstanding teaching and learning outcomes. • Education Act 2016 • English as an Additional Language Support Model • Gifted Support Support provided by the Department to parents, teachers and students to identify and assist gifted students 	<ul style="list-style-type: none"> • Adult learning Strategy – Skills for Work and Life 2020-2023 Improving access to learning for adults, including three priorities, the first being literacy and numeracy, the second consisting of the coordination of adult learning services and improving access to information. The Strategy focusses lastly on increased community participation and engagement in adult education • 26TEN Communities – Local Literacy for Work and Life A 26TEN Community is one where individuals and organisations share an interest in adult literacy and numeracy. Everyone knows about 26TEN. Literacy and numeracy are talked about openly, without stigma, and seen as valuable skills that can be learned at any age. In a 26TEN Community, it is easy to ask for help as everyone understands there are many reasons why your reading, writing or numeracy skills are not as good as they might be. • 26TEN Chat tool 26TEN developed the 26TEN Chat Tool to assist people in having conversations about seeking help • 26TEN Coalition 	<p>Aboriginal child family and service partnerships</p> <ul style="list-style-type: none"> • Launching into Learning (LiL) LiL is a free program to encourage families and their children to familiarise themselves with their local school, CFLC and other families Up to a third of Tasmanian children under 4 participate in LiL Attendance in LiL results in improved assessment performance trends for participants throughout kindergarten and primary school • Learning in Families Together (LIFT) Intends to build the relationship between parents and their child's education Aims to build the confidence and skills in parents and carers to support their children's literacy and numeracy learning at home Through the LIFT initiative, 109 primary and district schools (identified using an Early Years Literacy Needs index) receive differentiated

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<p>to 3 years. Aims to make talking, reading, and singing between parents and children a daily routine</p> <ul style="list-style-type: none"> • Storytime Storytime is a free 30 minute session which includes stories, rhymes and action songs. Sessions are aimed at pre-schoolers aged 2-5 years. • Working Together – Supporting Early Learning 400 hours of free education and care and an education and care setting for 120 children in their year before Kindergarten in 2021, with early literacy being a key component of the age-appropriate play based learning opportunities delivered through the initiatives Early Childhood Education and Care partners. • B4 Early Years Coalition A coalition committed to ensuring all Tasmanian children are nurtured throughout the early years including driving Priority 1: Improving our focus on the First 1,000 days under the Tasmanian child and Youth Wellbeing Strategy • Strong Partnerships Framework Provides a framework and tools to assist the Department of Education and Education and Care work collaboratively to support children and families • Let's Talk 	<p>Quality Teaching Guide-Literacy Provide evidenced based and endorsed resources to support effective teaching of English for literacy learning Provide quality and targeted professional learning for leaders and educators Build a system-wide understanding of the measurement of learner growth in literacy Implement the tools and supports to measure the impact of system wide literacy actions on learners</p> <ul style="list-style-type: none"> • More Teachers – Quality Teaching Action Plan The Action Plan aims to build an education workforce of talented people to deliver outstanding teaching and learning outcomes. • Education Act 2016 - The Secretary is to ensure that developmentally appropriate learning frameworks – A. support the delivery of the curriculum for – children attending kindergarten and the years of primary education from the first year of compulsory education until the year commonly known as Year 2 (inclusive); and any other class of children determined by the Secretary; and B. are delivered by teachers with qualifications as prescribed by the regulations; and C. are delivered by the number of staff appropriate to the age and number of children as prescribed by the regulations. • Premier's Reading Challenge Students from Prep to Year 6 are challenged to make reading a part of their day and read 10 books in 10 weeks • Let's Talk 	<p>learner growth in literacy Implement the tools and supports to measure the impact of system wide literacy actions on learners</p> <ul style="list-style-type: none"> • More Teachers – Quality Teaching Action Plan - The Action Plan aims to build an education workforce of talented people to deliver outstanding teaching and learning outcomes. • Education Act 2016 The Secretary is to ensure that developmentally appropriate learning frameworks – D. support the delivery of the curriculum for – children attending kindergarten and the years of primary education from the first year of compulsory education until the year commonly known as Year 2 (inclusive); and any other class of children determined by the Secretary; and E. are delivered by teachers with qualifications as 	<p>leamer growth in literacy Implement the tools and supports to measure the impact of system wide literacy actions on learners</p> <ul style="list-style-type: none"> • More Teachers – Quality Teaching Action Plan - The Action Plan aims to build an education workforce of talented people to deliver outstanding teaching and learning outcomes. • Education Act 2016 The Secretary is to ensure that developmentally appropriate learning frameworks – D. support the delivery of the curriculum for – children attending kindergarten and the years of primary education from the first year of compulsory education until the year commonly known as Year 2 (inclusive); and any other class of children determined by the Secretary; and E. are delivered by teachers with qualifications as 	<p>The 26TEN Coalition works with workplaces and individuals to promote understanding and action on low adult literacy. Members are appointed by the Minister for Education, Children and Youth of Tasmania</p> <ul style="list-style-type: none"> • 26TEN Employer Grants Employer grants from \$5,000 to \$50,000 are available to employers and peak bodies to run projects to improve the literacy skills of their employees. Applications are assessed by an independent selection panel. • Literacy Coordinators – Libraries Tasmania 23 Literacy Coordinators across the state provide literacy support for young people and adults. • Libraries Tasmania The 26TEN 'Quick Reads' Collection provides high-interest books for adult learners in print and eBook formats. 	<p>resources and funding. LIFT funding might be used to support implementation of the initiative in some of the following ways:</p> <ul style="list-style-type: none"> o Staffing to support a LIFT School Coordinator role; o Cost to release staff to attend professional learning and collaborative inquiry sessions; o Resources and materials to support actions identified by the school in regards to the LIFT objectives. <ul style="list-style-type: none"> • Together With Families Together with Families is a commitment to working in partnership with families across DECYP. It establishes the clear expectations that Family Engagement is everyone's business and guides the way staff work with families. Families are recognised as their child's first and most important influencer for long term educational and wellbeing outcomes. The Families and Us ARACY Pilot Project is working with 10 DECYP sites across 	

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	<p>An oral language campaign launched in 2021 Aims to encourage parents and carers to spend more time talking to their children and young people</p> <ul style="list-style-type: none"> • Great Start Providing free activities, play ideas and development information for parents, carers and families to support the development of their children. • Early Childhood Intervention Service Supports children with a disability or developmental delay from birth to school entry, and their families. • Pilot: Look Who's Talking A pilot program run by Bumie CFLC to provide an interactive guide for parents to facilitate their child's language development. • Libraries Tasmania <ul style="list-style-type: none"> - Baby Play offers six 30-minute weekly sessions that promote developing emergent literacy skills for children 0-12 months-old. - Baby Book Packs provide five age appropriate books for children 	<p>education until the year commonly known as Year 2 (inclusive); and any other class of children determined by the Secretary; and</p> <p>B. are delivered by teachers with qualifications as prescribed by the regulations; and</p> <p>C. are delivered by the number of staff appropriate to the age and number of children as prescribed by the regulations.</p> <ul style="list-style-type: none"> • Let's Talk An oral language campaign launched in 2021 Aims to encourage parents and carers to spend more time talking to their children and young people • Bush Kinder The Bush Kinder at the Sustainability Learning Centre is a joint venture between Aboriginal Education Services and the Sustainability Learning Centre. Through outdoor play pre-school children develop an understanding of the bush in a culturally responsive way by learning alongside Aboriginal people. • Enrichment Programs 	<p>An oral language campaign launched in 2021 Aims to encourage parents and carers to spend more time talking to their children and young people</p> <ul style="list-style-type: none"> • Great Start Providing free activities, play ideas and development information for parents, carers and families to support the development of their children. • English as an Additional Language Support Model • Gifted Support Support provided by the Department to parents, teachers and students to identify and assist gifted students 	<p>prescribed by the regulations; and</p> <p>F. are delivered by the number of staff appropriate to the age and number of children as prescribed by the regulations.</p> <ul style="list-style-type: none"> • English as an Additional Language Support Model • Gifted Support Support provided by the Department to parents, teachers and students to identify and assist gifted students 			<p>the State to improve family engagement to learning. The project aims to build the capacity of staff and families to work in partnership to improve learner outcomes.</p> <ul style="list-style-type: none"> • Family Engagement Review (2019) Sought to understand the state of engagement in the Tasmanian Department of Education. Three recommendations: <ol style="list-style-type: none"> 1. Develop a framework which sets out clear expectations, and provides guidance on engaging with families at the Department, school and Child and Family Centre (CFC) levels 2. Expand and strengthen supports to build the capacity of families to engage with their child's education 3. Specifically embed family engagement as a critical element of the Department's strategies and practices for

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	<p>Enrichment programs supplement the 'indoor' learning in classrooms, such as Molesworth Environment Centre, Woodbridge Marine Discovery Centre and enrichment programs for Kindergarten and the Sustainability Learning Centre</p> <ul style="list-style-type: none"> • Great Start Providing free activities, play ideas and development information for parents, carers and families to support the development of their children. • Early Childhood Intervention Service Supports children with a disability or developmental delay from birth to school entry, and their families. • Pilot: Look Who's Talking A pilot program run by Burnie CFLC to provide an interactive guide for parents to facilitate their child's language development. • Storytime Storytime is a free 30 minute session which includes stories, rhymes and action songs. Sessions are aimed at pre-schoolers aged 3-5 years. 					<p>school improvement</p> <ul style="list-style-type: none"> • Let's Talk An oral language campaign launched in 2021 Aims to encourage parents and carers to spend more time talking to their children and young people • Libraries Tasmania Delivers books to CD program to prisoners. An important family engagement program allowing prisoners to maintain family connections as well as enhance and develop literacy. Prisoners' recordings of story book reading are burnt to CD and sent home to their children with a copy of the book for the child to read along with the recording. English Conversation Groups offered to supplement other language and literacy programs Digital Literacy Programs offered to build skills and confidence in using digital technology. Tutorials are offered in video format.

