Lifting literacy
Lifting Tasmania

Department of Premier & Cabinet

Lifting Literacy Implementation Plan

2024-2026

Literacy Advisory Panel

Contents

Acknowledgement of Country

In recognition of the deep history and culture of Lutruwita (Tasmania) we acknowledge the traditional custodians of the land on which we live and work. We pay our respects to all Tasmanian Aboriginal peoples as the original storytellers of this beautiful island. We further acknowledge and pay respect to Tasmanian Aboriginal Elders, past and present.

As we embark on our journey to lifting literacy in Tasmania, we recognise the rich cultural heritage and profound connection that Aboriginal Tasmanians have with this land. We respect their resilience and wisdom and their ongoing commitment to the preservation and sharing of their unique cultural stories. We recognise that the narratives, traditions, and languages of Tasmania Aboriginal peoples are a crucial foundation for literacy. We acknowledge the need to work in partnership, guided by the wisdom of those who have cared for this land for countless generations, to ensure that literacy flourishes as a tool for connection, growth, and understanding.

Our Goal

Lifting Literacy so that all Tasmanians can benefit from the social and economic benefits of literacy.

Overarching Principles

Our approach to improving literacy in Tasmania is underpinned by a set of core principles.

Equity

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

Consistency

- There is evidence-based structured (systematic and explicit) literacy teaching from early years to adulthood.

Individual at the centre

- Educators put their learners at the centre by understanding and responding to the ecological contexts of those they teach.

Evidence-based research

- Approaches to teaching literacy are underpinned by the large body of cognitive research on how our brain learns to read and write.

What is Literacy?

For the purposes of the Lifting Literacy 3-year Implementation Plan, we are using the definition agreed to by the Literacy Advisory Panel.

"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."

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

What guides us?

The *Lifting Literacy 3-Year Implementation Plan* focuses on the delivery of the Literacy Advisory Panel's priority recommendations set out in its *Final Report to Government: Lifting Literacy (May 2023)* and underpinned by the principles of the Lifting Literacy Framework outlined below. The implementation plan guides actions over the coming three years and assists with prioritising available resources.

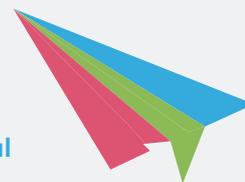The implementation of the Plan will also be guided by :

- The Australian Curriculum

- The Early Years Learning Framework

- The Child and Youth Wellbeing Strategy

- 26Ten Tasmania: Tasmania's Strategy for Adult Literacy and Numeracy 2016-2025

- The Adult Learning Strategy – skills for work and life 2020-2023

We also acknowledge the significant additional and ongoing work of many organisations, businesses, communities and individuals across the state which are contributing to raising literacy across all age groups, consistent with the Lifting Literacy Framework and principles.

Lifting Literacy Framework

Goal: Lifting Literacy so that all Tasmanians can benefit from the social and economic benefits of literacy.

Overarching Principles

There is evidence-based structured (systematic and explicit) literacy teaching from early years to adulthood.

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

Consistency

Individual at the centre

Equity

Use data, evidence and research

Educators put their learners at the centre by understanding and responding to the ecological contexts of those they teach.

Approaches to teaching literacy are underpinned by the large body of cognitive research on how our brain learns to read and write.

100 per cent functional literacy

Foundations for success

Investment
There is long term investment in evidence-based approaches to lift literacy, based on delivering services at a scale and intensity proportionate to the degree of need.

Families
Establishing or expanding effective initiatives that assist families understand and fulfill the foundational and ongoing influence on their children's literacy development is prioritised.

Partnerships / Systems
Trusted partnerships between educators, families and the community are developed and encouraged for ensuring high quality literacy teaching, and support.

Libraries
Libraries are positioned as pivotal community centres for providing opportunities and supporting literacy development for Tasmanians of all ages.

Workforce
The literacy workforce is provided with professional learning in evidence-based practices for literacy acquisition and development. Professional learning is underpinned by cognitive neuroscience as well as robust educational research on the most effective instructional practices for improving literacy.

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+
• 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 a key foundation for future literacy success. • Offer place-based early intervention and identification support for families.	• 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.	• There is a focus on literacy development from foundational skills (e.g., decoding, spelling) through to higher-level literacy skills (e.g., reading comprehension, written expression). • Students who need additional assistance in literacy are identified and supported throughout their school years.	• 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

- 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 Australian Early Development Census (AEDC) are equal to/ exceed the Australian average.	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 Progressive Achievement Tests (PAT) reading standard.	All Year 3, 5, 7, and 9 students will achieve at or exceed the 'strong' proficiency standard in NAPLAN.	All Year 12 students attain the Tasmanian Certificate of Education (TCE) or equivalent qualification.*	All adults are meeting functional literacy levels.

*Equivalent qualification means Certificate III or higher (as per the Education Act 2016 definition).

How will we report on progress?

As recommended by the Literacy Advisory Panel, the Premier has established the independent Lifting Literacy Outcomes Monitoring Group (LLOMG) which will provide advice on implementation and report directly to the Premier on the progress and outcomes of the literacy reforms.

The LLOMG will:

- Review the Lifting Literacy 3-year Implementation Plan developed by DPAC and suggest any missing detail to enable the effective monitoring of outcomes.

