

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

Where questions are broken into life stages (early years, school years and adult years), you can provide responses to any or all life stages.

Please indicate clearly at the beginning of any responses you wish to remain confidential.

Unless indicated as confidential, responses will be treated as public information and published on our website. Please see the [Public Submissions Policy](#) for further information.

**Name:**

**Organisation: Office of Tasmanian Assessment, Standards and Certification**

**Postcode:**

**Question One: 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 Literacy Advisory Panel’s *Final Consultation Report for the Development of Tasmania’s Community-wide Framework* identifies using the % of Year 12 students who have attained the Everyday Adult Standard for Reading, Writing and Communication (in English) as a measure. It also includes a target for all Year 12 students to attain this standard by 2035.

**The Everyday Adult Standard for Reading, Writing and Communication (in English) is a relevant measure of literacy, but is not pursued by all senior secondary students:**

The Everyday Adult Standards are aligned with Australian Core Skills Framework Level 3, which was proposed by the Australian Bureau of Statistics to be the minimum level of skill to meet the demands of everyday life and work at an adult skill level. There are three Everyday Adult Standards that Year 12 students must meet to attain the Tasmanian Certificate of Education (TCE). The three Everyday Adult Standards are:

- Reading, Writing and Communication (in English)
- Mathematics
- Use of Computers and the Internet.

A student who has achieved a Satisfactory Achievement (or above) upon completion of a TASC-accredited course identified to meet requirements of one, or more, of the Everyday Adult Standards is awarded that standard’. Currently there are 51 TASC-accredited courses that award an Everyday Adult Standard upon successful completion, with 26 Level 2 and Level 3 Courses in the English, Humanities and Social Sciences and Health and Physical Education Learning Areas courses enabling students to achieve the Reading, Writing and Communication standard.

Where a senior secondary student has not attained an Everyday Adult Standard by successfully completing a specific course, but is on a TCE pathway, an alternative option is to sit and pass one of the Everyday Adult Standard safety net tests. Senior secondary students who take a safety net test do not receive credit points towards the Participation and Achievement Standard of the TCE.

If a student successfully sits a safety net test, they are only awarded with a pass as the test shows that the student can meet that specific Everyday Adult Standard. The safety net tests are offered as needed by schools and only completed by a small number (less than 20%) of students.

Senior secondary students are on numerous pathways to future studies, qualifications and work and undertake diverse course offerings. Not all senior secondary students are on a TCE pathway and therefore may not undertake a TASC-accredited course where they receive any of the Everyday Adult Standards. Currently approximately 80% of Year 12 students attain the TCE, and therefore have attained all the Everyday Adult Standards including the Reading, Writing and Communication standard.

Under the current modes to achieve the Reading, Writing and Communication Everyday Adult Standard (either successful completion of some specific courses in the English, Humanities and Social Sciences Learning Areas; or registering and successfully completing a safety net test with the support of the school) there is no incentive for students that are not seeking the TCE to obtain this or any of the TCE standards.

It is not possible to definitively determine if the students pursuing pathways other than the TCE may or may not meet the Reading, Writing and Communication standard. Simply that they are pursuing other pathways, qualifications and certificates.

For example, a Year 12 student on a VET qualification pathway (not intending to attain a TCE) may not be captured in data accounting for students who have achieved each Everyday Adult Standard. VET qualifications are not recognised by TASC to contribute towards this requirement even though the achievement of a VET qualification issued by a Registered Training Organisation demonstrates student competency of the required skills and knowledge specified to perform effectively in the workplace. In addition to the VET pathway, Year 12 students who are eligible and receive a Tasmanian Certificate of Educational Achievement are not required to meet the Everyday Adult Standards.

#### **The Adult Years (18+ years-old)**

#### **Question Two: 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)**

#### **Question Three: 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)**

**TASC supports the proposed data reporting (Year 12 students' achievement of each TCE Everyday Adult Standard) in line with one of TASC's legislative functions** identified in Part 2, Section 10 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* (the Act). S10 of the Act enables TASC to collect and record data relating to the educational outcomes, attainment, retention and assessment of senior secondary students. In supporting the proposed measure from the Literacy Framework, TASC can aggregate and publish the state-wide percentage of Year 12 students who met each of the Everyday Adult Standards – allowing for a broader understanding of senior secondary achievement and the number of students pursuing TCE attainment. Under current processes this data is shared with schools regarding their students' progress in attaining each of the Everyday Adult Standards. The results statements that are issued to students also record whether they have met each of the Everyday Adult Standards.

**Additional datasets that could be used as indications of literacy achievement by senior secondary students are:**

- the percentage of students enrolling in *Essential Skills – Reading and Writing* (ERW210114): This course is designed for learners who require a structured and tightly focused course to develop their literacy skills to the standard for TCE requirements for the Everyday Adult Standard for Reading, Writing and Communication. Students enrolling in this course have been assessed as requiring support to attain the required levels of literacy competence.
- the percentage of students achieving an overall award lower than Satisfactory Achievement in *Essential Skills – Reading and Writing* (ERW210114): In 2021, 60% of students enrolled in the course were able to achieve an overall award of Satisfactory Achievement.

These additional datasets are published in TASC's Annual Report, which includes reporting on student participation and achievement in all TASC accredited courses.

NOTE: It should also be noted that there is work underway to support the process of a review of the TCE standards and requirements for senior secondary students. Should the review result in changes to TCE requirements (e.g. Everyday Adult Standards), an amendment to the measure and proposed target/s may be needed.

### **The Adult Years (18+ years-old)**

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

**Question Five: Are there any other comments you would like to make?**