

Name	Organisation	What is currently working well to improve literacy?	Do you know a program or activity that supports literacy development in Tasmania that is not listed in the community consultation paper? 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.	Considering the organisational map, what do you think the gaps are?	Considering the organisational map, what opportunities are there?	Considering the organisational map, what supports need to be in place?	What measures and targets do you think are required for the community-wide framework?	Do you know of any sources of data, not listed in the organisational map (from page 54), that track literacy rates/development in Tasmania?	Are there any additional measures that you believe are required to track the progress of the community-wide framework?	What short term (less than three years) and medium term (three to ten years) measurable targets across the lifespan do you consider important?
President	Network of Educational Associations of Tasmania	Libraries Tasmania services to children, young adults and the community	A program or activity NOT listed - a hidden tipping point in Tasmania The consultation paper refers to the important role of a library barely twice: p14 "visiting the library" and p51 "Library and Adult Literacy Service at the Prison." The organisation of Libraries Tasmania is lightly referenced 4 times in the organisation mapping for the Department of Education and Tasmanian adult communities. It is requested that the Literacy Advisory Panel allocates additional time to explore the leading approach of well-staffed and up-to-date resourcing of school libraries. In particular, the unique role of highly and dual-qualified teacher librarians who have evidence-based approaches to deliver significant impact as literacy coaches in the K-12 school environment. In the current situation developing in government schooling in Tasmania there is a diminished specialist post-graduate teacher time allocation to ensuring school management can understand, advocate and foster the link between functional literacy and reading engagement or wellbeing. In addition, facility planners fail to capture the opportunity for dynamic, shared learning spaces for functional, digital and media literacy - whether instructional or recreational, seating a minimum national building standard of 10% of the school enrolment or the capacity for 3-4 classes at a time	see above item 2	see above item 2	see above item 2	See response above in q1	See response above in q1	See response above in q1	See response above in q1

		<p>throughout the school day. The workforce shortage and attrition of qualified professional library staff, skilled in cross-curriculum priorities, as well as meeting the differentiated and special learning needs and greater student diversity means that classroom teachers do not have sufficient guidance or help in researching, purchasing and refreshing appropriate texts for classroom collections that will engage students in the reading habit nor meet culturally appropriate instructional strategies. A substantial body of research in the last three decades since the impact of the internet shows a positive relationship between school libraries and student achievement. This achievement is measured in terms of NAPLAN results, reading scores, attractive print-rich environments, free voluntary reading programs and other learning outcomes and wellbeing generally. Where longitudinal studies of NAPLAN scores are consistently higher, there are sustainable school library services and collaborative team-teaching environments between classroom teachers, librarians and literacy coaches. In the internet age of information and streaming social media, these resourcing and situational variables still remain the best predictors of comprehension, vocabulary growth, spelling and grammatical ability as well as writing style. How many schools re-purpose or leave libraries unmanaged, closed at recess and lunch-times? How many schools have early learning, primary and secondary 'classroom libraries' which lack age-appropriate materials, currency or regular refresh or updating? How many schools do not have centrally managed digital e-library platforms wherein timely resources are selected by professional library staff or supported by Libraries Tasmania community branches. As</p>							
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		<p>shared learning spaces, notably when there is value placed on constant staffing supervision for teacher 'duty of care', libraries and resource centres are safe-havens, making a positive impact on students' safety, self-esteem, confidence, resilience, aspiration, independence and sense of responsibility and accountability for their own learning. More highly trained than literacy coach certifications of recent years, which often comprises a graduate certificate, the tertiary education level for a librarian is usually four year trained+ That is, a degree, post-graduate qualification in both Education and Librarianship. Most librarians in schools will have Masters of Teaching or Applied Science for librarianship wherein Literacy and Children's Literature are two core components along with Digital Technologies and Information Science. It is worth noting, that current staffing in schools are mainly levels of Library Technicians, and like laboratory or computer technicians, they will generally have an undergraduate Certificate 1V or Associate Diploma. If the Panel is to:</p> <ul style="list-style-type: none"> • 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, then <p>three following aspects are raised in this survey response. 1. The review of TASCOS geographic areas of digital inclusion, accessibility and disadvantage and application of metrics via the digital literacy index data is also vital, if only to expand the</p>							
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			<p>literacy programs through 26TEN and adult and community education. COVID experiences for remote teaching and online or blended learning from home provide ample evidence for developing future pandemic risk mitigation strategies for Tasmania. 2. Despite UTAS lack of involvement in this area for post-graduate study at Masters' level or even undergraduate and pre-service teaching, there are significant opportunities for TasTAFE to fill gaps and resume its tertiary courses, professional re-training and brokerage of online micro-credentialling. 3 Useful resources for members of the Panel will be: 3.1 Best practice examples in the literature - https://www.booktopia.com.au/school-libraries-supporting-literacy-and-wellbeing-margaret-k-merga/ebook/9781783305872.html Ebook or print by Margaret K Merga, University of Newcastle 3.2 Australian Library and Information Association: The consultation organisation maps do not refer to the wealth of research, literacy summits for all ages, programs for reading for ECE, compulsory schooling or adult community literacy, or the policy of the peak national association for libraries and information in Australia. A sample search would be https://read.alia.org.au/advanced?search_api_views_fulltext=literacy</p>							
leonne		all the programs in government and catholic education		independent schools are lacking the support of consultants.		funding to allow multiple staff be trained up to support programs in independent schools	literacy programs should be free access for all schools	not enough individual support only focus on whole school achievements	compulsory literacy program that is available for all schools to access	less than 3 years so improvements can be done and changes to different areas