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		<ul style="list-style-type: none"> English as an Additional Language Support Model Gifted Support Support provided by the Department to parents, teachers and students to identify and assist gifted students 					Adult literacy services compliment 26TEN education and provide bespoke literacy education to adult learners <ul style="list-style-type: none"> Great Start Providing free activities, play ideas and development information for parents, carers and families to support the development of their children.
Non-Government Education Providers	<ul style="list-style-type: none"> Set up for success Setup for Success is Catholic Education Tasmania's early years program promoting learning for life for both young children (Birth -5) and their families Independent Schools Tasmania programs – as each IST school is independently governed, schools have their own programs. 	<ul style="list-style-type: none"> Catholic Education Tasmania (CET) Literacy Strategy (2022 – 2026): Literate Learners for Life Science of Reading Explicit phonological awareness program Literacy framework support for teachers Support teacher pedagogical content knowledge and literacy teaching practice 'Ludo': CET & CatholicCare Early Learning partnerships with a selection of schools with 3–5-year-olds. This partnership aims to support early literacy concepts through quality early learning experiences, including oral language, communication skills, concepts of print knowledge, metacognitive skills, and 	<ul style="list-style-type: none"> Catholic Education Tasmania Literacy Strategy (2022 – 2026): Literate Learners for Life Phonics check for all Grade One students – Literacy Hub Best practice in reading for Years 3 – 6 Science of Reading Evidence based reading interventions Literacy framework support for teachers Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice Project Leader based at CET Literacy Practice Leaders in schools Support schools to develop whole school literacy plans Independent Schools Tasmania Literacy Consultant IST Literacy Consultant works across programs in a diverse 	<ul style="list-style-type: none"> Catholic Education Tasmania Literacy Strategy (2022 – 2026): Literate Learners for Life Science of Reading Evidence based reading interventions Literacy framework support for teachers Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice Project Leader based at CET Literacy Practice Leaders in schools Best practice for literacy in all subject areas Years 7 – 12 	<ul style="list-style-type: none"> Catholic Education Tasmania Literacy Strategy (2022 – 2026): Literate Learners for Life Science of Reading Evidence based reading interventions Literacy framework support for teachers Ongoing professional learning and development support for teachers: pedagogical content knowledge and literacy teaching practice Project Leader based at CET Literacy Practice Leaders in schools Best practice for literacy in all subject areas Years 7 – 12 Independent Schools Tasmania Literacy Consultant 	<ul style="list-style-type: none"> University of Tasmania The largest provider of tertiary education in Tasmania and the primary educator of Tasmanian teachers University of Southern Queensland's Incarcerated Student Strategy and 'Making the Connection' Program provides laptops and offline resources for Tertiary Preparation Program delivered at Risdon Prison. 	<ul style="list-style-type: none"> B-5 Program - Setup for Success.

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	<p>such, following age-appropriate pedagogies.</p> <ul style="list-style-type: none"> Independent Schools Tasmania Literacy Consultant IST Literacy Consultant works across programs in a diverse range of schools of varying sizes, each with its own ethos and educational philosophy. The Literacy Consultant supports schools to inspire outstanding instructional approaches in order to ensure the highest possible literacy outcomes for students. The consultant applies their understanding of explicit teaching, evidence-based literacy practices and the Australian Curriculum to work closely with our schools, on a regular basis. A Literacy Consultant develops and leads school-based professional learning and utilises empirical research underpinning the acquisition of early reading, writing, and spelling skills. They work in an instructional coaching capacity to support K-12 classroom teachers. 	<p>range of schools of varying sizes, each with its own ethos and educational philosophy. The Literacy Consultant supports schools to inspire outstanding instructional approaches in order to ensure the highest possible literacy outcomes for students. The consultant applies their understanding of explicit teaching, evidence-based literacy practices and the Australian Curriculum to work closely with our schools, on a regular basis.</p> <ul style="list-style-type: none"> A Literacy Consultant develops and leads school-based professional learning and utilises empirical research underpinning the acquisition of early reading, writing, and spelling skills. They work in an instructional coaching capacity to support K-12 classroom teachers. 	<ul style="list-style-type: none"> Independent Schools Tasmania Literacy Consultant IST Literacy Consultant works across programs in a diverse range of schools of varying sizes, each with its own ethos and educational philosophy. The Literacy Consultant supports schools to inspire outstanding instructional approaches in order to ensure the highest possible literacy outcomes for students. The consultant applies their understanding of explicit teaching, evidence-based literacy practices and the Australian Curriculum to work closely with our schools, on a regular basis. A Literacy Consultant develops and leads school-based professional learning and utilises empirical research underpinning the acquisition of early reading, writing, and spelling skills. They work in an instructional coaching capacity to support K- 	<p>IST Literacy Consultant works across programs in a diverse range of schools of varying sizes, each with its own ethos and educational philosophy. The Literacy Consultant supports schools to inspire outstanding instructional approaches in order to ensure the highest possible literacy outcomes for students. The consultant applies their understanding of explicit teaching, evidence-based literacy practices and the Australian Curriculum to work closely with our schools, on a regular basis. A Literacy Consultant develops and leads school-based professional learning and utilises empirical research underpinning the acquisition of early reading, writing, and spelling skills. They work in an instructional coaching capacity to support K-12 classroom teachers.</p> <ul style="list-style-type: none"> Years 9 – 12 Project A collaborative, cross-sectoral 		

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				12 classroom teachers.	project involving a number of Tasmanian education stakeholders. These include Catholic Education Tasmania, Independent Schools Tasmania, the Department of Education, TasTAFE, the University of Tasmania, Skills Tasmania and the Office of Tasmanian Assessment, Standards and Certification. The purpose of the Years 9 to 12 Project is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training and employment		
Community and other initiatives	<ul style="list-style-type: none"> Australian Children's Education and Care Quality Authority (ACECQA) Works with all governments in Australia to provide guidance, resources and services to support the sector education and care to improve outcomes for children Early Childhood Education and Care (ECEC) Encompasses not for profit and for-profit enterprises offering education and care services to before school age children and school age children outside of school 	<ul style="list-style-type: none"> The Smith Family Let's Read: A program encouraging families, particularly disadvantaged families, to read regularly to their children Neighbourhood Houses Tasmania and individual Neighbourhood Houses Identify the importance of embedding numeracy and literacy within all programs for 4-5 years through play groups and childcare. Parenting programs are also an 	<ul style="list-style-type: none"> Children's University Tasmania Children's University Tasmania works in partnerships with schools to help foster a love of life-long learning in children and young people. Square Pegs Dyslexia support and advocacy inc. The Smith Family Let's Read: A program encouraging families, particularly disadvantaged families, to read regularly to their children Student2student: Works to match students who need to 	<ul style="list-style-type: none"> Square Pegs Dyslexia support and advocacy inc. The Smith Family Student2student: Works to match students who need to improve their reading with peer buddies who help and encourage them with their reading Neighbourhood Houses Tasmania and individual Neighbourhood Houses Identify the importance of 	<ul style="list-style-type: none"> Square Pegs Dyslexia support and advocacy inc. Neighbourhood Houses Tasmania and individual Neighbourhood Houses <ul style="list-style-type: none"> Identify the importance of embedding numeracy and literacy within all programs, for 17-18 age group through various activities such as youth groups from arts to physical 	<ul style="list-style-type: none"> MAX Solutions – Skills for Education and Employment Program Geeveston Community Centre Neighbourhood Houses Tasmania Offer adult education and migrant support programs such as English classes Australian Bhutanese and Nepalese Society of Northern Tasmania Derwent Valley Online Access Centre Tasmanian Aboriginal Centre 	<ul style="list-style-type: none"> University of the Third Age (U3A) A non-government program that provides courses for members in a wide range of subjects including the humanities, social sciences, sciences, languages, art and music. Any senior person who is retired or semi-retired is eligible to join. UTAS University Preparation Pathway Course through University College

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The Early Years		The School Years			The Adult Years	
0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
<p>hours. These services operate according to a National Quality Standard and the Early Years Learning Framework and the My Time Our Place Framework</p> <p>Many Tasmanian families access early childhood education through the ECEC sector. In 2020 43.6 per cent of Tasmanian children aged zero to five were attended an ECEC.</p> <ul style="list-style-type: none"> • Childcare connections A Childcare service offered by the Glenorchy City Council in both Berniedale and Benjafield • The Basics Tasmania Provision of knowledge about effective caregiving in the first 1000 days, including the importance of the first 1000 days in literacy development • Playgroups A playgroup is a regular and relaxed meeting for groups of young children who haven't yet started school and their parents or caregivers There are 40 playgroups across Tasmania, and 597 playgroup Tasmania families Playgroup offers a range of programs including, Play Baby, Intergenerational Play, PlayConnect and PlayTogether • The Smith Family Let's Read: A program encouraging families, particularly disadvantaged 	<p>opportunity to improve literacy skills for parents, including instilling a love of books and reading to, and with children.</p> <ul style="list-style-type: none"> • Principals as Literacy Leaders program (PALL) • Tasmanian 100 per cent Literacy Alliance • Beacon Foundation • Allied Health Services • Family Day Care Providers • HIPPY A 60-week home-based, early learning and parenting program for families with young children. • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Start Smart Tasmania Offer a range of speech pathology and education services to the Launceston community and surrounds. • Hobart City Council Bush Stories Through it's Bush Adventures program, HCC offers Bush Stories for children aged 2-5. This is a play-based, multisensory activity that 	<p>improve their reading with peer buddies who help and encourage them with their reading</p> <ul style="list-style-type: none"> • Neighbourhood Houses Tasmania and individual Neighbourhood Houses Identify the importance of embedding numeracy and literacy within all programs, for 6-12 age group through various activities, pre-teen groups, homework groups, after school activities, adventure play, social activities, cooking programs in partnership with local schools. The pre-teens are encouraged to take ownership of and plan own activities. Promotion and support of the Children's university. • Principals as Literacy Leaders program (PALL) • Tasmanian 100 per cent Literacy Alliance • Beacon Foundation • Allied Health Services • True Trails Equine Assisted Learning which intentionally caters for those with learning difficulties, neurodiversity and specific learning disability (SpLD). • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Start Smart Tasmania 	<p>embedding numeracy and literacy within all programs, for 13-16 age group through various activities, youth groups, Free2Be girls groups (or similar), mentor programs, homework support groups or after school activities.</p> <ul style="list-style-type: none"> • Principals as Literacy Leaders program (PALL) • Tasmanian 100 per cent Literacy Alliance • Beacon Foundation • Allied Health Services • True Trails Equine Assisted Learning which intentionally caters for those with learning difficulties, neurodiversity and specific learning disability (SpLD). • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Start Smart Tasmania Offer a range of speech pathology and education services to the Launceston 	<p>activities, driver mentor programs, placements for Education/ TAFE – Cert II placements in community services, admin or horticultural – partnerships with Skills Hubs</p> <ul style="list-style-type: none"> • Tasmanian 100 per cent Literacy Alliance • Allied Health Services • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Independent Kids and Adults – Handwriting The occupational therapists at Independent Kids have developed a handwriting program. The handwriting program is in Tasmanian font and has been developed based on the research. • Save the Children: Out Teach Mobile Education Out Teach Mobile Education employs a teacher to work with young people who are 	<ul style="list-style-type: none"> • Launceston Community Legal Centre (legal literacy) • Square Pegs Dyslexia support and advocacy inc. • Connect42 • Just Sentences: A 2014-15 pilot program in the Tasmanian Prison Service to deliver phonemic and oral language focussed literacy intervention to inmates. • Just Time: an eight-week program of attachment, relationship and wellbeing. Three main stakeholder groups participate in <i>Just Time</i> – the prisoners, who are the recipients of the program, the prison personnel who support and enable it, the facilitators and volunteers. • Just Moving On: A 'throughcare' program to support men and women exiting prison • Migrant Resource Centre Offer programs and courses for migrants in Tasmania, including the Hospitality Ready • Neighbourhood Houses Tasmania continue to leverage on the 2008 literacy grant offering Houses grant opportunities with different foci, from purchasing books to other literacy opportunities. • Individual Neighbourhood Houses 	<ul style="list-style-type: none"> • Neighbourhood Houses Tasmania and individual Neighbourhood Houses Can offer parenting groups. Identify the importance of embedding numeracy and literacy within all programs, for all age groups. • Tasmanian 100 per cent Literacy Alliance • Allied Health Services • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library.