- Build on the targets and measures in the Lifting Literacy Report to develop an outcomes measurement framework for the 3-year Implementation Plan.

- Identify information (including data) required to assess progress against those outcomes, the source of that information and the frequency of data collection to support the outcomes framework.

- Monitor the progress against the outcomes measurement framework.

- Identify potential issues which may have major implications for the implementation strategies and timelines.

- Report to the Premier, as required, including twice yearly reports on implementation progress and outcomes.

- Evaluate the outcomes of the Lifting Literacy 3-year Implementation Plan.

The Department of Premier and Cabinet (DPAC) will coordinate reporting to the LLOMG by sectors and organisations leading actions in the Plan. DPAC acknowledges the following groups and organisations that have committed to actions in this Plan and thanks them for their support and collaboration in its development:

- School Sectors Reference Group
- Lifting Literacy Working Group
- Independent Schools Tasmania
- Catholic Education Tasmania
- Department for Education, Children and Young People
- Department of Health
- B4 Early Years Coalition

- University of Tasmania
- TasTAFE
- Libraries Tasmania
- Tasmanian Prison Service
- Closing the Gap Coalition of Peaks Representative
- Migrant Resource Centre
- Office of the Education Registrar

LIFTING LITERACY IMPLEMENTATION PLAN 2023-2026

GOVERNANCE AND OVERSIGHT

To establish a governance, quality assurance and secretariat support structure to support implementation of the priority recommendations to ensure improved literacy outcomes.

Implementation:

The **Department of Premier and Cabinet** (DPAC) will:

- Establish and provide secretariat support to an independent **Lifting Literacy Outcomes Monitoring group (LLOMG)** that will have responsibility for monitoring progress, evaluating the outcomes of the 3-year Implementation Plan and reporting to the Premier.

- Develop an outcomes measurement framework for the 3-year Implementation Plan.

- Establish a relationship with the **Australian Education Research Organisation (AERO**) to ensure expert guidance and advice to support the implementation of structured literacy across all Tasmanian education sectors.

- Work with the **Department for Education, Children and Young People (DECYP), Catholic Education Tasmania (CET)** and **Independent Schools Tasmania (IST)** to establish a **Lifting Literacy School Sectors Reference Group (SSRF)** to lead and collaborate on recommendations regarding literacy teaching in the school years, and develop targeted implementation plans that will support this system-wide implementation plan.

- Work with other stakeholders to establish or identify existing groups to lead and collaborate on implementation, including for recommendations relating to literacy in the early and adult years.

- Facilitate collaboration on implementation across Government and with non-Government sectors by establishing a **Lifting Literacy Working Group (LLWG)** comprising representatives from agencies and organisations with accountability for aspects of implementation.

Action	Lead	Year One	Year Two	Year Three
Establish and support an independent outcomes monitoring group and secretariat.	DPAC	• To be completed in 2023.	• Provide secretariat support.	• Provide secretariat support.
Identify existing sector groups to lead and collaborate on recommendations literacy in the early and adult years.	DPAC	• To be completed in 2023.	• Provide secretariat support.	• Provide secretariat support.
Establish a Lifting Literacy School Sectors Reference Group (SSRG).	DPAC	• Government invites sector heads to set up reference group. • Group to discuss funding needs and identify approach to funding. • School sectors develop targeted three-year implementation plans.	• Provide secretariat support.	• Provide secretariat support.
Establish a Lifting Literacy Working Group.	DPAC	• Invite representatives of agencies and organisations with accountability for aspects of implementation to form a working group to support collaboration.	• Facilitate collaboration through working group.	• Facilitate collaboration through working group.
Establish relationship with AERO.	DPAC	• Establish high-level agreement. • Collaborate to ensure advice and guidance.	• Collaborate to ensure advice and guidance.	• Collaborate to ensure advice and guidance.

PRIORITY RECOMMENDATIONS

Valuing Literacy

Principle: A community-wide approach to literacy requires collaboration of many stakeholders, including families, educators, local organisations, and government to promote literacy development and improve literacy outcomes for all members of the community.

Priority Recommendation 1

Develop a single portal which brings together relevant evidence-based, information and advice about literacy, including literacy resources and supports, tools and other supports.
It should also include resources for community hubs and public outdoor spaces.

Implementation:

DPAC will work with stakeholders across the relevant sectors to map existing sites and resources and connect them through the launch of a single web-portal. DPAC will ensure all material is quality assured, in plain English and suitable for machine and audio translation and screen readers, to ensure accessibility for those with low literacy and culturally and linguistically diverse (CALD) and visually-impaired users.

Action	Lead	2024	2025	2026
Map existing sites, resources, supports and tools.	DPAC	• Begin mapping existing sites, resources, supports and tools through engagement with stakeholders.	• Continue mapping existing sites, resources, supports and tools.	• Complete mapping of existing sites, resources, supports and tools.
Develop and launch a portal as a single location for literacy information and support.		• Develop the prototype for the single portal including mechanism to track use and evaluate site. • Undertake user acceptance testing. • Develop communication campaign for single portal.	• Publicly launch and promote portal.	• Maintain and update site. • Add new resources as appropriate. • Promote site. • Evaluate site.

Priority Recommendation 2

Initiate a community-wide campaign to lift literacy in Tasmania that builds on existing work and aims to lift literacy aspirations, address stigma, and encourage all Tasmanians, no matter their age, to further develop their literacy knowledge, understanding, and skills.