Kerry Gunn		Using teaching methods that are proven to work.		As a parent of 3 kids, all of which have literacy struggles, I feel that the gaps lay in the primary years. Many kids are slipping through the net and not getting evidence based learning in class from prep onwards. The strugglers are losing confidence having negative experiences in class because of their anxiety around learning. We need our teachers trained to empathise with the students struggling instead of dismissing and putting them in the too hard basket.	We have opportunities to offer counselling for our struggling readers. An anxious mind cannot learn and more often than not teachers can be harsh on a student reluctant to learn due to being anxious around learning.	All teachers should be trained in evidence based teaching methods, instead of waiting to see which students struggle with literacy and playing catchup after an assessment.		Idk	Idk	Definitely the wellbeing of the students, teachers and parents. Parents and teachers are at all time high stress levels, this filters down to students. I regard mental health to be far more important than literacy. Without a sound mind, one cannot teach/learn effectively.
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Isobel willia ms				<p>School libraries - most schools no longer have qualified staff in their school library. The position has been reduced in most schools to a few hours a week and students often do not have access outside those hours. An active school library with QUALIFIED teacher librarians and library techs has repeatedly been shown to improve student literacy outcomes. Research both here and overseas can easily be found</p>	<p>Increased emphasis on what school libraries can offer supporting literacy in reading for pleasure, reading information texts and navigating information literacy. Where teacher librarians are OUTSIDE the staffing ratio - ie they are not redeployed as classroom teachers.</p>	<p>Support schools to have libraries students can access every day all day In addition provide every student who has enrolled in a Tasmanian school with a libraries tasmania membership card. This allows them access to the many benefits of library membership that schools cannot afford.</p>				
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Chris Haas	Early Childhood Educators of Tasmania	<p>The Early Years Learning Framework is a great guide for teachers of children from 0 – 8 in settings where teachers are well supported. Learning literacy through play and inquiry is successful in the early years. Especially in the development of oral language, vocabulary, comprehension and communication. Outdoor learning programs such as Bush Kinder works for all children but they especially provide opportunities for the many children who feel restricted indoors. Enjoyment of learning and the social and emotional wellbeing of children also needs to be taken into consideration when evaluating what is an age-appropriate strategy for teaching literacy in the early years. It would be inappropriate to replace rich and meaningful pedagogies with rote learning which disengages students. Ongoing</p>	<p>Early Childhood Educators of Tasmania provides a rich program of professional development for early childhood educators and has been a peak body for this over many decades. We have 3 regional groups which provide international, national and local PL for all of Tasmania.</p>	<p>School occupational therapists, more speech pathologists and psychologists. Mandatory PL for senior staff and policy makers about the early years if they are not early years trained; specifically, training in the principles, practices and outcomes of the EYLF. Appropriate adult to child ratios. Not enough experienced teachers working in culturally diverse and low-income communities. Too much teacher time and attention on administering excessive testing is leading to teacher burn out. There are many teachers reporting burn out from working in the public system. Trying to do the best by their students as described in the EYLF and being required to do didactic planning and scripted lessons required by senior staff with classes that are too large and with minimal support personnel for students with high needs is overwhelming them. The EYLF guides teachers to carefully observe children in activities and play, identifying the concepts and skills each child is working on, asking questions, engaging in discussions and providing follow-up activities to extend learning. Teachers use what they've learned</p>	<p>The Panel has the opportunity to provide the state with a comprehensive strategy to support the development of literacy but in doing so it is important not to forget the development of the whole child - the physical, cultural, ecological, social and emotional wellbeing of the child. Children will only learn if they feel safe, well-fed, connected and valued. These are the pre-conditions for being actively engaged in learning, learning which is enjoyable, challenging, relevant and age-appropriate. This can be achieved by consulting long term with lead early childhood educators experienced in developmentally appropriate, play-based, culturally responsive pedagogy for supporting</p>	<p>Ensure a high level of professionalism for all early childhood educators. Bring in the NQF with funding for PL and regulation. Expand classrooms to include more learning in the great outdoors, including funded field trips. Reduce the income gap for childcare workers and incentivise experienced teachers to work in culturally diverse and low-income communities. Schools need more support with the numbers of students with additional needs within the classroom as this significantly impacts on teaching and learning. Teachers need more teaching and planning time and less admin work, safer class sizes and more in-class support. Programs for gender and cultural equality to create a level playing field are necessary. Funding for more allied health professionals. Recognising the value of skilled teacher assistants</p>	<p>The rest of Australia has the National Quality Standards for early years programs but is yet to be implemented in Tasmania. Ongoing study of Tasmanian learners akin to the English 7 years project where learners are revisited every 7 years Learners own self reflection of themselves as learners Happiness measure - aka Bhutan Adaptive Kindergarten development Check – Bush Kinder check Consultation with learners and families</p>	<p>Not all data needs to be standardised and centralised e.g., teacher knowledge of students and recording of individual progress. There is also room for including the voice of the children in their assessment. The NQS is yet to be implemented in Tasmania.</p>	<p>What measures and targets do you think are required for the community-wide framework? The rest of Australia has the National Quality Standards for early years programs but is yet to be implemented in Tasmania. Ongoing study of Tasmanian learners akin to the English 7 years project where learners are revisited every 7 years Learners own self reflection of themselves as learners Happiness measure - aka Bhutan Adaptive Kindergarten development Check – Bush Kinder check Reporting consultation with learners and carers where targets and outcomes are set</p>	<p>Promote the use of assessments that are based on observations of children's development and learning by their well-trained, experienced teachers on a school-by-school basis The rest of Australia has the National Quality Standards for early years programs but is yet to be implemented in Tasmania. Ongoing study of Tasmanian learners akin to the English 7 years project where learners are revisited every 7 years. Learners' own self-reflection of themselves as learners. Happiness measure - aka Bhutan. Adaptive Kindergarten Development Check – Bush Kinder Check. Consultation with learners and parents/carers where targets and outcomes</p>
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		<p>PL for educators, including teacher assistants has been helpful though limited. The Kinder Development Check is recognised for giving good information for teachers across all developmental domains in a way that integrates well in an early childhood setting. Programs and facilities which engage families such as LiL and Child and Family Centres are excellent.</p>		<p>from these observations to facilitate literacy development for each child. Assessment occurs through careful observations of children; their play and social interactions provide authentic and broad-based documentation of student growth and progress. This lies in sharp contrast to computer-based or other standardized assessment tools, which, from the data sets, are not even resulting in improved test results.</p>	<p>young children's optimal learning from birth to age 8. Systemically, the rights of the young child, as a learner will be explicitly supported through honouring the EYLF within school's improvement plan to enable gathering evidence to set key performance indicators thereby extending the EYLF principles, practices and outcomes to year 2.</p>	<p>(TA's) by changing their award whereby TA's are employed and paid appropriately over the holiday period, have the opportunity for professional learning, regular increases in award payments and surety of employment tenure.</p>				<p>are set and revisited.</p>
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Kelly	Education	Prep Literacy specialists - but this age group need more than this allocation.		Gaps with speech and language therapists and school psychologists in schools. Assessment and therapy are not timely.		More early intervention. More support K - year 1. These years are crucial.					
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Dr Gina Merce r		One-to-one tutoring at LINC		<p>One thing which is often overlooked in literacy training is the role of trauma and fear in classrooms of all kinds. Participants in literacy programs are often hampered from flourishing and learning effectively due to traumatic experiences. In my 30+ years of teaching adults in diverse settings (community, university and literacy tutoring) I have found that one of the greatest obstacles to learning is a student's lack of confidence, their fear of getting things wrong. This is especially true of survivors of child sexual abuse and/or domestic violence. This is a gap in almost every educational setting. Those of us teaching literacy to adults are in urgent need of trauma-sensitive training techniques. This will greatly enhance the student experience and outcomes. Literacy across the board will be sped up and deepened if the tutors are given these tools to work with and understand the way trauma and fear block learning outcomes.</p>						
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Karen Nixon	Penghana Bed and Breakfast	I've lived in Tasmania only 6 years. I actively support requests from our local high school to 'mentor' and assist with Grade 9 upwards to work towards careers and the workforce so my comments are based on my local interactions and observations. I think the move to encourage students to continue education to Grade 12 has been a huge incentive. I also observe that getting students out of the classroom and into 'real businesses' to hear what is needed, is an incentive when for example they hear they need to be able to read to work in housekeeping in the accommodation industry.	Sorry I'm not up with the programs on offer. I only know that when looking for staff I find it necessary to ensure they can read forms and instructions for the day.	I don't think there is enough emphasis on being able to write, construct a sentence and use correct grammar and basically extending and understanding vocabulary.	In my experience employing retail casuals (school students) and junior office staff more emphasis is needed on basics. Staff need to be proficient enough to write messages, dockets, lists, etc. Housekeeping staff in accommodation venues need to be able to read labels, fill in work sheets, and comprehend written instructions of the day.	More reading, more writing, more correction of the written word by teachers and work not 100% generated by a keyboard with auto correct	Yes I'm in my late 60's but I do think we need to go back to basics and ensure our next generation is equipped to move from primary to secondary before they hit the 'real world' of employment and trades and tertiary institutions where they struggle to exhibit the necessary level of proficiency of the written word.	sorry no	work with families.	less than 3 years: basics in primary school 3-10 years: Proficiency in high school
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Emma Thompson	HIPPY Smithton	In our community of circular Head I believe we have excellent support systems in place for early childhood education.	<p>HIPPY- Home Interaction Program for Parents and Youngsters HIPPY is licenced in Australia by the Brotherhood of St. Laurence and funded by the Department of Social services. HIPPY is run world wide and has 100 sites within Australia. Within Circular Head, the HIPPY program is supported by Rural Health Tasmania and Coordinated by Emma Thompson. We service the entire Circular Head community and have separate sites that extend our service to the West Coast and Burnie. There are 7 sites Tasmanian wide. The other areas serviced are Clarence, Kentish, Launceston and Brighton. These services are supported through other community organisations. About HIPPY: HIPPY Is free for families. Children’s earliest and most powerful learning comes from their family, so HIPPY helps build parents’ skills and confidence in their role as their child’s first teacher. HIPPY supports parents to deliver a structured 60-week curriculum of learning activities, designed to make children ‘school-ready’ and develop a love of learning which will last a lifetime. Activities and storybooks are fun and educational, and are aligned to the Australian Early Years Framework and National Quality Standards (NQS). HIPPY is designed to fit into the daily life of the family. HIPPY families spend around 10 to 15 minutes a day, five days a week, doing educational activities together. HIPPY families are supported by Tutors, who schedule regular weekly or fortnightly visits to discuss and work through the program activities in the family’s home. We encourage all parents to also participate in regular parent group meetings, where possible HIPPY is the most effective way to deliver early-childhood learning in the home – delivering great outcomes for children, parents and the community. Resourced from:</p>	<p>A gap I experience within my line of work is the availability of consistent adult services for learning the English language and Australian customs, Services to encourage multi-cultural families to connect and participate within the community. Another gap I identify is the access and availability of adult education opportunities (generally) that cater to the rural lifestyle and/or don't require extensive travel to attend. In circular head we have no regular bus service other than the school busses and 1 that goes to Burnie early in the morning. This means if you don't have a reliable car and licence, quite often you are just unable to access training opportunities or support programs.</p>	<p>There is great opportunity to boost adult education but in a supported way. Developing parents and adults to value education and literacy enables the generations that follow, to see education as a lifelong and worth while journey.</p>	<p>Consistent funding streams to establish, then develop services. Reliable support and referral systems. Lower educator to student ratios and targeted supports that take into considerations individual areas challenges and needs.</p>	<p>Networking framework developed-services available and requirements centralised reviewing community engagement and effectiveness</p>	no	unsure	unsure
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			<p>https://hippyaustralia.bsl.org.au/about/ In order to enrol in this program the participants need to have a child turning 4 within the year they enrol in HIPPY. From there we have a set of guidelines that help to identify the Priority Of Access. Our participant number are capped to 30 families per cohort. (year) POA is given to families whom meet one or more of the following; Hold a healthcare card Are Aboriginal or Torres Strait Islander Caring for an out-of-home child Main source of income a government support payment A single parent English is not your first language or Have never done HIPPY before. If a family meet 1 or more of these guidelines they can enrol in the program. HIPPY is constantly being evaluated and individual sites and community areas are well supported to adapt to community needs and requirements.</p>							
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Jennifer Buckingham	MultiLit	<p>This submission is focused specifically on reading, as the fundamental skill underpinning the broader definition of literacy. The high proportion of children attending an early childhood education setting seems to offset the high level of risk associated with socioeconomic disadvantage. Despite Tasmania having a higher percentage of low SES children that other states by a large margin, children's language and social development indicators on school entry are on par with other states and territories. Nevertheless, throughout the school years, a substantial and unnecessarily large proportion of students do not achieve literacy levels that will allow them to succeed in education and have a high quality of life beyond school. Consultation Paper 1 points to a number of initiatives to improve the reading and spelling skills of</p>	<p>'Five from Five' is a free resource for parents and teachers on evidence-based reading instruction and literacy development. It has a website and offers free professional learning. MultiLit Pty Ltd publishes comprehensive reading programs, interventions, assessments, and resources for use in schools. It has whole class programs for F-2 (InitialLit) and small group intervention programs (MiniLit Sage and MacqLit). These programs have all been rigorously trialled and evaluated for effectiveness. Research summaries can be found on the program pages at www.multiLit.com Trials of MultiLit's evidence-based programs have also been published in peer-reviewed journals. Two recent examples are https://doi.org/10.1080/19404158.2021.1989605 https://doi.org/10.1177%2F0004944120931146 https://doi.org/10.1080/19404158.2019.1635500</p>	<p>Learning Difficulties Australia has a long history of providing high quality information on reading instruction, development, and difficulties. It is a member-based not-for-profit organisation that provides a large amount of information in the form of free and low cost publications and professional learning to schools, parents, and community.</p>	<p>The organisational map names numerous organisations with the expertise to guide an effective literacy strategy to achieve the goal of 100% literacy.</p>	<p>Taking SES into account for state-by-state comparisons is necessary for context, because it is important not to overstate the relative extent of literacy difficulties among Tasmanian students. However, Tasmania's schools do not have as many students with challenges that other systems face, namely the numbers of children learning English as an Additional Language or Dialect, or students in very remote schools. So, SES seems to be the major out-of-school factor for students' literacy learning, and fortunately research has shown that the impact of SES can be significantly mediated through very systematic, structured, and explicit literacy instruction throughout the primary years, with a whole system commitment to assessment and intervention that ensures no student leaves primary school without proficient reading</p>	<p>The themes in the 'What we have heard so far' section of Consultation Paper 1 are excellent starting points. Consultation Paper 1 also rightly emphasises the need for appropriate measures and targets (as described elsewhere in this document). Systemic assessments are essential but not sufficient. 1. Curriculum-based assessments and progress monitoring assessments are important to ensure students are making good learning gains and are 'on track' over the course of the school year. Oral reading fluency assessments are very reliable progress monitoring tools and are strongly related to other reading skills. 2. Reading comprehension assessments like NAPLAN can</p>	<p>Primary School: - a framework for assessment and intervention that ensures all students who need support or intervention are identified at multiple points throughout primary school</p>	<p>Within three years, with high quality instruction in Foundation and Year 1, at least 80% of students should be achieving the threshold score on the Year 1 Phonics Check. In the medium term (three to ten years), 90+% of students could be achieving this goal. In the medium term, <5% of students should be at/below the national minimum standard for NAPLAN in Year 5 (in 2021, it was 16.5%).</p>
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		<p>students in Tasmanian schools, however without details it is difficult to say how closely they reflect evidence-based best practice as I understand it. I note that Consultation Paper 1 refers to online modules for phonics and early literacy for Prep and Year 1. Without having reviewed them I can't comment on the content of these modules, but will add that that effective reading PL needs to extend all through primary and secondary. I don't have access to the recommended phonics scope and sequence, so cannot comment on that either. However, I will add that a scope and sequence for spelling, vocabulary, and reading comprehension is also advisable. The addition of the Year 1 Phonics Check to the suite of systemic assessments will give a good indicator of whether students are acquiring the fundamental skill</p>				<p>skills. The prognosis for Tasmania is very bright. With a relatively small number of schools and students and without the challenges of very remote locations, it should be possible to achieve a significant shift. This will involve:</p> <ul style="list-style-type: none"> • All primary school teachers being provided with professional learning on evidence-based reading instruction that includes the 'Big Five' (or Six), and how to teach them explicitly and systematically on a developmental progression. • All schools using evidence-based reading assessments regularly to monitor student progress. The Year 1 PSC is an excellent addition to the suite of systemic assessments but schools must be given guidance on progress monitoring – that is, not using Running Records, PM Benchmarks, or similar non-evidence based assessments. • Department 	<p>identify struggling readers but do not provide information about why they are struggling. Intervention decisions need to be based on valid assessments of reading subskills (see the Primary Reading Pledge https://fivefromfive.com.au/primary-reading-pledge/)</p>			
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		<p>of decoding at this critical point in their reading development. However, it is very important to set the 'threshold' score at an appropriate level, and that guidance to schools is clear that achievement of the threshold score does NOT mean that students are proficient decoders and need no more phonics instruction. Ideally, schools should aim to have all students achieving at the top end of the score range, and this is achievable with high quality instruction. The PAT assessments are also a good choice but the target minimum achievement level of 118 is arguably too low. This is the equivalent of the 19th percentile for the population.</p>				<p>reporting requirements aligned to evidence-based measures and targets. • All schools having access to evidence-based reading intervention programs, and sufficient staff to deliver them to all students who need them. • All secondary teachers being provided with professional learning about how to recognise and support struggling readers in their classes. • Timetables in secondary schools allowing regular scheduled time for students to participate in reading intervention without missing other lessons.</p>				
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belinda Howard		personal experience nothing from the consultation paper. Children need to be assessed first for learning issues. No point having programs if you cannot access services for assessments. Children cannot learn all one way if there are learning issues like adhd, dyslexia which all need to be diagnosed early	i had to access a private tutor to help support my children.	assessment pre prep for learning issues. on going support from TA one on one once diagnosis confirmed. Assessments need to be done in school by qualified professionals. Parents struggle to get professional assessments, due to cost outside of school due to huge waiting lists that can take years. offer valid and reliable options for learning other than the set curriculum. (literacy programs are offered in school for migrants from NESB) but not every other child	if a child is assessed early and supports put in place, children will have confidence to continue schooling into further education instead of dropping out in high school. There then would be less unemployment as the skills had been addressed as according to the map, literacy is learnt at its highest in early years of learning, not later when one has left school.	early assessments for all children in schools. Individual learning plans identified for children with learning issues and funding and staff available to assist with this. Parents need assistance to navigate this area, as knowing what you need for your child in unknown as sometimes it also comes with diagnosis of other conditions. There is no road map for this either. which need to be created and given to parents sooner rather than later. If a child gets to year 3 and 4 and have not been diagnosed with a learning issue it is getting to late to implement change and help support the young person and family. If a child gets to year 5 and 6 at school, a child starts to avoid school from the anxiety of learning and being sen as a child who is behind. by the time they enter high school you have already lost them and avoidance from school happens.			early assessments pre school age for every child Those identified at risk need a learning plan implemented from 1st day of school to keep track of progress	assessments done by professionals/ and or referrals for diagnosis within 1 year not waiting lists for up to 3 years. Otherwise you miss the opportunity to identify the childs strength in learning by implementing specific learning targeted for them. Teachers also need to support children and learn more about autism and adhd (as there behaviour) is often seen as a negative rather than working with them to support their learning
Patricia Rock	NA									From beginning of school to

										end Early Years ie a span of 2/3 yrs measured.
Kate		The fact that the Government is finally taking notice of Tasmania's declining literacy rates is a good start.		To me, as an educator of 10+ years, the literacy levels of students coming into High School English over the past few years are appalling. Reflecting on the data, it is evident that there is next to no emphasis on identifying issues, early intervention or how to do this. That is, incentives for lower SES families to support their children are non-existent and if a child is to receive assessments/ additional support (particularly in non-DoE schools), it costs money. There is a large gap between expectation and reality. Teachers are being held accountable to do a job that requires more time than humanly possible and are underpaid, understaffed and constantly unsupported. Take the onus off the teachers, and put it back on families.	Opportunities for the Government and relevant departments to advertise their programs whilst holding PARENTS and FAMILIES accountable for their child's literacy. The home is the first institution where a child is exposed to learning (ie; reading, writing), not school. Teachers are educators, not parents. A high number of parents in Tasmania live on tax payers money so see no value in education or working, thus perpetuating the apathetic "not my problem" attitude which undermines everything teachers do.	Supports could include Government mandates for parents to be supporting the literacy needs of their children from an early age, and if they themselves are illiterate, they are to seek literacy support. Teachers can support the children's learning however they cannot do it all; this is why there is a teacher shortage, there's too much responsibility and protocols in place (ie; burnout!). The high amount of learning needs is only one of many reasons for illiteracy. If anything, its more through the lack of early intervention and support from homes and the Government that is causing the issue.				