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<p>families, to read regularly to their children</p> <ul style="list-style-type: none"> • Neighbourhood Houses Tasmania and individual Houses Can offer parenting groups. Numeracy and literacy are embedded within all programs and extend to Baby groups and play groups. • Tasmanian 100 per cent Literacy Alliance • Beacon Foundation • Northern Early Years Group • Allied Health Services • Family Day Care Providers • HIPPY A 60-week home-based, early learning and parenting program for families with young children. The program aims to make children 'school ready'. • Raising Literacy Australia Support families to read, talk, play, and sing with their children from birth through universal and targeted programs. • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Start Smart Tasmania Offer a range of speech pathology and education services to the Launceston community and surrounds. • Hobart City Council Bush Stories 	<p>incorporates play in nature while being read a related story by a ranger</p>	<p>Offer a range of speech pathology and education services to the Launceston community and surrounds.</p> <ul style="list-style-type: none"> • Story Dogs Dogs and volunteers enter schools for children to read out loud to the dogs to increase confidence in a non-judgemental setting. • Breakthrough Tutorial Private paid for tutorial service • Pilot: The Smith Family Catch Up Learning A new online tutoring program, with qualified teachers providing one-on-one sessions in literacy to students on The Smith Family's <i>Learning for Life</i> program. The tutoring occurred in the student's home over a six-month period. Evaluation of the pilot found it produced above expected progress in literacy learning. • FivefromFive Five From Five is a community education initiative of MultiLit Pty Ltd that aims to improve literacy levels by ensuring all children receive effective, evidence based reading instruction. • Independent Kids and Adults – Handwriting The occupational therapists at Independent Kids have developed a handwriting program. The handwriting program is in Tasmanian font 	<p>community and surrounds.</p> <ul style="list-style-type: none"> • Breakthrough Tutorial Private paid for tutorial service • Pilot: The Smith Family Catch Up Learning A new online tutoring program, with qualified teachers providing one-on-one sessions in literacy to students on The Smith Family's <i>Learning for Life</i> program. The tutoring occurred in the student's home over a six-month period. Evaluation of the pilot found it produced above expected progress in literacy learning. • FivefromFive Five From Five is a community education initiative of MultiLit Pty Ltd that aims to improve literacy levels by ensuring all children receive effective, evidence based reading instruction. • Independent Kids and Adults – Handwriting The occupational therapists at Independent Kids have developed a 	<p>disengaged from education. The teacher develops individualised education plans to build on the young person's strengths, helping them realise their educational goals.</p>	<p>Identify the importance of embedding numeracy and literacy within all programs, adults through various activities such as targeted cooking programs, life skills programs including budgeting (each person who has a NILS loan), financial literacy skills, upskilling supporting older persons digital literacy, writers' groups, health literacy, bush fire preparedness, and providing opportunities for life-long learning.</p> <ul style="list-style-type: none"> • Tasmanian 100 per cent Literacy Alliance • Allied Health Services • St Giles Offers a range of therapy, support, and autism services. Developmental assessments are also offered by St Giles, alongside a toy and book library. • Independent Kids and Adults – Handwriting The occupational therapists at Independent Kids have developed a handwriting program. The handwriting program is in Tasmanian font and has been developed based on the research. 	

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	Through it's Bush Adventures program, HCC offers Bush Stories for children aged 2-5. This is a play-based, multisensory activity that incorporates play in nature while being read a related story by a ranger	<p>and has been developed based on the research.</p> <ul style="list-style-type: none"> • Save the Children: Out Teach Mobile Education Out Teach Mobile Education employs a teacher to work with young people who are disengaged from education. The teacher develops individualised education plans to build on the young person's strengths, helping them realise their educational goals. • Story Island A Hobart-based not-for-profit organisation that nurtures the creativity and writing skills of young Tasmanians and celebrates their diverse voices. • Learning Clubs (The Smith Family) Out of school learning groups for primary and secondary aged learners. Staffed by volunteer tutors. Attendance is twice weekly with no cost attached. 	<p>handwriting program. The handwriting program is in Tasmanian font and has been developed based on the research.</p> <ul style="list-style-type: none"> • Save the Children: Out Teach Mobile Education Out Teach Mobile Education employs a teacher to work with young people who are disengaged from education. The teacher develops individualised education plans to build on the young person's strengths, helping them realise their educational goals. • Story Island A Hobart-based not-for-profit organisation that nurtures the creativity and writing skills of young Tasmanians and celebrates their diverse voices. • Learning Clubs (The Smith Family) Out of school learning groups for primary and secondary aged learners. Staffed by volunteer tutors. Attendance is twice weekly with no cost attached 			

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Department of Health	<ul style="list-style-type: none"> Child Health and Parenting Service CHaPS Child Health Clinicians offer regularly scheduled growth and development screening and surveillance child health checks and offer evidence - based support to parents of all children in Tasmania from birth to five years. Child Health Assessments or medical checks are recommended at the following ages: <ul style="list-style-type: none"> o 2 weeks o 4 weeks o 6 weeks (medical check recommended) o 8 weeks o 6 months o 12 months o 2 years o 4 years (Healthy Kids check). This is a voluntary program for parents to participate in. These checks are targeted at encouraging optimal development and growth of Tasmanian children and provide early intervention strategies or referral when growth and development doesn't meet recommended guidelines. Speech, language, and social and emotional developmental elements are part of these checks. 					<ul style="list-style-type: none"> The Health Literacy Action Plan 2019-2024, Department of Health The Plan aims to create a health literate Tasmania by focussing on community health literacy awareness, increasing health literate organisations, develop a health literate workforce and create partnerships to improve health outcomes. The Plan includes The Health Literacy Network which has over 450 members. Other initiatives under the Plan include: Spot On to recognise good practice; #hellomynameis to build trusting relationships between consumers and service providers; and The Right Place Initiative connecting people with health and community services. Healthy Tasmania, Department of Health A key focus of Healthy Tasmania is working in partnership with community and relevant stakeholder organisations to improve health literacy of Tasmanians. TAZREACH, Department of Health TAZREACH encourages health clinicians to ensure 	<ul style="list-style-type: none"> Child Health and Parenting Service, Department of Health CHaPS offers evidence based support to all parents in Tasmania with children from birth to five years. CHaPS clinicians work in partnership with parents and caregivers to support their understanding of their child's developmental needs, including social and emotional development. CHaPS nurses discuss language and literacy development from birth, supporting a parent's understanding of their child's age appropriate behaviours and anticipatory guidance for next steps of development. CHaPS produces the Personal Health Record (blue book) which is distributed to every child born in Tasmania and is used throughout every child health assessment. It includes evidence-based resources and sources of information

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						<p>their clients have a good level of health literacy to improve their overall level of understanding of their health care needs. This includes health literacy research and a range of resources for clinicians and clients.</p> <ul style="list-style-type: none"> • Health Literacy Workplace Toolkit, Department of Health The Health Literacy Workplace Toolkit has information and practical tools to help health and community workers respond to health literacy needs. This means making it easier for people to access, understand, appraise and use health information and services. 	for parents related to children's growth and development and health needs and is a health literacy aid.
<p>Department of State Growth: Skills Tasmania</p> <p>*TasTAFE is included as a government training provider funded through Skills Tasmania</p>						<ul style="list-style-type: none"> - Adult learning Strategy – Skills for Work and Life 2020-2023 - Improving access to learning for adults, including three priorities, the first being literacy and numeracy, the second consisting of the coordination of adult learning services and improving access to information. The Strategy focusses lastly on increased community participation and engagement in adult learning. - The new 26TEN Communities: Local 	

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						<p>literacy for work and life received \$3 million over four years in the 2020-21 Budget under this strategy.</p> <ul style="list-style-type: none"> Training and Workforce Development Act 2013 administered by Skills Tasmania aims to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. <p>Formal foundations skills qualifications through the vocational education and training system: These programs may include literacy and numeracy units and are currently offered by Tasmanian registered training organisations, primarily TasTAFE. There are a number of nationally recognised certificate level foundation skills qualifications, as well as skill sets and accredited courses in this field of learning. These may be undertaken by adult learners or by school students undertaking VET in Schools programs (VET in Schools is funded through DECYP not Skills Tasmania). TasTAFE has the following functions: 57(2)(b) to provide to persons</p>	

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						<p>foundation skills training that when successfully completed may lead, or may lead when so completed in conjunction with other training, to those persons obtaining a qualification</p> <ul style="list-style-type: none"> o foundation skills means skills in the English language, literacy and numeracy together with skills required for participation in modern workplaces and contemporary life <ul style="list-style-type: none"> • Language, literacy and numeracy support in VET Under the Skills Tasmania funding agreement with Registered training organisations (RTOs), an RTO must assess a new learner's Language, Literacy and Numeracy and foundation skills to determine whether they have skills at an appropriate level for the qualification level and industry stream. If they don't, the RTO must develop a strategy to address the shortfall with the learner. RTOs funded through Skills Tasmania funding programs (including Skills Fund and the Apprentice and Trainee Training Fund (User Choice) programs) may receive subsidies above the standard price payable in order to provide a range of "wraparound" support services for student cohorts that need additional support 	

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						<p>to be able to undertake their training program. This includes (but is not limited to) support for Language, Literacy and Numeracy. The RTO may offer this support itself or it may refer the learner to another service (such as TasTAFE or 26TEN). These services can be provided to adult learners or to school students funded by DECYP to undertake VET in Schools programs.</p> <ul style="list-style-type: none"> The Training and Work Pathways Program supports innovative projects to address barriers that impact on people accessing and participating in training and employment. The projects provide sustainable and tailored training opportunities for Tasmanians facing disadvantage that address the learning needs of the target group/s and lead to increased participation in further training and in employment. Assistance is tailored to the needs of participants and may include specific assistance in the areas of literacy and numeracy if this is required. Ministerial Priorities for Training and Workforce Development 2018-21 establishes priorities for the training and workforce development system in 	

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						<p>Tasmania, which includes activities to support all Tasmanians to access training and gain skills to participate in the workforce and community.</p> <ul style="list-style-type: none"> TasTAFE The largest provider of vocational education and training in Tasmania. TasTAFE is funded by the Tasmanian Government under a Deed of Purchasing Arrangement, which set out the framework with which Skills Tasmania and TasTAFE will work together to deliver a skilled and productive workforce that contributes to economic and social progress in Tasmania. TasTAFE also offers a free online literacy tutors' course for Tasmanian residents. There are two streams of this program, one for people wishing to work as tutors within Libraries Tasmania's literacy programs and the other a general stream. <ul style="list-style-type: none"> TasTAFE partners with 26TEN, TCAL and Libraries to ensure there are sufficient, skilled literacy workers through professional development initiatives. Adult Migrant English Service Provided by TasTAFE, funded by the Federal Government 	