Implementation:

DPAC will develop and launch a community-wide campaign to lift literacy in Tasmania, leveraging off existing campaigns. The delivery of the campaign will include ongoing evaluation and continuous improvement toensure that it reaches and influences the targeted audience.

Action	Lead	2024	2025	2026
Initiate a community-wide campaign for the life of the implementation plan.	DPAC	• Appoint external communication expert. • Map existing campaigns and work through engagement with stakeholders. • Develop campaign concept. • Launch campaign.	• Continue campaign.	• Continue campaign. • Evaluate success of campaign. • Plan for continuation and/or future campaigns.

Families

Principle: Family involvement is critical in supporting a child's age-appropriate language and literacy development. By creating a supportive environment at home that promotes reading, writing, speaking, and listening, families can support children to develop important literacy skills, and foster a love of learning.

Priority Recommendation 3

Support the B4 Early Years Coalition to continue to develop and raise awareness of resources to support families to fulfill their foundational and ongoing influence on their child's language and literacy development. This includes the importance of early oral language development, and positive social and emotional wellbeing.

Implementation:

DECYP will work with the B4 Early Years Coalition and stakeholders across the early years to review and consolidate early literacy resources and campaigns to ensure clear, consistent and accessible messaging for parents, based on the science of reading evidence base, and identify and address any resource gaps. The early years are the period from pregnancy to 4 years of age with a focus on the first 1000 days. The B4 Coalition will also be supported to undertake its advocacy and promotion role, directing families to consolidated resources.

Action	Lead	2024	2025	2026
Deliver updated early literacy resources and campaigns.	DECYP	• Map existing early years resources and identify gaps.	• Develop or identify suitable resources to address gaps.	• Support the B4 Coalition to advocate and promote resources.

Early Years

Principles:

• The first 1,000 days are critical in setting a foundation for language and literacy learning.

• Early intervention provides families with resources, supports and information to enhance their child's communication skills.

• All Tasmanian children at risk of not meeting developmental milestones, regardless of geographical location, should have timely referral and access to intensive support or resources where needed.

Priority Recommendation 4

Develop a consistent state-wide phonological awareness screening program/process to be administered to all children any time before the end of term one in Kindergarten to identify children who would benefit from additional language and literacy support and ensure priority access to support for those children.

Implementation

The **School Sectors Reference Group** will review existing early years phonological awareness screening tools and agree on a consistent state-wide approach to screening across all government and non-government schools in Tasmania.

Action	Lead	2024	2025	2026
Select a phonological awareness screening tool for use in the early years and establish a process for implementation across all school sectors.	SSRG	• Review existing phonological screening tools, including outcomes of the DECYP Grammar and Phonology Screen (GAPS) pilot. • Select preferred tool. • Deliver training for teachers and teacher assistants.	• Pilot program. • Evaluate the trial and finalise the screen. • Continue training.	• Implement across all schools. • Evaluate. • Continue training.
Ensure priority access to additional support.	DECYP, CET, IST (each responsible for respective sector).	• Identify diagnostic tools for use by teachers. • Identify resources for teachers to use with children at risk post screening. • Develop protocol for referral to additional support.	• Deliver training in use of resources. • Deliver priority support in 25 per cent of schools.	• Deliver training in use of resources. • Deliver priority support all schools.

Priority Recommendation 5

Increase the frequency of child health assessments by adding an 18-month child health assessment by the Child Health and Parenting Service (CHaPS) for all children, update other checks to 2.5 and 3.5 years and increase the frequency of child health assessments offered to vulnerable families to support continued engagement.

Implementation:

The **Department of Health** (DoH) will:

- Develop and implement a plan for the staged introduction of child health assessments for 18-month old children providing an additional connection point with families during a crucial stage for children's language development, when families can be encouraged to engage with reading and referrals made where developmental concerns are identified. The plan will identify opportunities for increasing engagement with all families including those with vulnerabilities.

- Consider adjustments to the schedule of subsequent checks as a result of the introduction of an 18-month check.

Actions	Lead	2024	2025	2026
Introduce CHaPS 18-month check.	DoH	• Develop implementation plan and evaluation program. • Make system changes to prepare for the introduction of a new check.	• Implement plan.	• Monitor progress. • Evaluate engagement in new 18-month check and report to LLOMG.
Adjust schedule of subsequent checks.	DoH	• Consider appropriate adjustments to schedule for subsequent checks.	• Make adjustments as appropriate.	• Evaluate.

Minimum Schooling Guarantee

Principle: Learning to read is recognised and positioned as foundational to all other literacy learning.

Priority Recommendation 6 (*summary wording*)

Implement the minimum schooling guarantee across all schools in Tasmania incorporating:

- A structured (systematic and explicit) quality assured and evidence-based approach to the teaching of literacy for all students across the years of schooling.
- A multi-tiered system of support that includes evidence-based interventions at all year levels.
- The collection and use of robust data to determine appropriate interventions (including the Year 1 phonics check).
- Rich literacy environments that provide additional opportunities for students to develop literacy.