Sarah Williams	Scotch Oakburn College	Spotlighting the issues and encouragement of it needing to be a focus area	Jocelyn Seamer Education	Professional Learning Frameworks for Teachers. Out of any of the factors listed that impact Literacy Development, the most important one that has the most affect is; teacher capacity! The quality of the teacher in front of the children. It is the most influential factor!	Getting into the workforce! Universities, practicum programs and Instructional Leaders that work should to shoulder with teachers in K-2 classrooms! Early Intervention.	Very strong professional learning models that stand the test of time, for example, half day sessions over an initial year and ongoing professional learning once a term.	Clear, one-line targets that everyone can adopt. But also, assessments that match these.	ACARA Literacy Progressions		High Quality professional learning!
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Renee Frost		Literacy Support in Libraries Tas Launch into Learning 2610		The main gap I see is too many working in isolation. There needs to be simplified and consistent approach, everyone trained in the same way & making sure there is a community of practice.	Opportunities to really strip back education. project base learning to improve engagement, creative ways of learning, more oral communication taught	More support for teaching staff, more time for staff to plan innovative & creative lessons that inspire learners	Work place maths and english, mapping from the end point - VET maths/English, Cert's, Uni literacy needs then making it is scoped and sequenced from primary school. More real world links for students. The problem isn't just literacy levels it is resistance of students and families to education in general so there needs to be more focus on increasing the community members to care about having good literacy and why that will matter to them in their life. Verbal/Oral testing is as valuable to measure if not more so than written. Measurements of computer literacy. Access to more Computers in public schools			
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Ed Beswick	Thrive Group Tasmania Inc	Parents & guardians being given the tools to read to children through the support programs listed.								
Byron Jensen	Individual			Whilst the organisational map is fine - there are no numbers. How many specialists teachers in literacy are there at Risdon Prison? Why is there no flexible learning options for prisoners as there used to be?	A collaborative approach across all adult learners from low socio-economic areas, remote locations, indigenous and prisoners in increasing literacy in these disadvantaged areas through the use of digital technology and significant investment in human resources of delivering to adult learners. This cohort may already be disenfranchised from the education system - so there has to be "tasters" / "hooks" into learning - this could be finding the learners' interests e.g. video games, automotive, and gardening as examples.	More investment - have full time specialist teachers in adult pedagogy employed by the TPS - this includes literacy teachers, numeracy teachers and digital literacy teachers. Embedded literacy in applied learning - hands on projects to make the learning meaningful and have outcomes that are realistic and achievable.				

Helen		Levelled literacy	'Words their way',	There should also be a focus on emotional support. Children who struggle with literacy feel that they are 'dumb'. I feel it also needs to be tailored for their interests so that it is more engaging. Not a one size fits all. I feel children who are struggling need to be 'consulted' regularly their goals for literacy (for my grandson who struggled it was being able to read the challenges for 'fortnite'). There was an element of blame by educators towards parents for not doing enough, for not supporting their child more. Homework became an exhausting battle ground of negotiations, rewards and punishments.... everyday.	I work in health care and have no knowledge of any health literacy programs mentioned or any way to refer to one. Maybe needs widespread community education on programs available?	I think it is very difficult for teachers to deliver on literacy if they don't have extra support in the classroom.	Age appropriate levelled reading. An 8 year old is not going to be engaged reading from a book meant for prep. A teenager is not going to be engaged reading from books that are meant for lower grades. I think there needs to be community education and engagement on what we are aiming for and how the community can help	No	How happy the kids/ parents are with the program. How do they evaluate it.	Short term/ long term: Is this program delivering? Are the children engaged or struggling? Does the child feel they are improving? What if anything need to change? I think it needs to be an individualised program until the child meets age appropriate levels.
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Susan Dunn				Parents understanding the importance of literacy. There are parents now who left school early and have passed on to their children, currently in school, an attitude that you can leave school early and it's ok. There needs to be a working with parents as they enroll their children in school, for a face to face consultation about how they as parents can help encourage and be involved in their children's learning. An understanding that the most important people to foster this are the parents not the teachers.		Supports for parents. We have Launching Into Learning where parents and children go to get familiar with the school environment, but there needs to be a program alongside this teaching the parents how to interact with their children, reading to them, encouraging them to use pencils, colours, etc., and allowing time for them to do this.	That all ages are given the opportunity to easily access support.			
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Jenni McLeod	The Bee Collective	This is the problem. Literacy is treated as an individual problem with an individual fix. The issue is structural and until how we approach literacy changes this will continue to be a problem.	The 2015 Dropping Off the Edge report showed us that Tasmania has some of the highest levels of disadvantage in the state. This report was an impetus for me to do something. I initiated and coordinated the Bee Book project, a book written by children in Goodwood for children everywhere. I partnered with organisations and established sponsorship. We crowd funded and ran workshops with children to teach them about bees, tell their story and publish a book. The process and the final publication engaged children as active learners and changed how they saw themselves. Children are students/learners and then they become published authors. The book is now in its 4th print run- which I'm advised by my publisher is unheard of in Tasmania. I am currently publishing a second book with children, this time in the Huon Valley based on the same model. The success of the model is that children see themselves reflected in each page of the book and gives them an opportunity to imagine for themselves. This is not a pitch for government funding- these are grassroots driven projects with communities not to communities. Big Hart is an organisation that inspires me to keep going as they work with communities.	The organisational map assumes the 'wrap around' model which I question as again, it assumes individuals are the problem rather than the structures set up to support them. It gives organisations the power to position themselves as the fixers and the amount of funding the state government has provided to these organisations, with little to no return is alarming. Connect 42 and the hundreds of thousands of dollars provided to that organisation claiming #100%literacy, should be a glaring example to government of how NOT to proceed. Money is provided to support the organisation not the outcome. Literacy solutions are done to communities not with communities.	To consider a whole new approach where communities drive the solution based on a Big HART model.	Better effort in seeking out community solutions - find what is working not what people say is working.	I understand it is unlikely you will change your organisational map or the structural issues inherent in designing a framework like this. If you are funding organisations, the measures need to be real, but are notoriously difficult to measure at a community level, but this is not an excuse for obfuscation. Measures could include - stickiness. Does the community know about the program? Do people turn up regularly? Does the community actively promote the program? Are local business/industry associations involved? - sustainability- is sustainability built in to the program? Will it last beyond the initial funding period? Will it leave a footprint? Opportunity- does the program provide	I have been looking at the research from the Menzies Institute about Tasmania's iodine levels and impact on literacy and I am interested in seeing this research applied through the DoE.	I would like to see ongoing in-house community consultation. We are all invested in a literate Tasmania.	The Dropping Off the Edge report needs to be a driving document to determine targets as it will change from community to community- however I urge you to stop funding organisations that claim big and deliver nothing tangible. Thanks for reading this.
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							<p>additional opportunity for participants? Does the problems speak to a persons capacity(rather than deficit)? Happy to talk to you about others if you are having in house community consultation- which I think you should, as this online process locks out people who are illiterate (structural failure)</p>			
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Katherine Tongs		Getting students to read in class and take literacy tests		More volunteers literacy tutors at school and also in the community to help those having difficulty with literacy	opportunities for reading and writing groups to be formed, opportunities for all school students and adults with written problems to enter competitions with prizes that will cause them to try harder	literacy tutors need part time employment and need to help students improve their reading and writing	how many complete grade 6, grade 10, grade 12, technical college, university and what their average literacy score is; how many immigrants with a different first language (or from another language within the existing population) reach the average literacy target of the population	no	yes	10 years
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Claire Bolton		Efforts to engage with early childhood service providers and parents/guardianship of young children to establish state-wide foundational literacy skills.	N/A	More concerted efforts to draw connections and create links between the "in-school" and "out-of-school" literary practices of children and young people. Geographical disadvantages cause great disparity between the services and opportunities available to Tasmanians at all levels.	An opportunity exists for the implementation of programs which specifically target the strongest literacy specialist teachers to want to work in Tasmanian schools, especially in Early Childhood Education. This could include financially supporting the upskilling of current teachers (perhaps through a scholarship program or subsidised study leave) whilst they obtain specialist postgraduate qualifications.	Financial incentives / benefits for teachers to take on the roles of school literacy specialists. State-wide professional development to unskilled teachers and inform teachers.	Something with tangible, measurable outcomes.	N/A	Greater visibility and promotion of the framework, with ongoing opportunities for community feedback.	Ones which consider both quantifiable (e.g. library borrowing rates, Year 1 Phonics check) and qualifiable (especially linking enjoyment of literate practices with an improved quality of life)
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<p>Michael Frost</p>	<p>Mike Frost & Associates</p>	<p>In the VET in Schools area competency based training focuses in significant part on literacy and numeracy skills by virtue of the national Training Package requirements. This means workplace literacy and numeracy is a priority and is generally effectively delivered through the training process. Because much of it is delivered via applied learning literacy and numeracy skills have immediate benefit and value. Literacy skills are vital to ensuring workplace safety (being able to read safety notices and digital safety output), reporting on performance and targets, reporting to customers, reporting to managers etc. Unfortunately still less than 50% of Tasmanian senior secondary students complete year 12 with a VET qualification which means they are likely to have missed out on workplace-</p>	<p>This is well covered in the consultation paper</p>	<p>There is a current deficiency in the fact that the everyday adult standards for literacy and numeracy to achieve the TCE cannot be met through any nationally accredited VET program Units of Competence. Despite the fact that most of the major qualifications certainly at Certificate II do contain either explicit literacy and numeracy Units of Competence or ones from which reasonable standards of literacy and numeracy workplace competence can be assumed, they are currently not recognised.</p>			<p>Adequately addressed</p>	<p>Workplace literacy and numeracy skills achievement measures</p>		
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Ariane Michel le Jones	Doe Tas	The resourcing of Literacy Coaches is providing schools with a designated leader of literacy who is an expert in the field and can provide targeted professional learning and coaching to staff based on identified school priorities.	I find that the skills assessed in the Southern Phonological Awareness Testing to be more informative than the phonics checklist and it assists me to provide targeted support to students. It assesses a much wider range of phonological awareness skills, not just blending and segmenting. PAT adaptive testing should be considered as an alternative resource to the PAT Maths and PAT Reading assessments. It is a far more inclusive test that is accessible to a broader range of students. It reduces anxiety and provides much better diagnostic information than the year level testing. Finally, programs do not teach! The best investment you can make in literacy is to train teachers to further develop their knowledge and skills to become better teachers of literacy. I attended Chris Topfer's Spelling Inquiry to build my own knowledge and skills in 2021. This led to me having the knowledge required to conduct in depth spelling inquiries with my students. Yes there is a reference that may assist me, but it was the knowledge I gained that is having an impact on progressing student learning. I have attended many professional learning sessions aimed at teaching "programs" over the years, but I believe that positive impact on student learning often occurs not so much due to any one program, but due to the increased knowledge teachers gain from each professional learning experience.	Intervention and in class support needs to be funded at key intervals for students at risk. The use of the phonics checklist and the use of Early Years PAT along with teacher ACF ratings and other assessments can identify students at risk, but what are we going to do about it? It can not come down to the classroom teacher alone. For students at risk, additional resourcing is needed. I have seen the benefits of this first hand in a school I worked in and in the local Catholic School. Both schools employed an additional teacher per grade 3 days or 3 mornings per week to provide in class support. This reduces the teacher student ratio by half and allows for small group work targeted to improve the outcomes of students at risk and also to provide extension as appropriate. Additional resourcing of teachers at key intervals in P-2 is vital. Depending on the needs of the school this additional resourcing in the form of an additional staffing (of teachers), could be used to support; * Opportunities to develop phonological awareness through targeted small group in class intervention * speech support and intervention. (In my	Using the assessments we have (though I really wish the DOE had moved to using the adaptive testing which is much more inclusive of all students), we have an opportunity to identify students working below the standard expected. We have an opportunity to gather diagnostic information, provide professional learning for teachers in addressing areas of need, and provide targeted intervention. Again, this can not fall to the classroom teacher alone. It won't have the necessary impact on student outcomes. We need more teachers! If a teacher has 8/30 students in his or her class that haven't reached an independent reading level and are working below the	* "All Tasmanian schools will have phonics instruction in place P-2". There is a wide variety of phonics based instruction being taught in schools. Some is not of a high standard or quality. Teachers need to have the skills and understandings required to teach phonics not by completing training to teach a "program", but from coaching and mentoring as well as quality professional development. * More staffing is needed. I would like to see additional staffing (similar to reading recovery or flying start but perhaps more flexible to meet school needs. * More professional learning. Not just for leaders, but for all staff. Over the past few years, I have noticed a shift in some skills where the majority of staff accessing external professional learning are in leadership roles, often non-teaching roles. While this is very important for driving school wide	Year based assessments to not assist with providing quality diagnostic information compared to adaptive testing. They create anxiety, provide little diagnostic information, and exclude some students who are not working within the middle 50 percentile. Therefore, * All schools will use adaptive testing to analyse diagnostic information and implement targeted strategies to progress student learning outcomes. * Access to early intervention for speech, phonological awareness and phonics P-2. *All staff need to learn not only phonics/phoneme based instruction but they also need to improve their knowledge of how to teach graphemes and morphemes. If this is not	Please! Please! switch to the PAT adaptive testing. Many of the students I work with opt out of the year level testing. Some also get 100% which does not indicate how advanced they are. When surveyed they told us that the adaptive testing reduced their anxiety levels and they felt they performed better (as it adapted to their level of understanding) even though the percentiles remained the same as on the year level testing Running records (used in just about every primary school class). Southern Phonological Awareness Test	Much of the literacy data focuses on reading. It would be good to see a measure to track writing progress. The focus perhaps should be on growth in the targets as well as achievement. By looking at individual student growth we can better identify whether the measures are working. This is especially the case for high performing students. Year level testing will not always show us that growth because it has a ceiling! So we need to look at ways of assessing that. (Choose adaptive!)	Short term - All schools use data to identify a literacy priority/ target based on the big 6 of reading and provide staff with access to quality professional learning. * oral language, * phonemic awareness, * synthetic phonics & phonics/word inquiry (Note the need to also support staff to learn about not only phonemes, but graphemes and morphemes otherwise students can't apply knowledge of the phonemes they have learnt in context. * fluency, * vocabulary, cognitive verbs or subject specific vocabulary/language. * and/or comprehension
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				<p>experience, the existing speech assessment and speech therapy is not adequate and under resourced). Many students that teachers identify as having speech and sound confusions do not qualify for any additional support and this significantly impacts on their progress in literacy. * In years 1 and 2, an additional teacher would provide the opportunity for guided reading to occur more regularly with a teacher, doubling the amount of time students are heard and taught reading strategies by a teacher. Finally all students in Years 3-10 who have not yet reached an independent reading level should have access to a teacher with the knowledge and skills to teach them how to read. It would be interesting to survey years 3-10 staff on whether they feel they have this knowledge. I think many teachers expect students to be able to read independently by grade 3. If teachers do have the knowledge, training, time or the resources to teach them, and intervention is not provided, how will those students learn? We need a plan in place.</p>	<p>standard expected in say grade 5, that teacher simply can not provide as much support to those students as they would get if they had access to another teacher. A teacher can not be in two places at once no matter how hard they try and even though they may be highly skilled in differentiation, nothing can replace time with a teacher either in small groups or 1:1. This is where the greatest impact can be made. Even if it is for 1-3 hours per week.</p>	<p>improvement, classroom teachers also need access to professional learning. * Please note not all ECE teachers have received PL on the phonics checklist as noted and I can not see any opportunities on the PLI currently to do so. * Additional resources or funding for composite classes. This could be in the form of increased non-contact time for teachers. Especially large composites of 3 or more grades. 20 students in a grade 3 class has a very different planning requirement to 20 students in a grade 3-6 class for example.</p>	<p>provided in conjunction with phoneme instruction, students will struggle to apply what they have learnt to improve their writing. In fact it may inhibit progress! The teaching of "units of meaning" (bases, prefixes and suffixes) are just as important as phonemes to reading instruction. * All students reading well below the standard expected will have access to targeted intervention (and resourcing provided for it as classroom teachers are not in a position to provide this). This is especially important when students move beyond grade 2. *All staff (not just ECE staff) will have access to quality professional learning on phonological awareness, phonics and the teaching of reading. * In</p>			
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							years 9-12, access and training in the use of assistive technologies will be provided for staff and students to make feedback and content accessible for students who have not been able to reach an independent reading level due to diagnosed disabilities.			
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Dr Anna Brunken		The governments focus on the issue of illiteracy in Tasmania		The need for greater consideration of the global context. Eg. Information on successful programs in countries such as Finland or Singapore etc. While we have been given some global statistics, there is no consideration of all the research into high quality, national strategies and programs. There is also no list of Teaching Organizations and so the voice of one of the most important stakeholders is missing. Research is all quantitative and focussed on outcomes. No insight into experience of learning and teaching.	Add the global context. Add qualitative insights.	Need to look at How programs listed are functioning not just their existence. I attend Rock and Rhyme sessions with grand daughter and note that while it is a lovely initiative, under one hour per week does little and the individuals involved are very much aware, and confident with, literacy development. We really need to know how those programs that target parents from non English speaking programs , adult literacy or engaging parents from low-socio economic programs are performing. We also need to better understand what is involved in "staff development". There is much research now into " teacher cognition"(what teachers know, think, feel and believe) and how this impacts teaching. Research showing that this has significant impact on how teachers behave in classrooms. Another central stakeholder whose	Firstly, we have to expand the vision so that we move away from what seems like an obsession with quantitative research that is based on normative assessment. We cannot just use one form of assessment that 'appears" to show something (p.23). We also need to move away from the other obsession with phonetics as a basis for building literacy. The quotes at the beginning of the report that define literacy indicate that literacy is a multi-layered concept ; one that now focuses very heavily on socio-cultural contexts. This suggests that we have measures that provide insights into that socio-cultural context and target the needs of the most disadvantaged groups. I felt that while the report did cover this, it was only	All the work by NCVET and other global Vocational Educational centers NRDC/NCSACC Lots of research from UTAS eg.Final Report for review into Literacy teachers training..... 26TEN Socio Economic benefits of TAS university in adult literacy/ 5 year Progress report Lots, lots more that could add many more insights into the current situation.	Year that students leave school. Year 12 Completion rates of school leavers. Destination of school leavers (employment/unemployment??)	Year 12 completion rates Level of employment.
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						<p>voice is missing, Finally, all the data is based on normative assessment and this too can present limited understanding of the way students respond.</p>	<p>done superficially. While p.14 did note the importance of parents as first educators and later did also note issues with involving and engaging parents and listed some programs, all of this failed to once again measure the success of what are a very small, disparate range of programs that while we now know they exist, we have no measure of their success.</p>			
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jan butcher		Working well. Not aware of anything locally		Easy to access informal activities that support the use of language and increase vocab. in rural and regional areas	For rural and remote. Neighbourhood houses are the only opp. offered. Maybe target pubs and parent groups. Plus promote the fun in literacy	Hands on workers at to ratio of 1=4 for each activity. Flexible venues and times	Gatherings offering food and music. Fun use of literacy. Money spent on encouraging gatherings for a variety of ages and community.		Social media lessons.	
Amanda Scotney	Minds shine Bright	Teachers, libraries , bookshops and writing organizations in Tasmania	No	Having a blanket approach to adult literacy.	The key opportunities are to leverage community literacy resources through hub such as schools, libraries, bookshops, writing organizations and festivals. Having more places to have stories read and shared, education that builds the confidence and abilities of children at all ages and those with disabilities too, including adults and	Well funded libraries and schools and strong partnerships with supporting arts businesses.	Levels of literacy over time	No	Probably some local measures to track improvements in adult literacy too if possible	Improving the reading standard