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Tasmania's Child and Youth Wellbeing Strategy: It Takes a Tasmanian Village	<ul style="list-style-type: none"> Strategic Policy Action 1: Improve our focus on the first 1,000 days; includes communicating the importance of this period on long term wellbeing. Action 1: Bringing Baby Home – pre and post birth intensive support for high-risk parents Action 2: Child Health and Parenting Service Sustained Nurse Home Visiting Program – will provide additional support to vulnerable parents in the first 1,000 days with a focus on early intervention parenting supports related to a child's health growth and development. Action 3: Supported playgroups & parent groups for vulnerable parents – will support families in the first 1,000 days in rural and remote communities and provide additional parent groups in areas of need. Action 4: Staged outreach model from Child and Family Centres – will provide greater access to Child and Family Centre programs and services Action 9: Sure Start (this could be across all age groups) – children and young people in OOHC have priority access to services they need to achieve better health, education and wellbeing 	<ul style="list-style-type: none"> Action 9: Sure Start– children and young people in OOHC have priority access to services they need to achieve better health, education and wellbeing outcomes. Includes a Learning Wellbeing Fund. Action 19: Extension of the School Lunch Pilot Program – reduces barriers to learning Action 25: Expand 24 Carrot Kitchen Garden Program – teaches children how to grow, prepare and enjoy healthy food. Action 30: Kids Care Clinics - will provide state-wide community paediatric service to support health of vulnerable children. Action 33: Expansion of the Tasmanian Autism Spectrum Assessment Service- additional assessors to aid earlier assessment and diagnosis Action 39: Professional Development for Teachers and Teacher Aides in Trauma Informed Practice - will provide staff with skills to adapt teaching practices to support 	<ul style="list-style-type: none"> Action 9: Sure Start – children and young people in OOHC have priority access to services they need to achieve better health, education, and wellbeing outcomes. Includes a Learning Wellbeing Fund. Action 19: Extension of the School Lunch Pilot Program – reduces barriers to learning Action 20: High Speed Optical Connection for Regional Schools – will support improved educational outcomes for students Action 25: Expand 24 Carrot Kitchen Garden Program – teaches children how to grow, prepare and enjoy healthy food Action 30: Kids Care Clinics - will provide state-wide community paediatric service to support health of vulnerable children. Action 33: Expansion of the Tasmanian Autism Spectrum Assessment Service - additional assessors to aid earlier assessment and diagnosis Action 39: Professional Development for Teachers and Teacher Aides in Trauma Informed Practice –will provide staff with skills to adapt teaching practices to 	<ul style="list-style-type: none"> Strategic Policy Action 4: Transition Stages for Young People – will identify learning and wellbeing domain priority for transition points in consultation with young people Action 9: Sure Start– children and young people in OOHC have priority access to services they need to achieve better health, education and wellbeing outcomes. Includes a Learning Wellbeing Fund. Action 19: Extension of the School Lunch Pilot Program – reduces barriers to learning Action 20: High Speed Optical Connection for Regional Schools – will support improved educational outcomes for students Action 22: Free Sanitary Items in Schools – reduces barriers to learning Action 25: Expand 24 Carrot Kitchen Garden Program – 	<ul style="list-style-type: none"> Strategic Policy Action 4: Transition Stages for Young People – will identify learning and wellbeing domain priority for transition points in consultation with young people Action 9: Sure Start – children and young people in OOHC have priority access to services they need to achieve better health, education and wellbeing outcomes. Includes a Learning Wellbeing Fund. Action 17: Modular Youth Housing and Youth Coaches – modular housing for 16–24-year-olds transitioning from statutory services or shelters; includes youth coaches who provide independence support across key life domains including education, employment, health, and wellbeing. Action 20: High Speed Optical Connection for Regional Schools – 	<ul style="list-style-type: none"> Strategic Policy Action 4: Transition Stages for Young People – will identify learning and wellbeing domain priority for transition points in consultation with young people Action 17: Modular Youth Housing and Youth Coaches – modular housing for 16–24-year-olds transitioning from statutory services or shelters; includes youth coaches who provide independence support across key life domains including education, employment, health and wellbeing. Action 34: Youth Navigators – support to school leavers to transition to further education, training or jobs. Action 35: Youth Connectors Pilot – focuses on supporting young Tasmanians seeking jobs, training, and apprenticeships Action 36: Fit for Work Project – Support and case management for 16–25-year-olds to enable them to engage in long term employment, education and training. 	<ul style="list-style-type: none"> Action 1: Bringing Baby Home – pre and post birth intensive support for high-risk parents Action 2: Child Health and Parenting Service Sustained Nurse Home Visiting Program - will provide additional support to vulnerable parents in the first 1,000 days with a focus on early intervention parenting supports related to a child's health growth and development. Action 3: Supported playgroups & parent groups for vulnerable parents – will support families in the first 1,000 days in rural and remote communities and provide additional parent groups in areas of need. Action 4: Staged outreach model from Child and Family Centres – will provide greater access to Child and Family Centre

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<p>outcomes. Includes a Learning Wellbeing Fund.</p> <ul style="list-style-type: none"> • Action 21: Little Tasmanians Baby Pack for each newborn – includes a board book, library card and other items relevant to the first 1,000 days. • Action 30: Kids Care Clinics – will provide state-wide community paediatric service to support health of vulnerable children. • Action 31: Child and Wellbeing Model in Child and Family Centres – free access to allied health services for children and families attending Child and Family Learning Centres • Action 33: Expansion of the Tasmanian Autism Spectrum Assessment Service - additional assessors to aid earlier assessment and diagnosis • Action 38: The Basics – provides parents with knowledge about effective care giving in the first 1,000 days. • Action 54: Extension of Connected Beginnings – helps Aboriginal children and their families prepare for school and contributes to objectives under Closing the Gap. 	<p>learning of young people impacted by mental health issues and trauma.</p> <ul style="list-style-type: none"> • Action 41: Literacy Coaches in Schools - additional literacy coaches to with teachers to implement evidence-based literacy programs. • Action 42: Trauma Supports for More Students - additional support in government schools for individual students impacted by trauma • Action 54: Extension of Connected Beginnings - Aboriginal children prepare for school and contributes to objectives under Closing the Gap. 	<p>support learning of young people impacted by mental health issues and trauma.</p> <ul style="list-style-type: none"> • Action 41: Literacy Coaches in Schools - additional literacy coaches to with teachers to implement evidence-based literacy programs. • Action 42: Trauma Supports for More Students - additional support in government schools for individual students impacted by trauma • Action 55: Working it Out: Valuing Diversity in Schools – professional learning for staff around diversity groups and increased supports 	<p>teaches children how to grow, prepare and enjoy healthy food.</p> <ul style="list-style-type: none"> • Action 39: Professional Development for Teachers and Teacher Aides in Trauma Informed Practice - will provide staff with skills to adapt teaching practices to support learning of young people impacted by mental health issues and trauma. • Action 41: Literacy Coaches in Schools – additional literacy coaches to with teachers to implement evidence-based literacy programs. • Action 42: Trauma Supports for More Students - additional support in government schools for individual students impacted by trauma • Action 51: Youth Climate Leadership Program – inspires, educates, and empowers high school students to participate in local, 	<p>will support improved educational outcomes for students</p> <ul style="list-style-type: none"> • Action 22: Free Sanitary Items in Schools – reduces barriers to learning • Action 25: Expand 24 Carrot Kitchen Garden Program - teaches children how to grow, prepare and enjoy healthy food • Action 34: Youth Navigators - support to school leavers to transition to further education, training or jobs. • Action 35: Youth Connectors Pilot - focuses on supporting young Tasmanians seeking jobs, training, and apprenticeships • Action 36: Fit for Work Project - Support and case management for 16–25-year-olds to enable them to engage in long term employment, education, and training. • Action 39: Professional Development for Teachers and 		<p>programs and services</p> <ul style="list-style-type: none"> • Action 5: Parenting Program – scoping and implementation of a suitable universal parenting program across Tasmania • Action 6: Supporting Expecting and Parenting Teens Program – provides mentoring, information, and resources to assist participants to navigate the service system. • Action 7: Permanent Placement and preservation in Out of Home Care (this could be across all age groups) – provides intensive and rapid support to families who provide placements; assists children and young people to overcome challenges in their lives and reach their full potential. • Action 8: Supports for Informal Kinship Carers –Includes access to training opportunities,

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				<p>national, and international opportunities around climate change</p> <ul style="list-style-type: none"> Action 55: Working it Out: Valuing Diversity in Schools - professional learning for staff around diversity groups and increased supports 	<p>Teacher Aides in Trauma Informed Practice - provides staff with skills to adapt teaching practices to support learning of young people impacted by mental health issues and trauma.</p> <ul style="list-style-type: none"> Action 42: Trauma Supports for More Students – additional support in government schools for individual students impacted by trauma Action 55: Working it Out: Valuing Diversity in Schools - professional learning for staff around diversity groups and increased supports 		<p>respite and brokerage funds for carers</p> <ul style="list-style-type: none"> Action 13: Just Time Prison Parenting Program – teaches parent-child attachment skills to prisoners. Action 38: The Basics – provides parents with knowledge about effective care giving in the first 1,000 days. Action 54: Extension of Connected Beginnings – helps Aboriginal children and their families prepare for school and contributes to objectives under Closing the Gap.
Other Tasmanian Government Policies and Initiatives					<ul style="list-style-type: none"> <i>Our Digital Future</i> Tasmanian Government Strategy for digital transformation which includes initiatives that support improving community and business digital literacy such as the Digital Ready for Daily Life and Digital Ready for Business programs. TasTAFE 	<ul style="list-style-type: none"> <i>Our Digital Future</i> Tasmanian Government Strategy for digital transformation which includes initiatives that support improving community and business digital literacy such as the Digital Ready for Daily Life and Digital Ready for Business programs. <ul style="list-style-type: none"> <u>Regional Jobs Hub Network</u>: community led governance coordinating employment, 	<ul style="list-style-type: none"> <i>Accessible Island: Tasmania's Disability Framework for Action 2018-21</i> (specifically, Outcome Area 5: Learning and Skills), which includes government initiatives that support students with disability to access further education, training and employment.

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	The Early Years		The School Years			The Adult Years	
	0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
					<ul style="list-style-type: none"> - The largest provider of vocational education and training in Tasmania. TasTAFE also offers a free online literacy tutors' course for Tasmanians 	<ul style="list-style-type: none"> - participation and education referral and support - <u>Employment and Participation Programs</u>: targeting: Youth, 45+, women, migrants, people with disability, aboriginal Tasmanians <p>TasTAFE</p> <ul style="list-style-type: none"> - The largest provider of vocational education and training in Tasmania. TasTAFE also offers a free online literacy tutors' course for Tasmanian residents. - TasTAFE provides introductory and vocational Prep Skills to Prisoners as well as Assisted Vocational Support for those enrolled in VET courses at Risdon Prison. - Certificates in General Education for Adults. - Skills for Education and Employment (SEE) and the Adult Migrant English Program (AMEP). - LLN study support through a specialist teaching team working in-class, with small groups and individuals. - LLN delivery in the prison. - <i>Intro to Adult Tutoring</i> workshop to build awareness of the literacy situation in Tasmania and show people how they can help. The is 	<ul style="list-style-type: none"> • Strong, liveable communities: Tasmania's Active Ageing Plan 2017-2022 (specifically, Action Area 2: Lifelong Learning), which includes lifelong learning initiatives for Tasmanians over 50, including digital literacy, as well as supporting older people to improve their skills so that they can continue to participate in the workforce.