Implementation:

The **School Sectors Reference Group (SSRG)** will guide the sectoral development and implementation of strategies to meet the minimum schooling guarantee across all schools in Tasmania over a period of this plan. This will include:

- Working with AERO to ensure scopes and sequences, and resources are of quality and aligned to the evidence base to support the minimum schooling guarantee across all systems and schools.
- Implementing, over time, an evidence-based structured (systematic and explicit) approach to teaching literacy across the primary years and a multi-tiered system of support (MTSS) across all years.
- Building principal knowledge and understanding of the evidence-base for a structured (systematic and explicit) approach to teach literacy across the school continuum.
- Delivering training to equip teachers to deliver a prescribed and evidence-based structured literacy instruction model across the school years and to equip relevant teachers in reading intervention and other support programs (including English as an Additional Language).
- Reviewing and adjusting or discontinuing as required, all relevant policy, procedures, guidelines, and related advice, resources, messages and training to align with the minimum schooling guarantee.
- Delivering the National Year 1 Phonics Check in all schools.
- Consideration of appropriate changes to the Non-Government Schools Registration Board guidelines and standards, to take account of the minimum schooling guarantee.

To ensure consistency in literacy teaching for all Tasmanian students, **DECYP** will make resources available to Tasmanian home educators.

Actions	Lead	2024	2025	2026
Develop robust 3-year implementation plans for the minimum schooling guarantee aligned to the evidence base.	DECYP, CET, IST (each responsible for individual sector)	• Work through the SSRG to seek advice from AERO to ensure the quality and alignment with the science of reading evidence of sector implementation plans. • Finalise implementation plans (by Dec 2023 for DECYP and by end Term 1 2024 for non-Government school sectors). • Begin implementation. • Report against outcomes identified in implementation plans.	• Continue implementation according to plans. • Report to LLOMG against outcomes identified in implementation plans.	• Continue implementation according to plans. • Report to LLOMG against outcomes identified in implementation plans.

		2024	2025	2026
Set expectations for Principals and school leaders.	SSRG	• School systems deliver specific workshops to build principal knowledge and set leadership expectations.	• Workshops and communication to reinforce expectations and continue to build Principal knowledge.	• Workshops and communication to reinforce expectations and continue to build Principal knowledge.
Deliver a systemic approach to the teaching of literacy at Tier 1 which is structured (systematic and explicit), aligned to the science of reading.		• Establish a detailed workplan for AERO. • Obtain guidance and advice from AERO for the development of scopes and sequences. • Deliver training to teachers and support staff in at least 25% of schools to enable Tier 1 instruction aligned with the science of reading. • Implement structured literacy approach from K-2 in 25% of schools from the start of 2024.	• Continue to deliver training to more teachers and support staff to enable Tier 1 instruction aligned with the science of reading. • Continue rollout of structured literacy approach to additional schools and age groups in line with sector implementation plans.	• Continue to deliver training to more teachers and support staff to enable tier 1 instruction aligned with the science of reading. • Complete rollout of structured literacy approach in line with implementation plans to achieve implementation in 100% of schools.
Discontinue all current practice, resources and policies that are not aligned with the minimum guarantee.		• Undertake a full review of practice, teaching guides, intervention strategies, professional learning and other resources to ensure alignment with the evidence base for literacy. • Discontinue any non-aligned material or practice and re-direct resources.	• Discontinue any non-aligned material or practice.	• Discontinue any remaining non-aligned material or practice.
Deliver multi-tiered system of support (MTSS) across the years of school.		• Provide school sectors with a list of recommended evidence-based interventions for Tier 2 and Tier 3 based on the criteria outlined by the Dyslexia-SPELD Foundation and other sources. • Develop additional evidence-based intervention strategies if required. • Train educators in recommended interventions, assessment, and progress monitoring. • Begin roll out of MTSS across all school systems in line with implementation plans.	• Train educators in recommended interventions, assessment, and progress monitoring. • Roll out MTSS across all school systems in line with implementation plans.	• Train educators in recommended interventions, assessment, and progress monitoring. • Roll out MTSS across all school systems in line with implementation plans.
Deliver National Year 1 Phonics Check to all Year 1 students in term 3 and ensure results are used to target school-based intervention.		• Deliver evidence-based training to support delivery of the Year 1 Phonics Check. • Develop advice on analysing and responding to Year 1 Phonics Check results. • Develop guidance for learners requiring Tier 2 and Tier 3 intervention. • Reach agreement on a system-wide approach to aggregated reporting. • Negotiate reporting statewide aggregated data with Australian Government, with support from DPAC. • Deliver Year 1 Phonics Check in all schools in term 3. • Develop protocol for school-based intervention. • Inaugural Year 1 Phonics Check statewide report.	• Continue to deliver evidence-based professional development to support delivery of the Check and develop intervention plans for children who need them. • Deliver Year 1 Phonics Check in all schools in term 3.	• Deliver Year 1 Phonics Check in all schools in term 3.

Support awareness of the value of reading instruction aligned to the science of reading evidence base amongst home educators.	Office of the Education Registrar (OER)	• Provide appropriate resources to home educators.	• Provide appropriate resources to home educators.	• Provide appropriate resources to home educators.
Embed systemic approach across Tasmanian schools.	OER	• Renew Ministerial Expectations that the Non-Government Schools Registration Board pay regard to the need for a structured approach to the teaching of literacy and a multi-tiered system of support for whole school literacy improvement.	• Support the Non-Government Schools Registration Board to consider changes to its guidelines and standards to align with the minimum schooling guarantee and undertake consultation.	• Continue consultation on changes to the Non-Government Schools Registration Board guidelines and standards to align with the minimum schooling guarantee.