					older members of the community who want to improve their literacy.					
Timothy Parkes	26/10	VET, 26TEN, TAFE, Library and adult literacy services, Online Access Centre's.	Tasmania Online Access Center. Computer literacy programs providing basic computer skills, including elements of LLN.	The system of recruitment of clients is rather ad hoc, particularly in rural and remote areas. Employers should play a greater role in recruitment strategies, this includes employment services having a greater role, and government agencies being able to ensure clients attend training sessions and provide acknowledgement of attendance and success. Too many people with LLN challenges are slipping through the cracks. The current 26TEN outsourced recruitment, which has not worked. Many Coordinators do not have formal teaching skills which is reflected in the volunteers and in the administration of the LLN services. Volunteers tend to be treated in a discriminatory and ageist fashion, retired professionals such as teachers often do not stay because they feel their skills are undervalued. I've seen this occur on many	Online Access Centers could have a greater role in literacy and tutor training. Identifying clients with literacy challenges and having a broad knowledge of the demographics of the region. Particularly in regional and remote areas.	Tutor training. Data and demographic modelling. Professional assistance with strategies. Provision of LLN library resources, particularly to regions. Professional development programs.	Building open, honest and confidential relationships with emphasis on best outcomes for clients. Building positive and dynamic collaboration between government, agencies, families and individuals. Building a cohesive plan to continue developmental of work, including a friendly, professional, non threatening, no stigma no shame, goal oriented learning environment. Acknowledgement of learner achievement. Engaging with business and employers to identify potential clients for the service in a non-	Workplace data on LLN participation. Data from ESL on competency across literacy benchmarks such as grammar, spelling, phonics, and comprehension. Crisis support hotlines to help identify clients at LL or N risk.	Accurate and objective gathering of data, particularly in vulnerable regional and remote communities where need is greatest.	Success and achievements of programs. Successful clients identified and acknowledged. Publishing of success stories.

				<p>occasions. Perhaps the service would be better served and administered by appropriately qualified volunteers, regardless of age. Collegiality among volunteers seems to be actively discouraged, sadly. Coordinators threatened by volunteers who are more skilled than themselves. People on the payroll see volunteers as "lesser", when on many occasions they have high level skills and experience, I experienced this when I wanted to upgrade my skills with ACSF, the public servants in the class were openly hostile to my presence. Contradictions in tutor training, between the online training and the classroom training I received at TAFE which has since been abandoned much to the detriment of tutors. The online course does not have the impact or outcomes of the classroom. Coordinators withholding important client information from tutors, I had to confront a coordinator because she would not show me the learning plan for a student which we were instructed to request during training at TAFE, claiming it was confidential thus weakening the tutors</p>			<p>discriminatory and goal driven client friendly way.</p>			
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				<p>ability to deliver adequate and professional tutoring standards.</p> <p>Confidentiality was covered across the TAFE training and should not have been questioned without evidence of breaches. Again online training for the role of the professional tutor should return to the classroom for tutors on the front line of LLN and the necessity of receiving AQF competency in all course work. Qualified Assessment of tutors should be ongoing along with professional development (PD) standards which seems to have dropped of the radar. Adult Learning and Life Long Learning needs to become a recognised discipline, contrasting pedagogical and androgical (sp?) learning theories. LLN should become part of school course work across the board. LLN awareness can include the family, adults reading to children and children reading to and assisting adults who have specific problems across the LLN criteria. This has worked well with LLN in the home. "can you listen to my reading", "can you read to me." Playing spelling and counting games at home suitable for adults and children which identify problem areas,</p>						
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				without stigma or shame.						
Cheryll Goodluck		Teachers curriculums that support students		Support staff to help teacher implement	specific programs previously had to support students	Extra T/A support to help students on the lower and to extend those on the higher end	Parents are the first teachers so programs to inform them of how they can help support their child		Parent support and understanding the framework	