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						<p>one part of TasTAFE's contribution to Tasmania's Adult Learning Strategy.</p> <ul style="list-style-type: none"> - Digital skills and contextualised LLN through community-based programs. - Support for local businesses to plan and implement LLN development in their workplace, in conjunction with their 26TEN Employer Grant. - Development of an online training tool to increase employers understanding and support of LLN in the workplace. - <i>Maths for Work and Study</i>, an online numeracy short course to support the community to build these skills to go into employment, further study or into the Australian Defence Force. - TasTAFE 26TEN Action Plan. This plan supports TasTAFE staff to know about the 26TEN services, workshops and resources that support our student cohort. 	
Tasmanian Government's Election and Budget Commitments 2020 - 2021			<p>For government schools:</p> <ul style="list-style-type: none"> • Implementation of an additional 40 in-school quality literacy coaches could supplement existing Quality Teaching Coaches. 	<p>For government schools:</p> <ul style="list-style-type: none"> • Implementation of an additional 40 in-school quality literacy coaches to supplement 	<p>For government schools:</p> <ul style="list-style-type: none"> • Implementation of an additional 40 in-school quality literacy coaches to supplement existing 	<ul style="list-style-type: none"> • Libraries Tasmania's adult literacy service supports Tasmanians to gain the basic literacy and numeracy skills they need to participate online. 	<ul style="list-style-type: none"> • Libraries Tasmania also delivers Books to CD program to prisoners, an important family engagement

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		<p>Currently 84.6 FTE Quality Teaching Coaches work in schools and colleges to improve teaching practice in literacy.</p> <ul style="list-style-type: none"> • Six Lead Literacy Coaches provide professional learning, resources and support to in-school coaches and teachers, using school and student data to implement evidence-based literacy practices, inform teaching decisions and to measure impact on learning. • The Literacy Coaching initiative connects in-school coaches, leaders and teachers across schools and colleges to learn together, share and strengthen quality practice. • The 2019-2022 Literacy Framework and Plan for Action is being implemented across Tasmanian Government Schools, Child and Family Centres, early learning hubs, and libraries and provides a system-level focus on improving literacy outcomes for all learners. • The 2020-21 Budget also provided funding of \$12.8 million over four years for 35 additional quality teaching coaches providing six new Lead Numeracy Coaches for 2021 and a further 29 	<p>existing Quality Teaching Coaches. Currently 84.6 FTE Quality Teaching Coaches work in schools and colleges to improve teaching practice in literacy.</p> <ul style="list-style-type: none"> • Six Lead Literacy Coaches provide professional learning, resources and support to in-school coaches and teachers, using school and student data to implement evidence-based literacy practices, inform teaching decisions and to measure impact on learning. • The Literacy Coaching initiative connects in-school coaches, leaders and teachers across schools and colleges to learn together, share and strengthen quality practice. • The 2019-2022 Literacy Framework and Plan for Action is being implemented across Tasmanian Government Schools, Child and Family Centres, early learning hubs, 	<p>Quality Teaching Coaches. Currently 84.6 FTE Quality Teaching Coaches work in schools and colleges to improve teaching practice in literacy.</p> <ul style="list-style-type: none"> • Six Lead Literacy Coaches provide professional learning, resources and support to in-school coaches and teachers, using school and student data to implement evidence-based literacy practices, inform teaching decisions and to measure impact on learning. • The Literacy Coaching initiative connects in-school coaches, leaders and teachers across schools and colleges to learn together, share and strengthen quality practice. • The 2019-2022 Literacy Framework and Plan for Action is being implemented across Tasmanian Government Schools, Child and Family Centres, early learning hubs, and libraries and 	<ul style="list-style-type: none"> • Library and Adult Literacy Service at the Tasmania Prison Service include Adult Learning & Engagement Programs, one on one and group tutoring, Lexia (phonics based digital program) facilitation and Learning Licences Assistance Program Coordination. They also provide in house peer tutor training to prisoner tutors. 	<p>program allowing prisoners to maintain family connections as well as enhance and develop literacy. Prisoners' recordings of story book reading are burnt to CD and sent home to their children with a copy of the book for the child to read along with the recording.</p>

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			coaches in schools commencing in 2022.	and libraries and provides a system-level focus on improving literacy outcomes for all learners. <ul style="list-style-type: none"> The 2020-21 Budget also provided funding of \$12.8 million over four years for 35 additional quality teaching coaches providing six new Lead Numeracy Coaches for 2021 and a further 29 coaches in schools commencing in 2022 	provides a system-level focus on improving literacy outcomes for all learners. <ul style="list-style-type: none"> The 2020-21 Budget also provided funding of \$12.8 million over four years for 35 additional quality teaching coaches providing six new Lead Numeracy Coaches for 2021 and a further 29 coaches in schools commencing in 2022 		
Local Government	<ul style="list-style-type: none"> Family Day-care programs 					<ul style="list-style-type: none"> Circular Head Community Literacy Plan 2014-2019: Learn for Life 	
National Programs	<p>Child Care Subsidy</p> <p>The National Early Language and Literacy Coalition (NELLC) have developed a proposed national strategy that they want the government to review and prioritise. Link</p> <ul style="list-style-type: none"> Early Years Learning Framework 	<ul style="list-style-type: none"> Early Years Learning Framework (up to 8 years of age) 	<p>National School Reform Agreement features three reform directions across five years, 2019-2023 and focus on:</p> <ul style="list-style-type: none"> supporting students, student learning and achievement; teaching, school leadership and school improvement; and enhancing the national evidence base. <ul style="list-style-type: none"> Early Years Learning Framework (up to 8 years of age) 	<p>Australian Curriculum F-10</p> <ul style="list-style-type: none"> Tasmania has joined all other jurisdictions in endorsing and implementing the Australian Curriculum. This is currently under review by the Australian Curriculum, Assessment and Reporting Authority. 		<ul style="list-style-type: none"> National Reading Writing Hotline (1300 6 555 06) Council of Australian Governments (COAG) National Foundation Skills Strategy <p>for Adults is a ten-year framework which brings a national focus to improving education and employment outcomes for working age Australians with low levels of language, literacy, numeracy and employability skills. This framework will be replaced through the new National Skills Agreement</p>	<ul style="list-style-type: none"> Starting Blocks

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	0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
			<ul style="list-style-type: none"> • Alice Springs (Mparntwe) Education Declaration <ul style="list-style-type: none"> o Provides the basis for the Australian Curriculum • Australian Curriculum F-10 • Tasmania has joined all other jurisdictions in endorsing and implementing the Australian Curriculum. This is currently under review by the Australian Curriculum, Assessment and Reporting Authority. 			<p>being negotiated between state/territories and the Australian Government.</p> <ul style="list-style-type: none"> • Parliamentary inquiry into Adult Literacy and Numeracy (ALN) underway. Some interesting findings may come out of it. Link • Skills for Education & Employment (SEE) program (link) • Foundation Skills for Your Future (link) • Adult Migrant English program (link) 	
State and Territory Programs around Australia	<p>*Most states have a 'Premier's Reading Challenge'.</p> <p><u>Queensland</u></p> <ul style="list-style-type: none"> • Early Learning @ Home • First 5 Forever First 5 Forever is an early literacy program delivered by public libraries and Indigenous Knowledge Centres (IKCs) with the primary aim of providing strong early literacy foundations for all Queensland children aged 0-5 years. First 5 Forever connects families to the information, resources and support they need to build the best foundation for their child's future language and literacy development. <p><u>Victoria</u></p> <ul style="list-style-type: none"> • Literacy Portal The portal brings together a range of literacy resources, activities and programs, helping early childhood 	<p><u>Queensland</u></p> <ul style="list-style-type: none"> • Premier's Reading Challenge • Literacy and Phonics in kindergarten <p><u>New South Wales</u></p> <ul style="list-style-type: none"> • Best Start Kindergarten Assessment - A literacy and numeracy assessment conducted for all Kindergarten students in the first five weeks of school <p><u>Western Australia</u></p> <ul style="list-style-type: none"> • First Steps Literacy • Kimberley Schools Project <p><u>South Australia</u></p> <ul style="list-style-type: none"> • Literacy Guarantee • GreatStart Activities <p><u>Indigenous Literacy Foundation (ILF)</u></p> <ul style="list-style-type: none"> • ILF's approach to raising literacy levels starts at a community 	<p><u>New South Wales</u></p> <ul style="list-style-type: none"> • All Year 1 students in NSW department schools are required to complete the mandatory Year 1 Phonics Screening Check from 2021 - Link • Ministerial Advisory Group on Literacy and Numeracy (2012) <p><u>South Australia</u></p> <ul style="list-style-type: none"> • SPELD Intensive Literacy Program - The Intensive Literacy Program includes the phonics, grammar and punctuation skills included in a standard R-3 syllabus, with texts selected for older students, aged 8 to adult. • Phonics screen check <p><u>Western Australia</u></p> <ul style="list-style-type: none"> • First Steps Literacy • Kimberley Schools Project <p><u>South Australia</u></p> <ul style="list-style-type: none"> • Literacy Guarantee 	<p><u>Western Australia</u></p> <ul style="list-style-type: none"> • Kimberley Schools Project 	<p><u>Western Australia</u></p> <ul style="list-style-type: none"> • Kimberley Schools Project 	<p><u>Queensland</u></p> <ul style="list-style-type: none"> • TAFE QLD English Language and Literacy Services • Queensland Council for Adult Literacy <p><u>Western Australia</u></p> <ul style="list-style-type: none"> • The Department of Training and Workforce Development supports accredited literacy and numeracy courses; and monitors national policy and initiatives that impact on the delivery of language, literacy and numeracy programs 	<p><u>Queensland</u></p> <ul style="list-style-type: none"> • Early Learning @ Home <p><u>Western Australia</u></p> <ul style="list-style-type: none"> • Better Beginnings Better Beginnings is a Western Australian family literacy program that connects families with books through free reading packs. Our goal is to inspire a love of literacy and learning for all W.A. children by encouraging families to read, talk, sing, write and play with their child every day. Audience: indigenous families, babies, toddlers, kindergarten, parents.