Workforce

Principle: Teaching aligns with contemporary peer-reviewed evidence, including cognitive research, and is explicit and systematic.

Priority Recommendation 7

Work with tertiary providers in Tasmania to ensure graduates are skilled to deliver quality structured literacy instruction that is structured (systematic and explicit) and evidence-based.

Implementation:

DPAC will work with the **University of Tasmania** and **TasTAFE** to:

• Introduce new components, where required, to teaching qualifications that will equip graduates to deliver quality structured literacy instruction..

• Investigate the possibility of developing a unit that teaches research-informed approaches to teaching adults literacy to sit within the Graduate Diploma of Education offered by UTAS.

• Support TasTAFE to:

   - Provide input to reviews of nationally accredited training packages advocating for evidence-based content in relevant early years and adult literacy training modules; and

   - Investigate the possibility of developing evidence-based non-accredited training packages where nationally accredited training does not meet needs.

Actions	Lead	2024	2025	2026
Work with UTAS to establish timeline for the introduction of new components to teaching qualifications.	DPAC	• Establish timeline.	• Implement according to plan and timeline.	• Implement according to plan and timeline.
Consider the development of adult literacy teaching components where required.	UTAS	• Consider new components required. • Determine whether new components can be developed and establish plan and timeline.	• Implement according to plan and timeline.	• Implement according to plan and timeline.
Provide input to accredited training package reviews (timing TBD).	TasTAFE	• Provide input as reviews arise.	• Provide input as reviews arise.	• Provide input as reviews arise.
Consider the development of non-accredited training as needed.	TasTAFE	• Determine whether non-accredited training development is needed to provide explicit, evidence-based content to supplement nationally accredited training packages.	• Identify gaps left by nationally accredited training.	• Develop non-accredited training packages to meet need.

Priority Recommendation 8 (*Summary wording*)

Ensure that every educator engages annually in quality-assured and evidence-aligned professional development appropriate for their teaching role, including targeted professional development for first year teachers no later than their fifth week in school.

Implementation:

The **School Sectors Reference Group** will guide the sectoral development and implementation of strategies to ensure the workforce across all school systems is supported by the professional development needed to implement the minimum schooling guarantee. This will include:

- Working with AERO to develop an approach to supporting sectors to make informed decisions and ensure professional development is aligned to the evidence base;

- Upskilling existing workforces to enable the delivery of a structured approach to literacy across all schools;

- Embedding evidence-based professional learning to be available on demand and as required to teachers on an ongoing basis; and

- Establishing processes and timelines for ongoing review of the professional learning offered.

Actions	Lead	2024	2025	2026
Upskill workforce to enable the delivery of structured literacy.	DECYP, IST, CET (each responsible for respective sector)	• Provide training to K-2 workforce to enable the delivery of structured literacy in 25% of schools from 2024. • Provide training to remainder of workforce.	• Provide training.	• Provide training.
Work with experts to develop an approach to support sectors to select quality training providers.	SSRG	• Identify criteria to support informed decisions on quality training providers.	• Develop and maintain list of quality service providers.	• Maintain list of quality service providers under review.
Embed appropriate ongoing professional learning.	DECYP, IST, CET (each responsible for respective sector)		• Establish ongoing training program.	• Establish ongoing training program.
Establish periodic review of professional learning.				• Establish periodic review.

Priority Recommendation 9

Facilitate and incentivise the adult and early childhood education and care (ECEC) literacy workforce (including volunteers) to participate in evidence-based professional development, and a community of practice.

Implementation:

DECYP will work with the **Education and Care Reference Group** to:

- Identify professional learning to be universally promoted to the early childhood education and care (ECEC) sector.

- Reach agreement on how to incentivise the participation of the ECEC sector.

- Roll out professional learning to early childhood educators.

- Consider establishing a formal community of practice for early childhood educators.

Libraries Tasmania will work through **26TEN** and with **TasTAFE** to:

- Continue to make available and promote a program of appropriate professional learning for adult literacy practitioners that recognises the different challenges between one-to-one tutoring and group learning.

- Ensure that sector-wide professional learning in adult literacy aligns with the evidence base.

- Investigate options for updating the TasTAFE Tutor Adult Literacy Learners (TALL) course content based on research developments in adult literacy instruction.

- Consider establishing a formal community of practice for adult and early childhood educators focused on evidence-based literacy practice.

Actions	Who	2024	2025	2026
Identify professional learning to be promoted to ECEC sector.	DECYP	• Identify appropriate professional learning.		
Identify approach to incentivisation for ECEC sector.		• Work with sector to identify and address barriers to participation.		
Deliver professional learning to the ECEC sector.			• Deliver professional learning.	• Deliver professional learning.
Deliver appropriate professional learning for adult literacy practitioners.	DECYP (Libraries Tasmania), TasTAFE	• Update professional learning. • Deliver professional learning.	• Update professional learning. • Deliver professional learning.	• Update professional learning. • Deliver professional learning.
Consider establishing communities of practice.	DECYP			• Consider communities of practice.