Veronica Terry	RDA Tasmania	Services where people self identify the need and are open to learning.		How do we help people who don't want to identify as needing help?	Educating parents on how to build education into their everyday interactions with their children. Education happens in everyday life is valuable. Perhaps this could be done at the same time as early learning before kindergarten? Perhaps this could be done for half an hour in the first 2 weeks of kindergarten when parents drop off their children. You could also include grandparents in this process to create a positive and supportive education environment in the home.	People don't wake up in the morning and think to themselves "I would like to improve my literacy". If supports were to be established by connecting literacy to a genuine need, rather than an overall skill set. An example of this would be to assist people with completing forms. Forms are very stressful for people. Assisting people with digital literacy by assisting with forms and showing them how to scan the form and upload it. This could be the hook to get people to seek assistance.	Target - Healthy lunchbox audit (see Q3 for more on this). Measure - Councils, Taswater, Aurora could include contact details for literacy services when they send out letters that those with literacy may struggle with. This letter could also be sent to the literacy services so that they are aware of what has been sent out. Measures and targets need to focus on the social and economic ecosystem that either contribute or indicate likelihood of literacy issues.		While this may be left field - Look inside the lunch boxes of school children. If parents are struggling to provide a healthy lunch for their children, this could be a cry for help. It may be related to low income (an indicator of poor literacy). It may be related to financial issues (also an indicator of low literacy). It may be an indication that life is getting complicated. A stressed parent(s) will not be able to assist their child with homework and additional learnings. A stressed parent therefore may need additional support. A stressed parent may also not ensure their child gets sufficient sleep to learn	Measure the indicators for the next 5 years, THEN measure the output. For example poor physical health and poor financial health are two indicators of low literacy. Perhaps rather than a work for the dole type of arrangement, long term unemployed need the opportunity to focus on learning to read and numbers. Perhaps these life skills would be more important than throwing people into an environment where they use their energy and focus to hide a lack of skills. Focus on the ingredients required to support literacy first. The output may not be tangible for 5 years. Another target - for those in need perhaps they could utilise restaurant kitchens in the morning (when
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									<p>at school. We need to give people support, not judgement. We need to ensure that when children are at school they are learning as much as they can possibly learn and not learning that they cannot learn. Another measure could be that children from stressed households have the opportunity to sit quietly before joining the classroom. A stressed child will not learn. These suggestions that would benefit from the insight of education professionals.</p>	<p>they are not used for lunch and dinner) to prepare food. This is an activity that would improve diet, health, social interaction, community connection AND literacy. You need to read a recipe to cook.</p>
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Grace Hume		<p>Homeschooling. Whilst there is some excellent information in Paper One, it would appear, sadly, that complicated, bureaucratic solutions are being sought for what is, essentially, a very basic problem. The questions being asked in Paper Two make it very difficult to even approach suggesting the real, viable solutions. Teachers do their very best, but have been given poor information, and even less practical knowledge, around the teaching of reading, which, following typical early childhoods of too much screen time/not enough one-on-one interaction from adults, effectively stalls all areas of literary function. My solution was to keep all my children at home until, at the very least, I had taught them to read. Sadly, this is not an option for many - and too much of a sacrifice for many more. One year (at the most) of effective instruction will</p>	<p>Not in Tasmania, however, I worked with an (privately published) Australian product in QLD - The SPA reading programme (let's stick with British spelling) which has a set of First Readers available to complement and support</p>	<p>Early Years - The biggest gap is our mistaken belief that childcare and 'Early-Learning' centres can replace parental time, attention, and input in the first years of learning. The School Years - As noted in Paper One, literacy consists of more than 'reading'. However, no truly informed individual in the field of literacy could deny that learning to read fluently is the foundation for successful functional literacy for the whole of life. The gaps here are huge. Every programme that has been widely accepted in the last 20 years (and more) has failed to produce results, as evidenced by our abysmal literacy scores across the board. (Aust wide, not just Tasmania) Using a linguistically sound 'pure' phonics approach to teaching reading - such as set out in the SPA programme previously mentioned - and (giving up the erroneous idea that '*comprehension is the most important part of reading') teaching reading as a standalone skill which is then integrated with all the other aspects of literacy [this is a very misleading phrase! Of course reading is absolutely useless if we cannot understand what we are reading. However, when</p>						
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		<p>have by far the majority of children (without specific learning disabilities) firmly on the path to a literate life.</p>		<p>we confuse the PROCESS of LEARNING TO READ, by trying to enforce comprehension during the period of intensive skills uptake in the early stages, it detracts from the process so significantly that, in many children, the confusion is permanent. I have seen some parents deal with it by taking their children out of school and de-educating them before starting the process again themselves. This has been successful, but a very intensive and very inefficient road.]</p>						
Judy Howison		<p>Libraries Tasmania Literacy Planet</p>					<p>To achieve the highest level of educators, there needs to be acceptance of qualifications for teachers from other states who have moved to Tasmania and wish to work.</p>			

Joanne Christie	Teacher	Currently, there is strong interest among schools and teacher in the 'science of reading' and using evidence to improve teaching and learning practice.	Staff/ Teacher professional development in linguistics and evidence based teachings practices run by groups such as SPELD.	Gaps appears in the 13-16 age group. What intervention will be provided to students who continue to struggle with literacy? What core teaching practices are essential for all students in this age group?	Providing high school teachers with up to date, evidence based knowledge on how students learn to read and write and practices that best support all students in the 13-16 age group.	Teacher knowledge and training is key.					
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Kristen Moane-Richardson	N/A	Response to global long term literacy research, evidence based teaching and assessment teaching of literacy.	No and this is significant concern. I have also not been able to find any literacy grant opportunities to implement research backed programs/interventions in DoE schools.	-Lack of government grant opportunities to implement response to literacy research within high literacy vulnerability schools - Literacy Coaching roles need to be directly aligned to global research on evidence based teaching and assessment of literacy, -literacy coaches to explicitly set up, coordinate, manage, train, teach, assess and evaluate response to research literacy interventions in schools -literacy policy and publications need screening to ensure they align with global literacy research - definitions of how literacy disability is assessed, diagnosed, and the implications of this on families, schools and workplaces in Tasmania	-dyslexia friendly schools and teaching - dyslexia friendly resources and funding to create and/or purchase these -funding for response to research targeted literacy research projects that are assessed and evaluated for DoE schools - professional development in DoE schools for ALL teachers on dyslexia, literacy research and explicit teaching of literacy for ALL students -	-funding for quality research backed resources, professional development, grants targeting literacy pilot projects/research back interventions, assessment and evaluation of current funded projects for their effectiveness. Projects with limited to no impact on literacy vulnerability and progress should have funding distributed to pilot research grants in high vulnerability schools. -better support for children and families that have language delay, speech disorders and or assessed high risk literacy vulnerabilities within their home AND school/community -identification of current policies, teaching, pedagogy, resources and assessments that discriminate and/or disadvantage people with literacy disabilities in Tasmania - closer alignment, collaboration and consensus between DoE policies and initiatives,	-All Tasmanians assessed with literacy disability will be fully funded to access response to research literacy intervention by 2030! -All schools, community organisations and funded entities will show evidence of improvement in their promotion of dyslexia friendly environments, policies and processes by 2030 -children identified with literacy disability will be funded, assessed, and tracked with their progress in literacy across early intervention providers, schools, colleges and universities to strengthen pathways to success for those with assessed literacy disability. This includes collaboration with speech therapists, OTs, literacy specialists,	No	Yes -The percentage of people with assessed literacy disability in Tasmanian schools - comparative progress of students with SLDs in literacy (not English) across schools -percentage of students with SLDs who achieve tertiary education, TAFE qualifications, management positions etc - accountability for all projects funded with literacy purposed goals against literacy progress, particularly for communities with high assessed literacy vulnerabilities. -better measures and assessments for students with literacy disabilities across all educational settings - screening assessments and measures against	-all students assessed with literacy disability will be funded and supported with evidence based interventions in schools within the next three years -all schools will assess for literacy disability across all grades, inclusive of early years/early intervention providers, within the next three years - students with literacy disability and literacy vulnerabilities will progress in their achievement of literacy knowledge and skills within the next 3-10 years -the percentage of students in Tasmanian schools with literacy disability will be assessed, identified, measured and tracked within 3-10 years - significant funding opportunities will be made available within
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						independent/catholic schools and community organisations - support, recognition and scholarship opportunities for people with literacy disabilities to achieve and represent their community at high levels including university, leadership and policy making.	teachers and non DoE/ DoE education providers		literacy research for their compatibility, alignment and effectiveness	the next three years to support pilot research targeting students with literacy disability and vulnerabilities -funding for scholarships and leadership advancement for people in Tasmania with literacy disabilities will be available within the next three years
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Cyntra North	New Town Primary School	<p>Teachers having a deep understanding of The Big Six in literacy instruction. In the early years particularly, Synthetic phonics and structured explicit literacy, including vocabulary. Skilled and explicit literacy instruction needs to be a focus throughout the primary years.</p>		<p>Considering the Quality Teaching Action Plan, much could be done to improve initial teacher education. As a recent graduate (in my fourth year of teaching in a primary setting) I felt as though I did not have the knowledge and skills required to meet the demands of teaching, including knowledge and skills. While my understanding is primarily based on my own experiences, through working closely with teacher colleagues and school leadership, it seems that most Australian universities are not keeping up with current evidence based literacy research. Most graduates are entering the teaching profession with little knowledge of the importance of oral language, phonics and structured literacy for young learners (and more widely the Big 6). Universities need to be offering more than 1 x 13 week unit that explores these domains thoroughly, with sufficient and authentic work experience and exposure to the implementation of these domains in real classroom settings.</p>	<p>Restructuring Initial Teacher Education to include more exposure to the 'real world' demands of teaching, and more specifically examples and exposure to quality teaching in literacy and numeracy. More cadetships and internships should be the norm, not just for the select few deemed as high achievers. 1/3 of teachers leave the profession in the first five years. I believe this is because many graduates are sent out ill-equipped to teach. If universities are supporting their pre-service teachers with quality education and greater pre-service experiences, perhaps teacher retention rates within the first five years of graduating, might improve.</p>					
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Alex Frusher	Department of Education	Teachers are doing their best with very limited time and resources. The tutoring programs at the library	N/A	A literacy coach is a good initiative, but nowhere near as effective as actual experts in classrooms. In class support, so that the ratio of experts (teachers and or aides) to students during the literacy teaching time is low (ideally 1:5 or at worst 1:10) needs to happen if we want to see real change and fast	Include a similar approach to flying start, LiL and Lift should continue and be expanded.	A lot more funding, a lot more teaching staff in schools. Support needs to be tied to literacy and not absorbed for other reasons.				
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Alison Taylor	LONGFORD PRIMARY SCHOOL	Launching into learning programs Access to ECIS		More speech therapists, psychologists at paediatricians available to support young children. It needs to be affordable and easily accessible either through hospitals or schools. Waiting lists for public health and education are 2 years and parents can't afford private. If they can't access these services their children's literacy levels fall through the cracks. They have to have these assessments to access NDIS but they can't afford them! Get rid of the literacy coaches costing a fortune in schools and give us full time teacher assistants in Prep and grade 1 for literacy support		Speech therapists in schools! If they can't speak correctly there is no phonological awareness!!!!			Don't waste money putting people in positions to satisfy your framework, put the money into health and education services	Children in grade 1 in Tasmania should all be reading at age appropriate level
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Sarah				<p>Educational environments that embrace the different learning styles and ABILITIES of children. Eg. An auditory learner learns by listening and PROCESSES BY TALKING (or singing) while working. Mainstream settings do not generally accommodate this. Mainstream setting relies on reading and writing for efficacy and works to fit all children into that system.</p>	<p>Introducing Waldorf style techniques such as teaching math through movement, through observation of math in nature; teaching the alphabet through stories and art; teaching through play, manipulatives, and recognising and accommodating those children who need to be more vocal as part of their learning process. Technology not always necessary btw.</p>	<p>I imagine a small class setting with specially trained staff who fully understand the strengths and needs of each child. A child may be invited to present learning by making a video rather than writing. Even in primary years a carefully thought out play based learning environment can engage and motivate children who are not "switched on" by traditional methods of education (think ADHD). NOTE that trauma informed service delivery is critical for best outcomes for all. Almost all children experience a level of trauma. When addressed as trauma rather than bad behaviour optimal outcomes are achieved.</p>	<p>Personal goals for those children who do not fit mainstream reading/writing based delivery. Goals informed by child, and parent if appropriate.</p>		<p>Start to relate literacy challenges to diagnosis' rather than assuming that a child of ten fell behind because of a deficit in parenting or education. Perhaps their goals need to be adjusted. Perhaps their educational program delivery needs to be rethought.</p>	<p>Satisfaction of individuals. Eg. A child may wish to have a you tube channel but is not motivated to write due to dysgraphia. Work with their strengths and measure satisfaction, well being etc. because the way literacy is delivered can influence the well being of an individual.</p>
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Denise Hewitt		There is now a statewide focus at the administrative level. The data has been collected. This community consultation is a good start. There are multiple programs.	I am unaware of any other specific literacy programs but I am aware of Teach For Australia associates who are teaching across Tasmania and who all are provided with excellent literacy training and resources which could be shared with all staff in schools.	EAL/D and literacy for refugees.	The map appears to be quite comprehensive. There is an opportunity to embed literacy in all levels of teaching and learning and to make this sustainable into the long term. There is the opportunity to look at inequity and examine the ways in which it impacts Tasmanian students and what can be done about it. There is also the opportunity to consider student perceptions of literacy and how this may block their participation. There is the opportunity to ensure that all teachers see literacy as their responsibility and not just the responsibility of English teachers. There is the opportunity to discover what is working well nationally and internationally and consider what could be incorporated	Provision of trained staff to plan, deliver and evaluate the programs. At a school level a far more data driven approach is needed (not at the expense of creativity and engagement) to ensure targets are met. Each school should have measurable targets jointly determine by current data and agreed upon by all staff who each commit to these targets, create teaching plans based up on them and are accountable for reporting against them.	I realise that NAPLAN is controversial but as a measurement tool and in the absence of other tools it is useful. In WA OLN is used which is a follow up statewide test for students who don't achieve minimum standard in NAPLAN in Year 9.	NI	At the school level there should be annual or at the most biannual school reviews where an expert panel visits, meets with students and staff and asks administration to share their strategic plans and how they are responding to data, meeting their targets and evaluating programs. This sounds punitive but it is not. Most schools are doing many great things and are to be congratulated but literacy and numeracy levels remain low and until there is a more structured approach to accountability they will remain low.	
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					into our context. There is the opportunity to consider 'purpose' and ensure that every student learns and every teacher teaches for purpose and for joy and for transfer.					
Melanie Agustina		Some school are using research based practices	Sounds Write - some schools are using it and it is researched based	Gaps are not in the map - gaps are in practices and lack of support/funding/ evidence based programs used in schools and for students who find learning difficult	Adding robust intervention where necessary - and knowledgeable people in roles that promote evidence based learning opportunities	Again - interventions, supports and PD around evidence based practices, better units of learning at university around the science of reading and evidence based literacy teaching	Continue with NAPLAN and PAT as data sources	-	Where does the community (those who are low literacy) have their ideas and input considered. It won't be through an online survey like this - it is too la gauge dense and won't be accessible to them	Unclear about this question - sorry