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	0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
	<p>educators, teachers, principals, students, parents and carers to access the information and services they need quickly and easily. (Extends beyond four years of age).</p> <p><u>New South Wales</u></p> <ul style="list-style-type: none"> United Way Partnership - Children participating in the programme receive a free book every month until they start school to encourage their reading <p><u>South Australia</u></p> <ul style="list-style-type: none"> Literacy Guarantee GreatStart Activities <p><u>Indigenous Literacy Foundation (ILF)</u></p> <ul style="list-style-type: none"> ILF's approach to raising literacy levels starts at a community level with Book Supply. New, culturally appropriate books are gifted to schools and organisations operating in remote communities Book Buzz program aims to develop familiarity and engagement with books for children under five through a daily dedicated Story Time session, so children can start school with the pre-literacy skills they need to feel confident Through the Community Publishing Projects, we have been able to work with many remote communities, and publish books reflecting 	<p>level with Book Supply. New, culturally appropriate books are gifted to schools and organisations operating in remote communities</p> <ul style="list-style-type: none"> Book Buzz program aims to develop familiarity and engagement with books for children under five through a daily dedicated Story Time session, so children can start school with the pre-literacy skills they need to feel confident Through the Community Publishing Projects, we have been able to work with many remote communities, and publish books reflecting up to 26 Indigenous languages from Walmajarri in the Kimberley region, to Arabana in South Australia, to Kriol in the Katherine Region 	<p><u>Indigenous Literacy Foundation (ILF)</u></p> <ul style="list-style-type: none"> ILF's approach to raising literacy levels starts at a community level with Book Supply. New, culturally appropriate books are gifted to schools and organisations operating in remote communities Book Buzz program aims to develop familiarity and engagement with books for children under five through a daily dedicated Story Time session, so children can start school with the pre-literacy skills they need to feel confident Through the Community Publishing Projects, we have been able to work with many remote communities, and publish books reflecting up to 26 Indigenous languages from Walmajarri in the Kimberley region, to Arabana in South Australia, to Kriol in the Katherine Region 				

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	up to 26 Indigenous languages from Walmajarri in the Kimberley region, to Arabana in South Australia, to Kriol in the Katherine Region						
International	<ul style="list-style-type: none"> Education Endowment Foundation (UK) International Literacy Association Words for Life (created by the National Literacy Trust, UK) 	<ul style="list-style-type: none"> Education Endowment Foundation (UK) International Literacy Association Words for Life (created by the National Literacy Trust, UK) 	<ul style="list-style-type: none"> Education Endowment Foundation (UK) International Literacy Association Words for Life (created by the National Literacy Trust, UK) National Centre on Improving Literacy (USA) 	<ul style="list-style-type: none"> Education Endowment Foundation (UK) International Literacy Association Words for Life (created by the National Literacy Trust, UK) National Centre on Improving Literacy (USA) 	<ul style="list-style-type: none"> Education Endowment Foundation (UK) Words for Life (created by the National Literacy Trust, UK) 	<ul style="list-style-type: none"> USA Plain Writing Act (2010) National Adult Literacy Agency Ireland - Plain English Awards UK – Plain English Campaign since 1979 New Zealand - Plain Language Bill and annual plain language awards European Commission – Clear Writing campaign 	<ul style="list-style-type: none"> Words for Life (created by the National Literacy Trust, UK) National Centre on Improving Literacy (USA)
Peak Bodies/ Advocacy Groups	<ul style="list-style-type: none"> Early Childhood Australia Tasmanian Association for State School Organisations Early Childhood Intervention Association Early Childhood Educators of Tasmania Early Childhood Australia Language Disorder Australia 	<ul style="list-style-type: none"> Independent Schools Australia Independent Schools Tasmania Catholic Education Tasmania Tasmanian Association for State School Organisations Early Childhood Educators Tasmania Early Childhood Australia Language Disorder Australia 	<ul style="list-style-type: none"> Independent Schools Australia Independent Schools Tasmania Catholic Education Tasmania Tasmanian Association for State School Organisations Australian Association for the Teaching of English (AATE) Australian Literacy Educators' Association Primary English Teaching Association Australia (PETAA) AARE Language and Literacy Special Interest Group Home Schooling Association Language Disorder Australia 			<ul style="list-style-type: none"> The Tasmanian Council for Adult Literacy The Australian Council for Adult Literacy Community Colleges Australia 	
Workplaces (private sector)						<ul style="list-style-type: none"> 26TEN Workplace Initiatives 	

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	0 - 4 years old	4 - 5 years old	6 - 12 years old	13 - 16 years old	17 - 18 years old	18 + years old	Parents, Guardians and Carers
Measures	<ul style="list-style-type: none"> • Australian Early Development Census (AEDC) • Australian Bureau of Statistics (ABS) Census data • Child and Family Learning Centre Census data (bi-annual) • Independent Data sources • National Early Childhood Education and Care Collection (NECECC) data 	<ul style="list-style-type: none"> • Kindergarten Development Check (KDC) • Australian Early Development Census (AEDC) • National Early Childhood Education and Care Collection (NECECC) data 	<ul style="list-style-type: none"> • NAPLAN (years 3 and 5) • Australian Early Development Census (AEDC) (up to Prep) • Progress in International Reading Literacy Study (year 4) • From Prep, the Progressive Achievement Test (PAT) developed by the Australian Council for Educational Research will be used by all Tasmanian Government schools to further gauge student progress in reading. • DECYP has invested significantly in Progressive Achievement Testing for several years. These tests have been developed by the Australian Council for Educational Research (ACER) and measure what students in Prep to Year 10 know, understand and are capable of, and to help monitor progress over time. <p>For Teachers:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Test for Initial Teacher Education Students • AITSL Teachers Self-Assessment Tool 	<ul style="list-style-type: none"> • Program for International Student Assessment (PISA) (15-year-olds) • NAPLAN (years 7 and 9) • DECYP has invested significantly in Progressive Achievement Testing for several years. These tests have been developed by the Australian Council for Educational Research (ACER) and measure what students in Prep to Year 10 know, understand and are capable of, and to help monitor progress over time. 	<ul style="list-style-type: none"> • Everyday Adult Standard of reading, writing and communicating (in English) (part of TCE) 	<ul style="list-style-type: none"> • Everyday Adult Standard of reading, writing and communicating (in English) (part of TCE) • Program for International Assessment of Adult Competencies (PIAAC) • Organisation for Economic Co-operation and Development (OECD) – Adult Literacy and Life skills survey • Australian Core Skills Framework 	<ul style="list-style-type: none"> • Program for International Assessment of Adult Competencies (PIAAC) • Organisation for Economic Co-operation and Development (OECD) – Adult Literacy and Life skills survey
Targets	<ul style="list-style-type: none"> • Closing the Gap Target 3: Children are engaged in culturally appropriate early childhood education in their early years - By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early 	<ul style="list-style-type: none"> • Closing the Gap Target 4: Children thrive in their early years - By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early 	<ul style="list-style-type: none"> • Closing the Gap Target 4: Children thrive in their early years - By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early 	<ul style="list-style-type: none"> • By year 7, all young people will meet an expected reading standard that is above the national minimum standard by no later than 2030. 	<ul style="list-style-type: none"> • By 2020 all students will participate in education and training until they complete Year 12, attain a Cert III, or they turn 18 years of age • By the end of 2022, 75 per cent of all students (15-19 years) 	<ul style="list-style-type: none"> • 100 per cent functional literacy in Tasmania • Closing the Gap Target 6: Aboriginal and Torres Strait Islander students reach their full potential through further education pathways - By 2031, increase the proportion of Aboriginal and Torres 	

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	<p>childhood education to 95 per cent</p> <ul style="list-style-type: none"> Closing the Gap Target 4: Children thrive in their early years - By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent 	<p>Development Census (AEDC) to 55 per cent</p>	<p>Development Census (AEDC) to 55 per cent</p>		<p>will complete their Tasmanian Certificate of Education (TCE)</p> <ul style="list-style-type: none"> By the end of 2022, 95 per cent of Year 10 students will continue into year 11 on an Approved Learning Program Closing the Gap Target 5: Students achieve their full learning potential – By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent Closing the Gap Target 7: Aboriginal and Torres Strait Islander youth are engaged in employment or education - By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 per cent. 	<p>Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70 per cent.</p>	

Appendix 9

Plans, Activities and Organisations Supporting Literacy in Tasmania	Early Years (0-4)	School Years (5-17)	Adult Years (18+)
Child & Family Learning Centres			
Launch into Learning			
B4 Coalition			
Bush Kinder			
Let's Talk Campaign			
Preschools			
Early Childhood Education Centres			
Playgroups			
Child Care			
HIPPY			
Family Day Care			
Libraries			
Kindergarten			
LIFT			
Literacy Framework and Plan for Action			
Rock and Rhyme			
Storytime			
Working Together - Supporting Early Learning			
Strong Partnerships Framework			
More Teachers - Quality Teaching Action Plan			
Education Act 2016			
Great Start			
Early Childhood Intervention Service			
Look Who's Talking			
Baby Play			
English as an Additional Language Support Model			
Gifted Support			
Set up for success			
Catholic Education: Literacy Strategy (2022-2026): Literate Learners for Life			
Independent Schools Tasmania Literacy Consultant			
Australian Children's Education and Care Quality Authority			
The Smith Family			
Let's Read			
Neighbourhood Houses Tasmania			
Childcare connections			
The Basics Tasmania			
Principals as Literacy Leaders			
Tasmanian 100% Literacy Alliance			
St Giles			
Start Smart Tasmania			
Hobart City Council Bush Stories			
Northern Early Years Group			
Raising Literacy Australia			

Plans, Activities and Organisations Supporting Literacy in Tasmania	Early Years (0-4)	School Years (5-17)	Adult Years (18+)
Child and Parenting Health Service			
Early Years Learning Framework			
DECYP Schools			
Kindergarten			
Independent Schools Tasmania			
Catholic Education Tasmania			
Literacy Coaching Initiative			
Vocational Education and Training (VET)			
Years 9-12 Project			
Literacy Framework and Plan for Action			
More Teachers - Quality Teaching Action Plan			
English as an Additional Language Support Model			
Premier's Reading Challenge			
Let's Talk			
Children's University Tasmania			
Square Pegs			
True Trails			
Story Dogs			
Independent Kids and Adults - Handwriting			
Save the Children			
Out Teach Mobile Education			
Breakthrough Tutorial			
Catch Up Literacy			
FivefromFive			
Story Island			
Learning Clubs			
Tasmania's Child and Youth Wellbeing Strategy			
TasTAFE			
Australian Curriculum 9.0			
National School Reform Agreement			
Tasmania's Strategy for Adult Literacy and Numeracy			
Adult Learning Strategy			
26TEN Communities			
26TEN Chat tool			
26TEN Coalition			
26TEN Employer Grants			
Literacy Co-ordinators			
Together with Families			
26TEN Quick Reads Collection			
Family Engagement Review (2019)			
University of Tasmania			
Incarcerated Student Strategy (University of Southern Queensland)			
Skills for Education and Employment			
Geeveston Community Centre			
Neighbourhood Houses Tasmania			

Plans, Activities and Organisations Supporting Literacy in Tasmania	Early Years (0-4)	School Years (5-17)	Adult Years (18+)
Connect42			
Just Sentences (2014-15)			
Just Time			
Just Moving On			
Migrant Resource Centre			
Training and Workforce Development Act 2013			
Training and Work Pathways Program			
Ministerial Priorities for Training and Workforce Development (2018-21)			
Adult Migrant English Service			
National Reading Writing Hotline			
COAG National Foundation Skills Strategy			
Foundation Skills for Your Future			
Early Childhood Australia			
Tasmanian Association for State School Organisations			
Early Childhood Intervention Association			
Early Childhood Educators of Tasmania			
Language Disorder Australia			
Independent Schools Australia			
Independent Schools Tasmania			
Catholic Education Tasmania			
Australian Association for the Teaching of English			
Australian Literacy Educators' Association			
Primary English Teaching Association Australia			
AARE Language and Literacy Special Interest Group			
Home Schooling Association			
The Tasmanian Council for Adult Literacy			
The Australian Council for Adult Literacy			
Community Colleges Australia			

Literacy - Adult Years

A geospatial map of places, organisations, efforts, and supports that lift literacy in the adult years.