Priority Recommendation 10

Develop a Tasmanian Literacy Workforce Attraction and Retention Strategy, that is supported by research to understand unmet needs and workforce gaps, with a view to increasing access to Allied Health Professionals across the continuum of literacy learning.

Implementation:

DPAC will:

- Commission initial research into the existing situation, including current challenges for attraction and retention, that includes input from stakeholders including all schools systems (through the Schools Sector Reference Group), the allied health profession, the Department of Health, Libraries Tasmania, 26TEN, TasTAFE, and UTAS.

- Commission the development of a Workforce Attraction and Retention Strategy, based on initial research.

Actions	Lead	2024	2025	2026
Develop a Literacy Workforce and Retention Strategy.	DPAC	• Commission research. • Consult stakeholders.	• Finalise research. • Commission development of strategy. • Engage stakeholders.	• Finalise strategy.

Targeted support

Principle: In keeping with the principle of keeping the individual at the centre, all learners are supported irrespective of background, ethnicity, language spoken at home and other social factors.

Priority Recommendation 11

Ensure that students whose learning plans identify a need for literacy development have access to assessments for language and learning difficulties. Students identified as needing referrals to health or allied health professionals for literacy support should receive priority access.

Implementation:

The **School Sectors Reference Group** will:

- Analyse current access and barriers access to assessments and support from allied health professionals across sectors for school-age students.

- Consider the findings of research into the current challenges for attraction and retention of allied health professionals (Rec 10).

- Consider next steps and make recommendations for action.

Actions	Lead	2024	2025	2026
Analyse current access and barriers.	SSRG	• Analyse current access and barriers.	• Consider findings of research commissioned into literacy workforce attraction and retention.	
Consider next steps.			• Consider next steps.	
Ensure priority access to health or allied health professionals for students needing literacy support.	DECYP, IST, CET (each responsible for respective action)		• Consider recommendations and identify approaches to ensure priority access.	• Adjust to ensure priority access.

Priority Recommendation 12

Provide guidelines for education providers on how to support Culturally and Linguistically Diverse (CALD) learners across all ages and provide resources for individuals and families. These resources should include accurate and translated information appropriate to life events, for literacy supports they or their family may require.

Implementation:

The **Schools Sector Reference Group** will guide the inclusion of strategies to support CALD learners in relation to the minimum schooling guarantee in sector implementation plans. This will include:

- Reviewing English as an Additional Language (EAL) teaching guides, student learning plans and other resources for consistency with Science of Reading; and
- Reviewing current information provided to CALD families (including translations) for consistency and relevance to literacy support.

DECYP will work with **non-Government school sectors** and the **Migrant Resource Centre** to support CALD families understand structured literacy by:

- Producing a targeted parent fact sheet.
- Arranging quality translations into the 20 most common community languages for the parent fact sheet.
- Ensuring effective distribution to identified EAL and Language Background Other than English (LBOTE) families.

Libraries Tasmania will offer community opportunities to CALD families to improve their literacy by:

- Reviewing and improving English Conversation Classes offered in public libraries.
- Developing and promoting public library collections in more community languages to support literacy development in first languages.
- Supporting school libraries to improve access to first language reading materials for CALD students, to support literacy development at home, and schools with large CALD student groups.

TasTAFE will use the expertise within its English Language Services team to:

- Provide guidelines for VET teachers on how to support CALD learners through TasTAFE's Educator Capability Framework domains.
- Develop and deliver professional development in relation to CALD learners through TasTAFE's Teacher Development Program.
- Work with **Libraries Tasmania** to review TasTAFE's library collection and provide access to first language reading materials for CALD learners to support their vocational training.

DPAC will consider development of a (Government-wide) strategy to support machine translation and audio translation more broadly (across school, websites, social media etc) to improve access to information for CALD families.

Actions	Lead	2024	2025	2026
Include strategies to support CALD learners in sector implementation plans.	SSRG	• Ensure CALD learners are included in implementation plans.		
Develop skills of TasTAFE teachers to support CALD learners.	TasTAFE	• Provide guidelines to teachers. • Develop professional learning.	• Deliver professional learning.	• Deliver professional learning.
Produce, translate and disseminate targeted information to CALD families on the importance of literacy and first language maintenance.	DECYP	• Develop, translate and disseminate targeted parent fact sheet. • Make available through public-facing portal key information in simple English, that can be easily translated (text and audio) via phones, ipads and other devices.	• Review, update and redistribute fact sheet.	• Review, update and redistribute fact sheet.
Review and improve English Conversation Groups.	Libraries Tasmania		• Review.	• Make improvements.
Develop community language library collections.	Libraries Tasmania, TasTAFE	• Plan collection development.	• Introduce new collection items.	• Introduce new collection items.
Consider machine and audio translation strategy.	DPAC		• Consider machine and audio translation.	

Priority Recommendation 13

Engage with and be led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate Literacy Strategy for Tasmanian Aboriginal people that is aligned to and is consistent with relevant Closing the Gap targets.

Implementation:

With leadership from the Closing the Gap Coalition of Peaks Representative, Aboriginal Community-controlled service providers, and Tasmanian Aboriginal People, DPAC will work in partnership to co-design and establish a joined-up process and timeline for the development of a culturally appropriate literacy strategy for Tasmanian Aboriginal people. This will be consistent with the National Agreement on Closing the Gap Priority Reforms and key socio-economic targets and any literacy-related actions within the Tasmanian Closing the Gap Implementation Plan 2024-2026.

