

**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.

**Wilma Vallis**

**Not aligned to an organisation.**

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

**A thorough identification of the issues effecting literacy growth in Tasmania.**

**The School Years (5-17 years-old)**

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

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

**The early years are pivotal in being literate.**

**Educating parents, caregivers and family members how to ensure children begin school with all the pre reading skills and knowledge is imperative.**

**Access to books and storytelling.**

**Access to a preschool education. In remote areas a 'School of the Air' type where modelling of good practice to caregivers can be demonstrated.**

**The establishments of community cottages attached to public schools in areas where low literacy is evident. Ideally, a member of the community is trained to offer gatherings of parents where they feel comfortable to gather and get involved in playgroup type sessions. The community cottages can facilitate mothercraft nurse attendance, toy library, book library plus observe modelled behaviour that promotes literacy.**

**Television commercials or YouTube used to promote how caregivers can foster literacy in the early years. Footage demonstrating an adults talking, singing and reading to their child from birth is required. Most have television access, even in remote areas, so including such footage while MAFS or other shows that parents in their 20s and 30s watch, would be beneficial and educational.**

**Often caregivers just don't know what to do!**

**Attendance. Attendance rates continue to decline. Having the processes and people in place that ensure attendance above 90% is essential to ensure children become literate.**

**Educating parents and caregivers to the importance of school attendance.**

**Schools to provide guidance to parents in regards to supporting their child to become functionally literate.**

**Regular assessment of every student to identify growth and gaps in learning. The gaps need addressing with one on one or small group tuition.**

**We cannot expect children to become functionally literate when their caregivers are not.**

**Often adults are embarrassed to admit illiteracy.**

**The community cottages and schools could be an avenue to addressing illiteracy in adults.**

**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)**

**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?**

**Children learn in many ways. There is not just one way to teach literacy. Teachers need to be knowledgeable of the various practices and able to identify what suits each child.**