41 views

Last edit was seconds ago

Add layer Share Preview

Libraries Tasmania (servicing geo... ⋮

Uniform style

• All items (46)

26TEN Communities ⋮

Uniform style

• All items (6)

Tertiary Education ⋮

Uniform style

• All items (8)

Neighbourhood Houses Tasmania ⋮

Uniform style

• All items (37)

Adult Literacy / Workplace support ⋮

Uniform style

• All items (15)

26TEN Member Organisations (ac... ⋮

Uniform style

• All items (220)

26TEN Supporters (General) ⋮

Uniform style

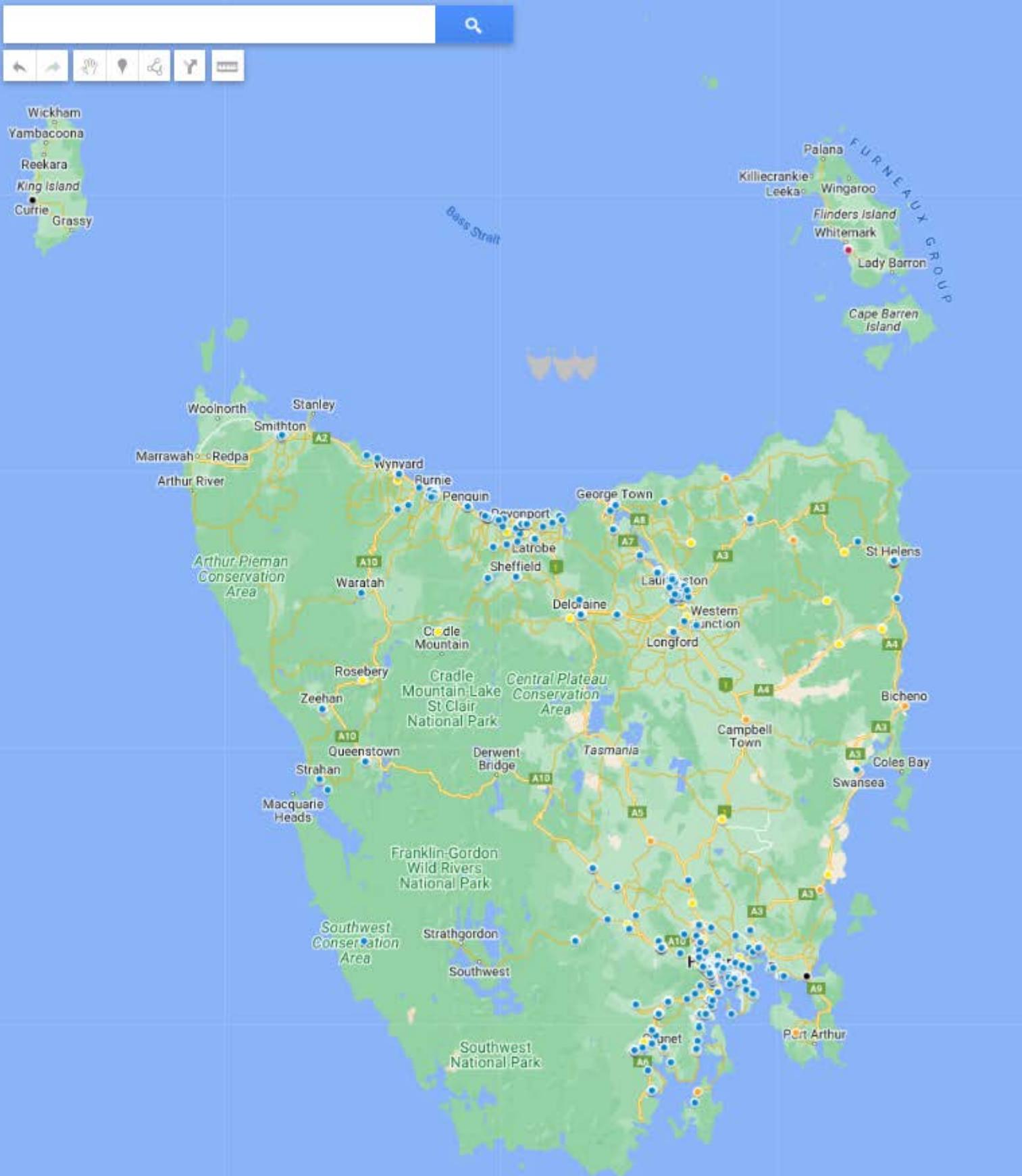
• All items (250)

Health Literacy Supporters ⋮

Uniform style

• All items (349)

Base map



Literacy - Early Years

A geospatial map of places, organisations, efforts, and supports that lift literacy in the early years

383 views

Last edit was seconds ago

Add layer Share Preview

Statewide Campaign

Individual styles

Let's Talk Campaign

ECIS

Uniform style

• All items (4)

Child and Family Learning Centres

Uniform style

• All items (12)

Libraries Tasmania

Uniform style

• All items (47)

Australian Education & Care Quali...

Uniform style

• All items (64)

ECEC Services (ACECQA)

Uniform style

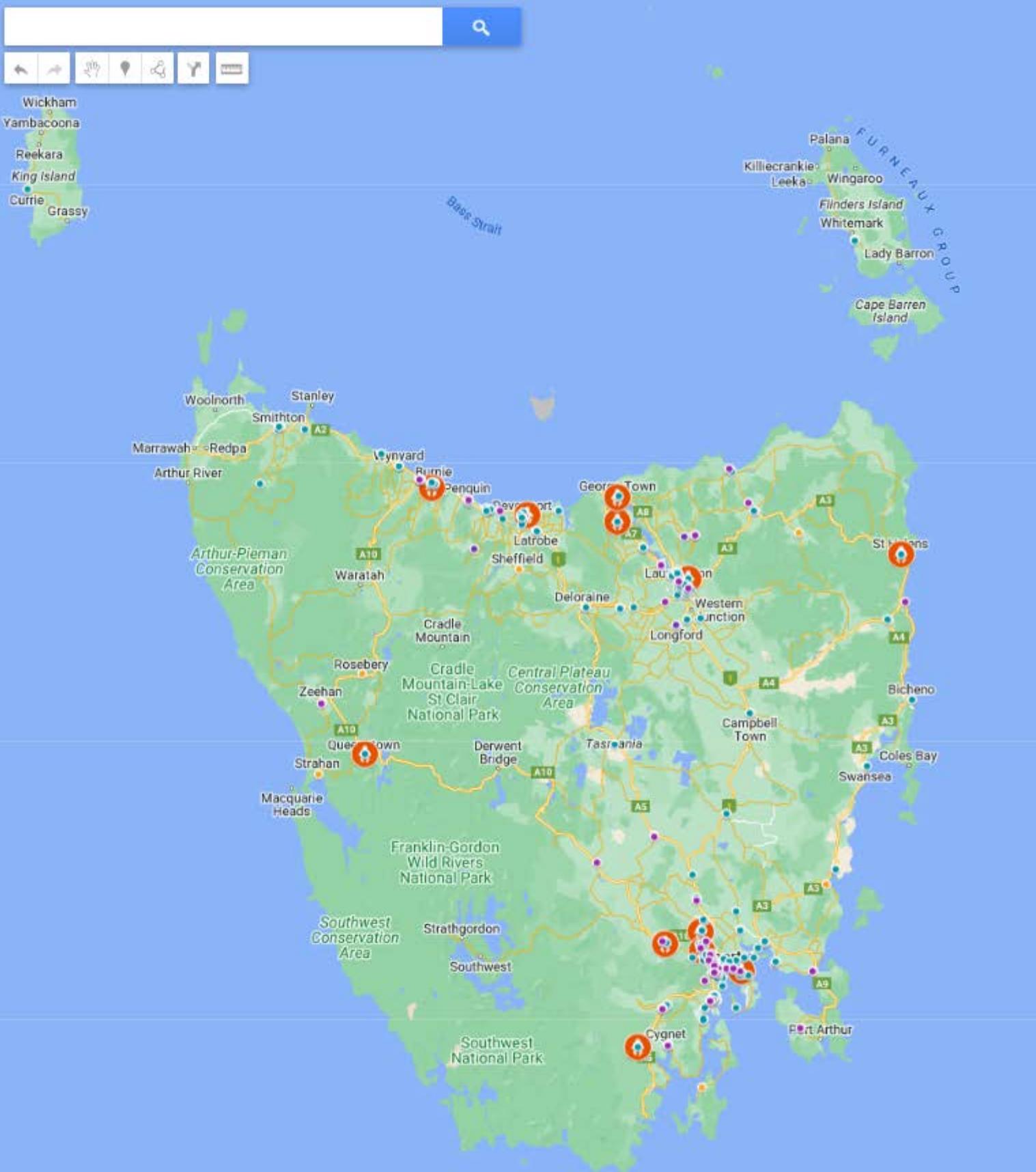
• All items (233)

Playgroups

Uniform style

• All items (47)