Actions	Lead	2024	2025	2026
Establish a process and timeline for development of strategy.	DPAC/ Coalition of Peaks Representative, Aboriginal Community Controlled organisations, and Tasmanian Aboriginal people	• Engage with Coalition of Peaks Representative, Aboriginal Community Controlled Organisations and Tasmanian Aboriginal people. • Establish process and timeline.		
Reflect commitment in the Closing the Gap Implementation Plan 2024-2026.	DPAC	• Include commitment in Tasmania's Closing the Gap implementation plan 2024-26.		
Develop strategy.	TBD	• Engage with Tasmanian Aboriginal people through the Coalition of Peaks Representative and Aboriginal Community Controlled organisations. • Engage with Aboriginal education units in school sectors.	• Engage with Tasmanian Aboriginal people. • Develop strategy.	• Start implementation.

| **Libraries** | | | | |
| Principle: Position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages. | | | | |

| **Priority Recommendation 14** | | | | |
| Ensure Libraries Tasmania continues their work in providing families of young children not yet at school, with the services to support early language and literacy development including providing play-based learning opportunities. | | | | |

Implementation:

Libraries Tasmania will ensure its ongoing service delivery is high-quality and evidence-aligned by:

- Reviewing early years programming to ensure it is providing the best possible support to early language and literacy development and adjusting as appropriate.

Actions	Lead	2024	2025	2026
Review early years programming.	Libraries Tasmania	• Complete review.		
Implement recommendations.	Libraries Tasmania	• Implement recommendations.	• Implement recommendations.	• Evaluate.

| **Priority Recommendation 15** | | | | |
| Initiate in-service and short courses in evidence-based professional development in literacy, aligned to the minimum requirements for systems for upskilling the library workforce across the state. | | | | |

Implementation:

Libraries Tasmania will work with **TasTAFE, 26TEN member organisations**, the **Tasmanian Prison Service**, and others working in the **early years**, to ensure the library literacy workforce is upskilled to provide evidence-based literacy support to adults, families and children in the early years. This will include:

- Developing a new tutor handbook, quality assured against AERO standards of evidence and through independent peer review.

- Renewing and strengthening professional learning for the library literacy workforce, including volunteer tutors and those working within the Prison, including by introducing short-course and on-demand training options.

- Re-engaging library staff with professional learning on early language and literacy development to support early years library programming.

Actions	Lead	2024	2025	2026
Develop new tutor handbook.	Libraries Tasmania and TasTAFE	• Finalise new tutor handbook. • Ensure alignment with evidence, including through peer review.	• Monitor and update handbook as required.	• Monitor and update handbook as required.
Renew and strengthen professional learning for library literacy workforce (early years and adults) in line with evidence base.	Libraries Tasmania	• Review and make improvements to professional learning.	• Deliver professional learning.	• Deliver professional learning.

Priority Recommendation 16

Develop and establish new partnerships between Libraries Tasmania and schools without qualified librarians or with limited collections to provide professional development, resources and just-in-time support.

Implementation:

Libraries Tasmania will:

- Continue engagement with Government school libraries through support for the library management system, provision of the Sora eBook platform and small-scale additions such as the central supply of bar codes.

- Facilitate participation by Tasmanian school library staff (across Government, Catholic and Independent sectors) in the Diploma of Library and Information Services (School Specialisation), delivered remotely by TAFE NSW, starting with 15 participants in 2024.

- Establish a school libraries team within libraries Tasmania to further develop partnerships with and provide support to all schools without qualified librarians and with limited collections.

- Engage with TasTAFE to investigate future options for Tasmania-based training for school library professionals.

Actions	Lead	2024	2025	2026
Continue existing support to Government schools.	Libraries Tasmania	• Continue support.	• Continue support.	• Continue support.
Facilitate participation by Tasmanian school library staff in the Diploma of Library and Information Services (School Specialisation).		• Facilitate further participants.	• Facilitate further participants.	• Facilitate further participants.
Establish a school libraries team within Libraries Tasmania.		• Recruit team with appropriate library, systems, and training expertise. • Build relations with school libraries with greatest need (based on 2022 survey data).	• Extend relationship to all school libraries.	
Deliver increased support to school libraries.		• Deliver support to school libraries with greatest need.	• Deliver increased support.	• Deliver increased support.
Engage with TasTAFE to investigate future Tasmania-based training options.			• Investigate options and do market research.	• Consider options.

Priority Recommendation 17

Investigate the potential benefit of introducing mobile library support for schools to support a quality collection for communities that struggle to maintain adequate library collections due to location, funding, or size.

Implementation:

Libraries Tasmania will build on initial preliminary investigation of options for mobile library services by:

- Engaging a specialist mobile library consultant to draw on national and international best practice in mobile libraries and deliver a design suitable for Tasmanian conditions.
- Trialling a prototype mobile library service to provide reading materials to schools and communities without access to quality library collections.
- Evaluating the effectiveness of the pilot.

Actions	Lead	2024	2025	2026
Design and pilot a mobile library service.	Libraries Tasmania	• Design and cost pilot. • Establish funding for pilot.	• Deliver pilot.	
Evaluate effectiveness.				• Evaluate and consider long-term options.