Heather Wagner	Retired from vic DET	Some funding for early childhood	The list touches on everything current that I'm aware of that occurs locally on Flinders Island	Maternal child health funding as it relates to literacy support with parents. Early childhood Education (literacy specific training and professional development), early childhood intervention funding, gap between NDIS and disability funding support for young children given the time gap and services to apply for NDIS.	Early childhood, maternal child health (as related to literacy component), parent program funding, prenatal funding for parents in Terms of literacy support.	Project officers to target marketing of literacy services to community agencies, parents, MCH, ECH to connect those organisations that work outside early childhood and schools (gov) framework.	Networking and professional development for literacy support from prenatal to 3 years- attendees, sessions are measurable and concrete targets	The data sets mentioned are the current and most reliable sources	Professional development in prenatal to 3 years around literacy	As above
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Amelia Jones		<p>From the data it is difficult to say. From an anecdotal perspective there are some schools achieving very positive results (such as Rosetta Primary) from implementing structure teaching of literacy, with a whole-school approach and training across all years to embed quality evidence based, sequential approach.</p>	<p>Dyslexia/Orton-Gillingham Training Educate Tutoring Multi-Lit There are many programs that are aimed at supporting literacy. However, most have not been evidence-validated and require a critical analysis of content to ensure it aligns with the 'big 6' of reading.</p>	<p>The organisational map shows that there are resources being invested at each stage. What it fails to consider is the efficacy of these programs. What is required is a critical analysis of the programs, with conscious decision to stop doing things that do not align or support explicit, structured, sequential acquisition of foundational literacy skills and pivot to content that is underpinned by the evidence base for the effective teaching of reading.</p>	<p>There are massive opportunities to leverage the existing structures, frameworks and resources by implementing consistent approaches, wholesale training and meaningful measures at an individual level of the efficacy of interventions. There are also opportunities for the Government to provide short-term funding packages to families to access the assessments and remediation that are not currently available through schools from private providers. Currently this option is only available to the wealthy, exacerbating equity issues within our education system and community.</p>	<p>It is important that more resources are put in place to ensure timely assessment and sustained intervention where required. It is important that children and families have access to independent advice, support and information - across all sectors, not just public education. A clear pathway to access help should be established through a central resource that is visible and accessible to all Tasmanian families. Funding packages should be made available to ensure families can access timely assessment and meaningful, ongoing intervention - while we wait for the system to catch up.</p>	<p>It is important that there is a way of capturing information at individual level to determine whether those children who are struggling are making acceptable gains or if the gap is continuing to widen as they move through school. At the moment it appears we are teaching to the 80% and accept that a proportion of children to fail. This is failing the obligation to meet the basic human right of all children to learn to read. It is important to measure the timeliness of access to assessments and remediation. Where access within the DoE is not within reasonable time limits, government should fund access to private service providers to ensure that the gap does not</p>			
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							continue to widen while waiting for assessment or intervention.			
Denise Hoggan	Retired from Education NSW	Primary school appears effective	No	The ante-natal period Playgroup support Study of English in years 11 & 12	Linking literacy programs into ante-natal care & education (sensitively) Expanding networks of playgroups and baby play Compulsory English with significant Critical Literacy components to year 12	Incorporate literacy tutors into ante natal programs Network of playgroup mentors Revise state requirements for post year 10 education	More frequent data collection on Adult Literacy.	No		

Sue Leitch	COTA Tasmania	<p>COTA Tasmania acknowledges the good work done by 26TEN and the network that makes up Libraries Tasmania. We understand that the work you are doing is not covering digital literacy but acknowledge that this is an important underpinning of literacy in Australia and across the world currently. However, we do feel that this is a fundamental issue for Tasmania that deserves some commentary. A major barrier we know exists for older Tasmanians, including older job seekers, carers and those seeking aged care support is low if any, digital literacy. And we do feel that our IT Mentor Program (see below) this is working to support people with low literacy skills as well as those facing barriers to our digital community that is so essential to daily connection in our society.</p>	<p>As mentioned above, we have an IT mentor program that was previously funded by State Growth and as a pilot, Aurora. This program is run by COTA Tasmania's Peer Education Coordinator and volunteers. It is currently unfunded but we continue on a limited basis due to demand. The project aims to support older Tasmanians who have low levels of confidence and digital skills. We have found that many older people with very low skill levels who have not grown up in the digital world are not able to take their first learning step in a group or online environment. There is a need to intervene first with one-to-one support that addresses learning needs that they have at the time. A relationship is built with the older IT Mentors who relate well with the learners and this, in turn, builds confidence and information-seeking skills that allow the learner to progress to another stage. Library group sessions and online resources such as Digital Ready for Daily Life and Be Connected, while they offer excellent support, are not a suitable starting point for digital learning for many older people. This project has been run in Hobart and on the East and West Coasts. In regional locations, local IT Mentors are recruited to provide ongoing support. The first steps involve visiting the community, identifying potential local mentors, and arranging a popup clinic that is attended by the COTA specialist IT mentors. Support is provided to the local Mentors and the nature of successful mentoring is shared with them. The pop up clinics are promoted widely among local groups and people to generate an audience. Once the first clinic has been run, we find that word-of-mouth recommendation supports the ongoing development of audiences for the project. There is no specific eligibility for participation. The</p>	<p>An acknowledgment of digital needs should be included in literacy development. We consider this to be intrinsically linked. Organisational responses to use plain language and to use hard copy materials as well as what they have online.</p>	<p>More support to be able to engage online. People are frustrated by this and have been telling us through our H.E.A.R consultations on ageing in Tasmania, we are currently doing on behalf of the government.</p>	As above.	<p>Qualitative feedback from community organisations on literacy issues seen in delivery of their services. Actual stories from people - storytelling can be empowering and encourage others.</p>	<p>Australian Digital Inclusion Index - done annually. https://www.digitalinclusionindex.org.au/</p>		<p>We do need to focus on digital inclusion issues; short term and longer term.</p>
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			<p>Department of State Growth funded the East and West Coast program and an evaluation has been provided directly to the Department. The key success of this program is one-to-one support. We are also funded via The Commonwealth Department of Health, by COTA Australia to supply navigation services to support people to navigate the complex system to access aged care assessment and support service. It is one of the many emerging navigation systems that are now needed to support people due to complex forms, rule requirements, and online systems.</p>							
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Terri Walker	Retired Department of Education - Tasmania	Increased focus on development of phonemic awareness and phonic skills. Increase focus on early screening and diagnosis of students who are behind in literacy. Increased focus of developing family skills to improve literacy readiness for young children.	For students who have learning disability in primary school, computer program, CLICKER is extremely helpful BUT ed depts current internet setup does not readily support the use of these programs - Exeter primary school	The phonics instructions need to be coordinated across K - 2. This means that teaching is done in a developmental way and all teachers know the steps forward and back to advance gifted students or support struggling students . Early and regular screening. Early diagnosis and intervention for students who are at risk of Learning difficulties.		Teacher training More speech pathologist, occupational therapists and psychologists. Systematic support for struggling students eg response to intervention model as a framework and early introduction to compensatory strategies eg computer software, audio books etc.	I think schools need to show their coordinated phonemic awareness and phonics program for early grades. Schools need to have written their early intervention program for struggling readers at all levels is class, small group, individual.	Reading dr is an intervention program that also collects good data		
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Kathleen Davis		Early years wholistic literacy development		<p>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. Also social disadvantage is no excuse for students not gaining literacy skills at school. Quality teaching negates this trend. Teachers need to know how to be effective teachers of literacy.</p>	<p>Implementing explicit best practice pedagogy in schools and supporting students below benchmark are needed. This also is needed in the adult learning support programs.</p>	<p>More support for literacy development at schools with a comprehensive best practice strategy. At the moment PAT tests happen but there is little explicit support for schools to know exactly which programs are best practice pedagogy. Most schools are doing something but without explicit guidance. Secondary students need support to develop beyond concrete operational thinking to become conceptual thinkers by using a range a comprehension strategies. Secondary teachers need trying in these strategies to promote comprehension at the conceptual level.</p>	<p>I think you need to include practical community surveys and responses.</p>	<p>No</p>	<p>No I actually thing your literacy framework has a high degree of tracking.</p>	<p>Short term is your current testing program. Long term needs to look at functionality of adults and their skills sets.</p>
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virgini a lucas		See below in regards to my sons journey through literacy. with diagnosed dyslexia and pervasive development disorder, autistic spectrum.	Break Through Tutorial are excellent. Wendy Sakul Ba, Mcounts, Dip ed,Dip SpecEd, Ttc co Director Wendy Crosby Bed, Gradcert SpecEd, Ttc Assist with Ndis funding subjects they cover Maths, reading, spelling, handwriting, Ph 62316221 Children are assest and a specific program is made for each childs needs. She has many staff quite a few special ed teachers. As a resource in regards to multi layered approach. Wendy is a font of knowledge and I would consult with her. I know she also has written the literacy program for Home education in the past. Address 6 Lefroy St, North Hobart.	Funding for children at school is tiered. By the time it gets to , for example children with my sons diagnosis, they fall outside the guidelines for help, My son in a class room environment would go into a learning lock down as he had an auditory problem as well were noisy classrooms he could not hear to understand what he had to do. He needed one on one help but rarely received it. In grade nine he was working at a grade 3 level. By accident I found out about Breakthrough tutorial. Talking to the vice-principal at Kingston High at the time. I asked if I could take Brad out of school to attend Break through Tutorial. Which was granted as they knew they could offer no help to Brad for his specific needs in the school environment. I also took Brad to a speech pathologist. Catherine Silcock Speechpathology.me 73 Channel Hwy Kingston ph. 62008893 I bought a computer program to use at home to improve brads literacy to work through at home. Quite expensive but worth it. For a multilayered approach to be beneficial the Government need to re introduce special ed	What I have mentioned above covers opportunities that are not mentioned.	Liaise with appropriate individuals teachers, parents, government and community. So teachers can provide proper information to parents in regards to what support is available, In regards to literacy help in school and the wider community. Take the guess work out of the way in regards to support as some parents may also be illiterate themselves. Have a support in school to Liaise with parents in regards to children with specific needs. If a child needs support from external support. Funding for this would be beneficial. Guidelines for both parents and teachers are essential a fact sheet for help available would be useful. So a parent would feel supported, as knowing your child has literacy problems or is illiterate can be distressing for both child and parent. Teachers need to be well informed so they also would	As mentioned previously	No	Once you have received all information. access it and put in place most useful recommendati ons after research into their validity. Onward track through teachers and parents if community-framework has been successful or what improvements have been seen. Or do changes need to be an option.	The success of the individual child in regards to the help they have received. Has it actually helped them to improve their Literacy skills for their age to where they should be. Are they on track or is a different approach needed. Are parents understanding of help in the community broader being accessed. Would be useful to graph improvement of children . To see how implementatio ns have improved literacy levels in individual children across each grade.
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				<p>teachers or source community help through proper educated individuals and services. Where children especially teenagers who have slipped through the cracks can be allowed during school time. To improve their literacy gaps especially. Parents could be given vouchers to attend providers so then not having the money to obtain help is not a factor. A fact sheet of were to get help from and what is available would be very useful to parents or adults in regards to specific needs. I found out how to get help for my son by my own research or from other parents . I never received advice from schools in regard for extra help. Also guided readers for all ages would be excellent for parents for reading at home for delayed children and work sheets leveled at the students developmental age they are at for home use with parent would be very useful.</p>		<p>be comfortable in their support of individual families and children.</p>				
Cheryl Davis							<p>Unless the basic needs of food, safety and attachment are met children are not in a position to learn. These issues underpin literacy and must be addressed for</p>	<p>I will attach or forward a copy of a document that I wrote in 2014 and sent to the Tasmanian government that is pertinent to your project.</p>	<p>The impact of stress on teachers trying to manage a classroom of under socialised and dysregulated children on their capacity to teach.</p>	<p>Birth to three family support for vulnerable families to identify and address domestic violence, drug and alcohol abuse, un or underemploy</p>