Base map



Appendix 11: Data Collections, Measures and Targets

Early Years (Birth to 5)								
Collection/Assessment	Collected by	Availability	Frequency of Collection	Next Release	Measure(s)	Baseline	Target	Notes
Australia's Childhood Education and Care Survey (CEaCS)	Australian Bureau of Statistics (ABS)	Public	Every 4 Years				No Current Target	
National Early Childhood Education and Care Collection (NECECC) data	Australian Bureau of Statistics (ABS)	Public	Annually				No Current Target	The National ECEC Collection has been established to provide comparable jurisdictional statistics on early childhood education and care (ECEC). Statistics produced through the collection are designed to report key performance indicators to measure progress of the National Partnership on Early Childhood Education (NP ECE).
Australian Early Development Census (AEDC)	Commonwealth Government	Public	Every 3 Years - next 2024	2025	% of children developmentally on track in the communication domain. % of children developmentally on track in the Language and Cognitive Skills Domain.	Baseline to be determined	By 2033, the proportion of Tasmanian children developmentally on track in the domains of Communication and Language & Cognitive Skills in the AEDC are equal to/exceeding the Australian average.	
Kindergarten Development Check (KDC)	Schools	Department/Sector Only	Twice Yearly - May & October		No publically available data or consistency of use across sectors.			DECYP collect and report internally. There is no central collection of all sectors.
Progressive Achievement Test Early Years (PATEY)	Schools	Department/Sector Only	Twice Yearly - Term 1 & 4		DECYP intends to publish PAT data by year level in future Public reporting, but not associated year level targets.			Once NAPLAN proficiency targets are established for Tasmanian, DECYP will then examine the need to realign PAT benchmarking.
Closing the Gap: Tasmanian Implementation Plan	Productivity Commission	Public	Every 3 Years - next 2024	2025	Outcome 3: Aprofiginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years.	Nationally monitored https://www.closingthegap.gov.au/national-agreement/targets	By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Full Time Schooling (YBFS) early childhood education to 95 per cent.	
					Outcome 4: Aboriginal and Torres Strait Islander children thrive in their early years.	Nationally monitored https://www.closingthegap.gov.au/national-agreement/targets	By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent.	
Report on Government Services (RoGs)	Commonwealth Government	Public	Annually	2024	% of Tasmanian children aged 0-5 who are enrolled in Australian Government CCS approved child care services.	(2021) 44.8 % of Tas children aged 0-5 enrolled in CCS approved child care service	No Current Target	3 Early childhood education and care - Report on Government Services 2023 - Productivity Commission (pc.gov.au)
School Years (5-18)								
Collection/Assessment	Collected by	Availability	Frequency of Collection	Next Release	Measure(s)	Baseline	Target	Notes
Year 1 Phonics Check	Schools	Department/Sector Only	Annually - Term 3		All students have a Phonics screen conducted in Year 1.	No Baseline data - will be determined after first year of collection.	Potential Target: % of Tasmanian students are meeting the expected achievement score (28/40 words decoded) in the Year 1 Phonics Check	Noting that all DECYP schools will be required to undertake the AG Year 1 Phonics Check from 2023. Non government sector has been provisioned with the check but there is no requirement for schools to undertake it. There is no central data collection of the Year 1 Phonics check or departmental level reporting.
Progressive Achievement Tests (1-10)	Schools	Department/Sector Only	Annually - Term 4		DECYP intends to publish PAT data by year level in future Public reporting, but not associated year level targets.	To be determined	No Current Target	Once NAPLAN proficiency targets are established for Tasmanian, DECYP will then examine the need to realign PAT benchmarking.
NAPLAN	ACARA	Public	Annually - Term 1		Proportion of students in Years 3, 5, 7, & 9 achieving at or above the 'Strong' proficient standard for reading. Proportion of students in Years 3, 5, 7, & 9 achieving below the 'Strong' proficient standard for reading.	The national proficiency standards will be set in 2023.	Proposed Target: By 2032, all year 3,5,7 & 9 students will achieve at or above the 'Strong' proficiency standard in reading and writing.	A target should be considered/finalised, once baseline data is established from NAPLAN reporting 2023.
Australian Curriculum Ratings	Schools/Sector	Department/Sector Only	Twice Yearly		State and Territories report student achievement using an A-E rating for English. Achievement Standards are from the Australian Curriculum	Not Published	No Current Target	
Tasmanian Certificate of Education	TASC	Public	Annually	2023	% of students who have attained a TCE.	79.7% of Year 12 students attained TCE in 2021	Proposed Target: By 2035, all eligible Year 12 studnets attain the TCE or equivalent qualification.	Note: Equivalent qualification means Certificate III or higher (as per the Education Act 2016 definition).
					% of students meeting the Everyday Adult Standards for Reading, Writing and Communication (in English)	Baseline to be determined	Proposed Target: By 2035, all year 12 students attain the Everyday Adult Standard for Reading, Writing & Communication (in English)	Further work will need to be done with TASC on the collection and reporting around this measure.

Report on Government Services (RoGs)	Commonwealth Government	Public	Annually	2024	Tasmanian student attendance rate of 90% or higher in Years 1-6 Tasmanian students attendance rate of 90% or higher in Year 7-10 <i>*attendance rate is the number of actual full-time equivalent student days attended by full-time students in Years 1-10 in semester 1 as a % of the total number of possible student-days attended.</i>	(2021) 91.2 % of students in Year 1-6 had an attendance rate of 90 percent or higher. (2022 - 87.0%) (2021) 86.7% of students in Year 7-10 had an attendance rate of 90 percent or higher. (2022 - 82.3%)	No Current Tasmanian Target	'Attendance' is an indicator of governments' objective that school education services promotes student participation. 'Attendance' is defined by the student attendance rate — the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period. Higher or increasing rates of attendance are desirable. Poor attendance has been related to poor student outcomes, particularly once patterns of non attendance are established (Hancock et al. 2013). Data available on ACARA website https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/student-attendance KPMs from the <i>Measurement Framework for Schooling in Australia</i>
					Student attendance level for Years 1-6 Student attendance level for Years 7-10 <i>* attendance level is the proportion of full time students in Years 1-10 whose attendance rate in Semester 1 is equal to or greater than 90%</i>	(2021) 58.8 % of students in Year 1-6 had an attendance rate of 90 percent or higher. (2022 - 39.7%) (2021) 49.9% of students in Year 7-10 had an attendance rate of 90 percent or higher. (2022 - 70.9%)	No Current Tasmanian Target	
ABS Schools Data	Australian Bureau of Statistics (ABS)	Public	Annually	2023	Australian school retention rates from Year 7/8 to Year 12	(2021) Year 7/8 Australian students had a retention rate of 83.1 per cent to year 12	No Current Target	
Programme for International Student Assessment (PISA)	OECD	Public	Every 3 Years		Proportion of participating 15 year old students achieving at or above the proficient standard (Level3) on the OECD PISA combined reading scale. Proportion of students who attained at least Level 2 proficiency in reading.	Australian average (503 points) for reading is higher than the OECD average (487 points) (2018) 80% of students in Australia attained at least level 2 proficiency in reading. (OECD average 77%)	No Current Target	Snapshot of 15 Year old students performance in reading, mathematics and science. https://www.oecd.org/pisa/publications/PISA2018_CN_AUS.pdf
Progress in International Reading Literacy Study (PIRLS)	IEA - International Association for the Evaluation of Educational Achievement	Public	Every 5 Years	2026	Proportion of participating Year 4 students achieving at or above the proficient standard (Intermediate) in PIRLS	2021 results still forthcoming due for release May 16, 2023	No Current Target	PIRLS has monitored trends in reading achievement at the fourth grade every five years since 2001. PIRLS 2026, the sixth assessment cycle of PIRLS, will provide policymakers and researchers with data on 25 years of trends in student achievement in reading literacy.

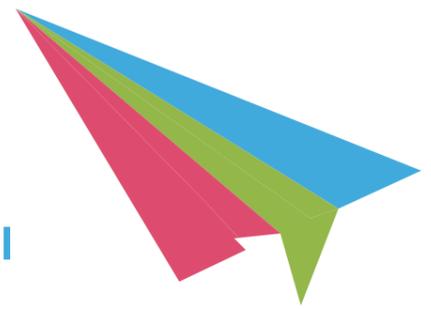
Adult Years (18+)

Collection/Assessment	Collected by	Availability	Frequency of Collection	Next Release	Measure(s)	Baseline	Target	Notes
Programme for International Assessment of Adult Skills (PIAAC)	OECD	Public	Cycle 1 (2011-2017) Cycle 2 (2018-?)		Percentage of Tasmanian adults at literacy level 3 or above (by gender)	In 2011-12 52.8% of men and 46.9% of women at literacy level 3 or above in Tasmania	By 2033-2035 100% of Tasmanian adults will be at or above OECD Level 3 for literacy	Results from the Cycle 2 are to be published in 2024. - Australia has not participated in the Round 1 (2022-2023) of Cycle 2. https://www.oecd.org/skills/piaac/about/#d.en.481111 Further details from the 2022 Federal Budget commitments on a national survey may provide measures for adult literacy
Adult Literacy and Life (ALL) Skills Survey	OECD	Public	One off 2003-2008					Conducted between 2003-2008 https://www.oecd.org/education/innovation-education/adultliteracy.htm
International Adult Literacy Survey (IALS)	OECD	Public	One off 1994-1998					The released data in IALS provided a rich set of information on the literacy skills of adults (ages 16-65 years old) in 22 countries and regions — data that were comparable across cultures and languages.
Closing the Gap: Tasmanian Implementation Plan	Productivity Commission	Public	Every 3 Years - next 2024	2025	Outcome 5: Aboriginal & Torres Strait Islander students achieving their full learning potential.	Nationally monitored https://www.closingthegap.gov.au/national-agreement/targets	By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent	Possible target: Percentage of Aboriginal and Torres Strait Islander students age 20-24 who have attained a TCE. This includes meeting the Everyday Adult Standard for Reading, Writing and Communication (in English) (Not currently published by TASC – Monitor progress reports)
Everyday Adult Standard of reading, writing, and communicating (in English)	TASC	Public?	Annually	2023	% of students meeting the Everyday Adult Standards for Reading, Writing and Communication (in English)	No baseline	No Current Target	Collected as part of TCE. Need to investigate how data can be collected outside of this.
Various program level data collections	eg 26TEN				Number of program participants/Number of successful completions	No baseline	No Current Target	

Whole of Community

Lifting Literacy Framework

Goal: Lifting Literacy so that all Tasmanians can benefit from the social and economic benefits of literacy.



Overarching Principles



All Tasmanians have access to structured (systematic and explicit) evidence-based literacy education that considers the learners' individual needs.

Early Years 0-4	School Years 5-17	Adult Years 18+
<ul style="list-style-type: none"> Provide accessible and practical information to families on how to encourage and support their child's language and literacy development. Maintain and promote a focus on the first 1,000 days of life as a key foundation for future literacy success. Offer place-based early intervention and identification support for families. 	<ul style="list-style-type: none"> At all levels of schooling, the workforce is trained and supported to deliver evidence-based, structured (systematic and explicit) literacy instruction, aligned to the Australian Curriculum. Evidence-based structured literacy approaches are adopted and evaluated at classroom, school and sector levels. 	<ul style="list-style-type: none"> Employers and tertiary education providers are enabled to support employees and learners to acquire or continue to develop their literacy skills. Promote opportunities for training and retention initiatives for the adult volunteer literacy workforce.
Whole of Community		
<ul style="list-style-type: none"> Everyone has a role in lifting literacy. Strengthen the community focus on the importance of literacy as everyone's business, including addressing stigma around low literacy. Embed evaluation in all initiatives to ensure focus and resources are directed to activities that work. Encourage partnerships between all levels of government, organisations, the literacy workforce, and broader community to align their strategies for better literacy outcomes.. Address stigma around literacy and in accessing literacy support. 		

Milestone Targets for literacy achievement against the Framework – Birth to Adulthood

Early Years	School Years	Adult Years
Tasmanian children developmentally on track in the communication and language domains of the AEDC are equal to/ exceed the Australian average.	<ul style="list-style-type: none"> All students in their Preparatory (Prep) year of schooling will undertake an on-entry assessment to ascertain their literacy proficiency. All students entering year 7 will meet an expected PAT reading standard. 	<ul style="list-style-type: none"> All Year 12 students attain the Tasmanian Certificate of Education (TCE) or equivalent qualification.* All adults are meeting functional literacy levels.
	<ul style="list-style-type: none"> All Year 3, 5, 7, and 9 students will achieve at or exceed the 'strong' proficiency standard in NAPLAN. 	

*Equivalent qualification means Certificate III or higher (as per the Education Act 2016 definition).