Adult Learners

Principle: Ensure adult learners have access to adult literacy trainers who provide literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers that adults face to learning.

Priority Recommendation 18

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 that recommends that the Australian Government work with the state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy, and digital literacy education workforce.

Implementation:

DPAC will request an update from the Australian Government on action in response to the Parliamentary Inquiry into the importance of adult literacy.

Actions	Lead	2024	2025	2026
Seek advice on Inquiry progression, with particular interest in recommendation 13.	DPAC	• Minister to engage Australian Government on progress through Education Ministerial Council.	• Follow progress.	• Follow progress.

Measures and Targets

Principle: Develop clear and measurable literacy targets that enable reporting of progress against Lifting Literacy: The Community-wide Framework.

Priority Recommendation 19

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

Implementation:

DPAC will support the **Lifting Literacy Outcomes Monitoring Group** to establish a reporting framework for Government and non-Government schools to allow them to demonstrate progress towards full implementation of the minimum schooling guarantee by 2026. The framework will:

- Progressively include additional data sets as these become available; and

- Inform annual public reports on progress.

Actions	Lead	2024	2025	2026
Progress by schools towards Minimum Schooling Guarantee to be monitored and reported publicly.	DPAC	• Support LLOMG to establish reporting process. • Provide annual report to Premier and release publicly.	• Provide annual report to Premier and release publicly.	• Provide annual report to Premier and release publicly.

Priority Recommendation 20

Establish a state-wide repository for collecting, and reporting upon, data that will measure progress against targets and assist in evaluation of initiatives and inform resourcing decisions. The following assessments and collections will be required in all school systems in Tasmania without exception - the Australian Early Development Census (AEDC), the Year 1 Phonics Check, NAPLAN, the Tasmanian Certificate of Education (TCE),and attendance.

Implementation:

The **Lifting Literacy School Sectors Reference Group** will:

- Establish parameters for collection and use of a central repository;

- Identify hosting and management arrangements; and

- Reach agreement on an approach to the design and data specification.

Actions	Lead	2024	2025	2026
Establish data repository.	SSRG	• Determine most appropriate mechanism and funding arrangements for repository. • Determine data specifications. • Determine data specifications. • Establish access, use and storage of data. • Provide report to the Premier on the establishment, including governance, data management, reporting etc.	• Seek funding for repository through budget submission. • Develop repository.	• Launch repository. • Continue support. • Evaluate impact. • Future planning based on evaluation.

Priority Recommendation 21

Consider the state-wide application and reporting of other accredited assessment and screening tools including GAPS, the Kindergarten Development Check (KDC) and the Progressive Achievement Tests (PAT).

Implementation:

The **Lifting Literacy School Sectors Reference Group** will

- Gather information about the current application of GAPS, the KDC and the PAT in Government and non-Government schools;

- Consider the experience of the DECYP GAPS pilot, and potential tools for assessment and screening of older students; and

- Report to the **Lifting Literacy Outcomes Monitoring Group**.

Actions	Lead	2024	2025	2026
Consider benefits and costs of state-wide application and reporting of screening tools.	SSRG/LLOMG	• Gather information. • Consider information gathered and provide a report and recommendations to the LLOMG with support from the Secretariat. • LLOMG to consider report and make recommendations to Premier.	• Future planning based on recommendations.	• Future planning based on recommendations.

Priority Recommendation 22

The 26TEN Coalition should be commissioned to lead and advise on adult literacy data collections and provide recommendations on the potential development of a Tasmanian Adult Literacy Survey in alignment with Australian Government's National Study on Adult Literacy, Numeracy and Digital Skills to support measurement and reporting against Lifting Literacy: The Community-wide Framework.

Implementation:

Libraries Tasmania will:

- Engage a consultant to produce a report, with oversight from the 26TEN Coalition on adult literacy data collection and future options; and

- Remain engaged in the Australian Government's process of implementing a National Foundation Skills Assessment Study and provide Tasmanian input as appropriate.

Actions	Lead	2024	2025	2026
Engage a consultant to produce a report.	Libraries Tasmania (26TEN)	• Engage consultant.	• Consider report and next steps. • Make recommendations to LLOMG.	
Provide input on the implementation of a National Foundation Skills Study.	Libraries Tasmania	• Provide input.	• Provide input.	• Provide input.

Priority Recommendation 23

From the data sets available, the Panel recommends the measures and targets of page 34-35 of the Lifting Literacy report be considered in evaluating and monitoring Tasmanian literacy rates.

Implementation:

DPAC will engage with all stakeholders on measures proposed in the Lifting Literacy report and support the **Lifting Literacy Outcomes Monitoring Group** to establish a set of measures and targets by which to assess the State's progress towards 100 per cent literacy as an element of wellbeing.

Actions	Lead	2024	2025	2026
LLOMG to review and consider the use of the measures and targets proposed by Literacy Advisory Panel and input from stakeholders.	LLOMG	• Consider the use of the measures and targets proposed by Literacy Advisory Panel. • Consider input from stakeholders.		
Establish and communicate measures.	LLOMG	• Establish and communicate measures.	• Measure progress against agreed measures.	• Measure progress against agreed measures.

Department of Premier and Cabinet
Policy and Intergovernmental Branch

Email: policy@dpac.tas.gov.au

www.dpac.tas.gov.au