							any literacy program to be successful.			ent, poverty, isolation and other well-known risk factors. Identify bullying and victims of child sexual assault and provide timely and effective intervention.
sharyn harriss	SHDHS	<p>teachers implementing Science of Reading approaches - including phonemic awareness and systematic synthetic phonics. Support alongside teacher in the classroom during Literacy time. Teachers planning together based on SOR. 1:1 work with students to ensure they have all letter sound knowledge taught. Review - not racing ahead. Making sure foundation skills are strong for all learners</p>								

Tamar a Clark	Adoption and Innovation Hub for Drought Resilience - Tasmania	The work being undertaken by organisations such as Maxx Solutions and the Everyday Literacy for Local Communities program.	I have checked and they all look to be included in the community consultation paper.	Indigenous and cultural considerations. Rural communities and access when living remotely. Farming communities. Need to not only look at low literacy levels, but low digital literacy levels as well.	To work alongside local Indigenous communities to lift literacy levels for this cohort. Attracting excellent teachers across the early years to adults who are specialists in this area.	The Years 9 to 12 project needs to be better promoted to parents and students. More teachers who are specialists in this area.	Obviously benchmarking where the state is currently at. Perhaps having measurement tools in place as a MEL (Monitoring, Evaluation and Learning) - as opposed to measuring the literacy levels every 10 years. Having a larger number of people measured to really understand actual digital literacy levels.	No I am not aware.	The framework looks to be all encompassing.	Digital literacy for adults for both short and medium term. Literacy levels for Tasmanian Aboriginal peoples medium term.
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Sarah Hori	SHDHS	Data informed approach, differentiated practice, High Impact Teaching Strategies, school wide approach to adopting a research informed instructional model and a prioritised curriculum that informs points of student intervention.		The links between literacy and wellbeing. More partnerships with schools and families in the middle-secondary years with a focus on supporting reading.	Regular communication and support of state library services.		I think that schools need to look at Tas data and create their own measures and targets that are contextual to their school community; ensuring monitoring processes are timely actioned accordingly. There needs to be a reading age bench mark set for each age sector of the framework and effective research based intervention applied for those not reaching the benchmark (which is applied until they do). Making some of these proven intervention practices state wide. These reading practices need to be systematic and accessible (training and supportive resources provided to all).	No. I think that current data around Tasmanian literacy is lacking. Recently, I ran a Professional Learning session with staff and found it difficult to access current state data.		By year 7: All young people will meet an expected reading standard that is above the national minimum standard by no later than 2030* *reading goals/benchmarks need to be set for each age group otherwise the gap gets wider and more difficult to bridge.
Helen Burr		None	None	None	None	None	Spelling, reading, pronounsiation, learning back to the beginning, more one one.	None	More relearn and updating teachers	Less than 3yrs

Anne Morgan		<p>Comparing Tasmanian schools with mainland schools with similar indicators for student disadvantage, Tasmanian schools are to be commended on their literacy achievements (see research by Rowan and Ramsay). https://www.researchgate.net/publication/324275379_Educational_inequality_in_Tasmania_evidence_and_explanations/link/5d48b51a92851cd046a562b1/download However, the Tasmanian Literacy Advisory Panel's assessment that 50% of Tasmanian adults are functionally illiterate is truly alarming. I urge the Tasmanian and Commonwealth Governments to immediately reallocate funding from private schools to public schools where it is most needed - and also to concentrate on programs aimed at improving the levels of functional literacy of Tasmanian adults.</p>	<p>I wish to propose a new initiative for adult literacy support in Tasmania. See my response to Qu 4.</p>	<p>The role of local councils in supporting and promoting literacy and creativity in their LGAs. My proposed initiative would dovetail with the work of Tasmania's Strategy for Adult Literacy and Numeracy 2016-2025 (26TEN) Note that I have not have time to discuss this proposal with 26TEN.</p>	<p>The name of the program/activity To be decided. Please note that I have not had the chance to discuss this proposal in any detail with Taswriters staff or board members, and the closing date for consultations does not provide enough time to flesh out details of this proposal. However, in a phone call this morning to Dr Mark Mcleod, Deputy Chair of the Taswriters Board, Mark agreed that this is a program that Taswriters might very well be interested in. The program would involve writers-in-residence providing workshops in neighbourhood houses, men's sheds, or other local organisations. The aim of the workshops would be to encourage participants with functional literacy</p>	<p>- Liaison with state and local govt , neighbourhood houses, 26TEN and other organisation, to determine levels of interest in a pilot writers-in-residence project. - Funding to Taswriters and participating community organisations to run the program. Include travel costs, on-site child care, writing materials and possibly a meal for participants. - computers, publishing and launch costs.</p>	<p>I would leave that to experts in evaluation.</p>	<p>You seem to have it covered.</p>	<p>Not at this stage.</p>	<p>Again, I would leave that to experts in the evaluation.</p>
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					<p>challenges to write their own stories and prepare them for publication. At the end of the workshops there would be a mass launch of publications. Who would run the program? State Government and/or local councils could fund Taswriters (formerly the Tasmanian Writers Centre) to administer, in association with 26TEN. - If the program is funded, Taswriters could advertise the program to their membership, and select writers-in-residence. - Taswriters would call in experts from 26TEN to assist with the training of writers-in-residence who are involved in the adult literacy project. - Taswriters would assist by providing publishing advice. - Taswriters may also be able to assist with the</p>					
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					<p>launching of these stories, and associated media coverage.</p> <ul style="list-style-type: none">• Location (where it runs, e.g., name the suburbs, towns, or regions)Statewide• Eligibility details to access the programLocal organisations (Neighbourhood Houses, Men's Sheds) could select willing participants - through calls for interest (eligibility may need to be checked against program guidelines?)• Whether the program been evaluated. If so, please provide details and a copy of the evaluation, if available. A pilot program could be run and evaluated.					
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ECET North	ECET	<p>We believe that music programs offered within the community are making a big contribution to literacy skills and concepts through song, rhyme, rhythm and dance. Music groups and play groups, PCYC, the State library and QVMag have offered some amazing programs. The development of parks and green spaces that promote physical development and socialisation are also crucial for literacy learning.</p>		<p>Education for parents about what is important for their child's learning and why.</p>	<p>There is opportunity for educators and child health personnel to interact with and educate all new parents.</p>	<p>Educators and child health personnel could visit new parents at home at critical intervals before the child starts school to inform them about learning, particularly literacy learning.</p>	<p>The targets stated in the paper are great but what about children who are not Aboriginal or Torres Strait Islander who are at risk? Rigorous screening processes should be implemented from the age of 2 years to identify all children at risk or with developmental delays.</p>	No	<p>A phonemic awareness screening should be implemented during the kindergarten and Prep years. There needs to be some assessment in literacy that is followed through from birth to 12 that is cumulative. The phonemic awareness data feeds into the phonics data etc.</p>	<p>Target 1. An increase in the level of understanding of literacy teaching of all teachers, including teachers of older students. (Just because you have high literacy levels doesn't mean you know how to teach literacy). Target 2. An increase in the education of literacy learning and development for parents/carers of young children. These can be achieved by 1) prior to, but within their kindergarten year, all children are screened by a speech pathologist (receptive language, expressive language, phonemic awareness, physiological reason). This is followed up with ongoing screenings for all children at the end of Year 1. 2. The KDC</p>
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											needs updating to include a more specific focus on literacy milestones, eg phonological awareness
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Traci Sherlock	Literacy Coordinator Central Coast NSW	I moved to Tasmania just as Covid began. Therefore my experience is with the schools I was working with on the mainland. I'm happy to assist in any way I can to improve literacy in Tasmania. My role was as Literacy coordinator for 2 high schools. I had a team of 3 teachers. It was an innovative approach by dedicated principals. I'm happy to discuss our plans, failures and successes. Kind Regards, Traci Sherlock								
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Leigh Lazarus		I have only been impressed by one teacher in all of my children's schooling in Tasmania. Her name is Kerrie Aspinall and she's a gifted early childhood educator. Just ask her and she could fix Tasmania's literacy problems. Seriously. Just. Ask. Kerrie.	Launch into Learning programs (Education Department) are fabulous, especially the music ones. When run by someone who's qualified, these do wonders for literacy.	Parents aren't doing enough to prepare their children for school. Many parents are so addicted to screens that their children are not engaging in conversations, watching adults' mouths when they speak, not hearing nursery rhymes.....		UTas needs to offer a course within their Education faculty specifically for Early Childhood and Primary music teaching. They only cater to secondary music teachers! They cut this course years ago so the qualified music teachers are almost at retirement age. ALL schools should offer Launch into Learning-style programs with music at the core. Most early childhood educators are now too afraid to sing in front of others (including their students) so children are also learning to be insular and afraid. Singing nursery rhymes is key to unlocking literacy in little ones.	All children entering Kinder should undergo a checklist BEFORE enrolling or at least parents should be provided a list of things a child should be able to achieve before attending Kinder. This should include toileting, recognising their own written name, knowing certain nursery rhymes, etc. All parents should be aware of this at least six months before enrolling their child.			
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Drusilla Barnham		I'm not sure that anything is working particularly well		<p>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. 2. Somehow the school system just isn't addressing the problem of poor literacy. With so much work done on keyboards, laptops and phones, people often use 'text speak' instead of correctly spelling words. I believe that more class time needs to be spent on spelling - perhaps in the form of competitions or games to better hold the interest of students. 3. I believe that extra curricula literacy classes need to be made more accessible and enjoyable but with definite goals set by tutors and achieved by students. I also think thie goals and achievements should extend to the school system with both areas highlighting every day activities where good literacy is constantly required. 4.Sadly, I think that apathy about the situation and disrespect for teachers - on the part of parents/caregivers and</p>	<p>I think that parents/care givers could be really encouraged to understand how important are good literacy skills. Possibly many struggle themselves but either ignore the fact or make light of it with their children. Perhaps parents/caregivers could be strongly encouraged to spend some time at school with their children, taking part in the same spelling/literacy sessions.</p>	<p>More voluntary assistance from capable adults - and school students - given proper training to teach literacy programmes in the community is probably much needed, together with safe, welcoming environments where they can implement these.</p>	<p>I think that I covered this in my previous answers</p>		<p>I would very much like to see successes highlighted in local media, including online, with reference to which programmes proved most successful.</p>	<p>Short and long term I would like to see a marked increase in all areas of literacy with all successes listed in community and state media, highlighting which programmes worked best in achieving this. I would also like the outcome of these successes to be published - perhaps increased numbers of people able to apply for better jobs than before attending classes; a reduction in vandalism and crime in general; communities becoming more supportive and inclusive.</p>
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				students also plays a large part in the poor literacy rates in Tasmania. I'm not sure how we address that last issue :(
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Joanne MacDonald	Rose Bay High School	Not much		Too many students are being left behind because there are too many differing abilities in classes. Students need to have access to programs that fit their level. Not enough thought is going into class sizes and the ability for a teacher to help all students in a high school class.	Extra Literacy coaching, but a lot of high school students are floundering because they don't have access to one-on-one help.	Less computers, more books. Many students just copy and paste without reading (if they can read) about the subject. If asked a question most cannot answer it. If they had to read the information and write it down, most students would retain more about the subject.				
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Ruth Thomas			<p>The Story Island Project, run by Kate Gross (Co-founder and Communications Officer) and Astrid Wootton (General Manager) - a creative story-telling program that runs in primary and high schools in greater Hobart.</p>	<p>School libraries - an astoundingly glaring omission, considering the well-documented association between a school's provision of professionally staffed school libraries and improved literacy outcomes. See, for example: https://www.acer.org/au/discover/article/teacher-librarians-linked-to-improved-student-literacy https://www.tandfonline.com/doi/full/10.1080/01930826.2020.1820278 As it currently stands, children and young people who have the means to attend private schools have access to the specialised service and support; public school students miss out.</p>	<p>Reinstate school libraries with qualified librarians (at least! preferably teacher librarians), with expertise in children's literature, and skills to procure quality literature in multiple forms delivered across multiple platforms and to curate and manage relevant, engaging collections specific to the needs and interests of school communities.</p>					
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<p>South Arm Primary School Association</p>		<p>Fantastic that a Literacy Advisory Panel exists and is exploring the issues in depth.</p>		<p>We found this feedback process quite difficult to navigate. There is valuable information throughout Paper One: Setting the Scene, but it was a long document and difficult to follow. We're unsure how to structure our feedback within these questions so have listed general feedback as dot points. We hope our feedback can still be considered in this format.</p>	<p>- Would like to see the phonics check mandated in DoE schools, and have centralised data collection. - We agree that there needs to be evidence-based professional learning at scale, including teaching of evidence-based strategies for teachers at university, and availability of evidence-based resources to support teachers, including quality decodable readers in every school, and training for teachers in why and how these support students' learning. - Would like to see schools stop teaching 3-cueing strategies. In line with this, we would like to see students' progress monitored with evidence-based and informative assessments. For example, Running Records to be replaced with</p>					
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					<p>assessments such as Acadience or Dibels. - There is a need for training for teachers, school leaders, and literacy coaches, regarding what is meant by 'explicit instruction' and professional learning opportunities around implementation of DoE's scope and sequence - this seems to be open to interpretation currently. Would like to see more clarity for teachers and schools more broadly, so that a consistent approach is used across each school, and increased consistency across all schools. - We liked that the Literacy Advisory Panel is looking at a community wide framework. As parents, we feel there needs to be communication and education about how to support our</p>					
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					<p>children's development of literacy skills. - There needs to be more consistent early identification of children who have language and literacy difficulties, and more consistent support for children with Specific Learning Disorders. This support should extend into secondary schools and colleges, with evidence-based approaches available to all learners. - There needs to be increased Speech Pathology support, particularly in early years, and secondary schools. Currently a very limited service in secondary schools, and significant issues for families in accessing Speech Pathology support prior to starting school. - With Speech Pathology staff shortages in DoE, many</p>					
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					<p>schools have limited access to Speech Pathology support, and in some parts of the State there is no longer Speech Pathology support in early years within DoE. Ideally there would be Speech Pathologists in capacity building roles for staff working in CFLCs, LiL, and ECIS, especially given Tasmania has the highest level of disadvantage amongst pre-school children in Australia. - Needs to be better access to Allied Health for NDIS participants, as many children with language difficulties are starting school, or attending school without access to the support they need. - There also needs to be increased support from Allied Health, and professional learning for school staff to implement evidence-based</p>					
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					<p>strategies and have access to evidence-based resources to support students' social and emotional needs. Inadequate support for social and emotional needs has a huge impact on the student being in a state in which they can learn and participate in a group environment, as well as behaviour often having an impact on other students, and the teacher's time.</p>					
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Deb	Retired Primary school teacher (specialist Literacy support)	<p>My responses come from the perspective In later years as a literacy teaching specialist. Children and adults learn the same but they bring different knowledge about literacy. When teaching kids, you read to them. This is good. In my experience, adults like being read to (on matters they're interested in). Telling stories and having a discussion about them. Writing key words on the board. Teaching adult literacy is important. There are a lot of strategies. Phonics, phonemes, letter blends and it needs to be recognised as a gradual process. Still learning throughout school in grade 6 and 7 ... strategies and ways to teach children reading and literacy.</p>	Nil.	Nil - i haven't been focussed on this side of things and haven't been in this space for a while.	<p>Adults and children learn similarly. Meet them where they're at. We need to inspire people and get them to want them to learn. Hooking them in. Be excited and inspire your learners. Schools and classrooms - libraries are great. Have a great teacher - who knows about their field, organised, lead a class, keep it on track, test evaluate and assess, give feedback. Support the teacher as well to develop. It's a lot about resources. Not just money. Follow through. You can have all the books in the world but if you don't read them, so what?</p>	<p>Building enthusiasm. Being a teacher is like being on stage. Having infectious inspiration. Inspire people. Support teachers. Depends on the background of the individual ... meet them where they're at. Whether you're a refugee, individual with low education (northern suburbs), have trauma, - you can learn and have some knowledge of literacy. Lots of talking and writing it down. Practice words. Handwriting - brain neural pathways to the hand. Legible means others can understand what is written. Literacy is multilayered.</p>				
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Tully Gordon	Sparks Behaviour Change Consulting	As I am new to Tasmania I have not seen any specific literacy programs in my local area to target improvement in literacy levels. I have had a read of the strategic plans, however I'm keen to see the actions to match the goals to improve, particularly for vulnerable families.	I have not found any programs specific to improving literacy on the East / North East Coast of Tasmania.	Having worked as a teacher, in child protection, early intervention and as a behaviour analyst across several States in Australia, I can see a significant step back in time in working in the early years in Tasmania. Particularly the evidence of no service in Tasmania having achieved the Quality standard of Excellence over a number of years suggests there needs to be consistent improvement sustained in early learning environments in Tasmania. What I noticed particularly on entering services is a lack of literacy. Despite the National Framework for the early years, the oral and visual representations of experiencing the early stages of recognising sound, particularly the first letter of their own name, was absent. When you enter a early learning service something as basic as the names of objects on spaces e.g. 'books' 'pencils', children having name cards they can use to copy, trace, recognise letters of their own name. Writing dates and names on their artwork, things as basic as what services I have worked in have been doing for decades. One of the gaps I feel is the standard of	B4 Coalition - which I have only just become aware of by clicking on the organisational map and reading through the map. This should be well circulated and committed to by early learning services. There should be a collaborative approach considering early literacy skills develop from birth, not from school. Early learning services are a wonderful opportunity to expose children to pre-reading & pre-writing skills needed for a smoother transition into school. The difficulty is without early learning years and child care services being full supported to achieve these outcomes then this will always be a missed opportunity. There needs to be a designated literacy plan for the early years in Tasmania. It needs to be	There needs to be urgent attention drawn to the impact of qualified staff in the early years services due to COVID. There needs to be a Literacy for the Early Years Plan to support and nurture child care services to understand how literacy is emerged in every aspect of a program. Tasmania needs to come into alignment with those States where outcomes are much higher, where pre-school programs are in child care services or community services, children are not missing out because their parents have to work. Programs at present are relying on the school Kinder program to offer more literacy based learning. A child at 3 yrs of age has the most synapses than at any other time in brain development. The adult brain is at 80% at 3 yrs of age. The birth to 4 years experience must be prioritised and when you see a State Government prioritising the	Collaboration with the NQS framework and assessment to evaluate closely the correlation between the early years experiences / quality of centres (child care) and the literacy experiences of children in the birth to 4 years age group and the outcomes of children beginning school. The early years is the foundation of early literacy skills. It needs to be reflected in every framework and data collection to closely monitor and evaluate if those foundation opportunities are being missed. This is critical for vulnerable families.	Evaluation by assessment of early learning services and early literacy programs needs to be conducted asap.	My particularly interest is the foundation of literacy in the early years. Longitudinal studies tracking the progress of families / children from 3 years up to 6, could provide insightful information as to identifying gaps. This could offer information as to the quality of the learning experiences, qualifications / suitability of Educators, the experiences at home (how could the State Govt offer vulnerable families now with an increase of \$60-80 pw in fuel and cost of living, more opportunities to build literacy skills?)	Starting school - Can children identify their own name? Letters in their name? Write their name? Numbers? identify colours, shapes? There are services who are skipping basics which have been available to children for decades e.g. group opportunities for children to share a story from home (oral literacy experiences). There needs to be skill development frameworks specific to early learning and monitored to ensure services are meeting these goals and outcomes. (less than 3yr goal) 3 to 10 - a longitudinal study This could be a great opportunity for a Tasmanian University to collect data and study particularly literacy of vulnerable families to
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				<p>unqualified staff caring for children to fill the staffing shortages across the early years. Despite Frameworks and despite decades of legislative change to improve centres, children's services have taken a huge step backwards and I believe we will see a step backwards with outcomes for children as a result. These are wonderful staff, however without developmental understanding, a minimum of a Bachelors degree or at least a Diploma level, the experiences children are being offered are limited and without the scaffolding needed to co-construct and build on their learning and knowledge. With the approval of unqualified educators with no training or formal qualifications, this has mean't service programs are without detailed observations for children's needs. I am seeing children limited in fine motor skills, recognising their name, shapes, colours, basic learning opportunities for the 3-4 year group. These children then going off to a part-time Kindergarten experience (as is the case in Victoria and Tasmania), whereas other States with higher</p>	<p>specific, it needs to ensure a qualified Bachelor trained teacher (as per the requirements) is always with the 3-5 year group. I am seeing services with no qualified person due to the impact of COVID and services trying to adapt, children missing out.</p>	<p>learning opportunities of this age group you will see correlation with better outcomes. Until Tasmania takes a close look at the disparity in opportunities of children in the birth to before school experience, you may continue to see outcomes which are not in the best interests of children and those most vulnerable, where the only opportunity to develop early literacy foundations is in a child care service.</p>				<p>identify the gaps. Families and children most vulnerable, due to transport, cost of living, home life/parent education, cost of child care, quality of child care etc. all impacts on developing the foundation of early years experiences and then continues to impact if the child is struggling already in their first year of school.</p>
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				<p>outcomes provide pre-school (which I once taught) in the 3-5 yr group in a child care service or a community centre, then at 5yrs of age full-time school. Programs for pre-school in Tasmania do not appear to be offered until the child attends the school program (3-4days pw). This of course would be having a significant impact on outcomes in Tasmania. Literacy should be immersed in every aspect of every program. Children's author Mem Fox has previous discussed how vital reading to children every day from birth, is for building literacy skills. However, I am not seeing these reading stories programs in early learning services who are focussing on different activities. Music, creative art are also great ways to extend and stimulate the neurological developmental needs of children.</p>						
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Alison Hopwood	Independent Kids and Adults	Providing literacy support in small groups at school Access to Speech Pathology and Psychology assessment in the Education	I am an occupational therapist and have consulted with many schools on handwriting programs. We developed a handwriting program based on current research. Research indicates that automaticity of letter formation has a significant impact on literacy. Currently there is no consistent methodology in assessing and teaching handwriting across the education system however, consistency in teaching handwriting is an important key to literacy. There is no methodology in the Education system to assess if handwriting is having an impact on a child's overall literacy. We are currently running small research projects at Lansdowne Crescent Primary School with 4th Year Occupational Therapy Students looking at the following: Does intensive handwriting support for children who have handwriting difficulties improve their participation in literacy based activities Does teaching Cursive handwriting impact on participation in literacy based programs - No At what year level does teaching typing skills increase a child's capacity to engage in literacy based tasks	There is no Occupational Therapy within the department looking at Handwriting	Occupational Therapy and having consistency with handwriting programs within the Department of Education	Occupational Therapy or specific details on how to support handwriting at each developmental stage	N/A	No	No	Handwriting assessment
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<p>Karrie Malan</p>		<p>Prep level: - Magic 100 words (mainly sight & high frequency words) - Phonics program (Jolly Phonics, Alphablocks, Spelfabet or similar) - "Word families" activities each week (cake, shake, make etc) Early learning prep - grade 2 - small group literacy work, games, flashcards School cultures that value and encourage growth mindset, perseverance, "keep calm and keep trying", emotional regulation (zones of emotional regulation), "learning assets" etc. I think this idea would be really beneficial to take to take statewide to every school for the first 5 weeks of term 1 each year. At Mount Nelson Primary the whole school has a focus on one of these for first term, with writing tasks and assembly items centred around these foundational elements.</p>	<p>At Mount Nelson Primary School: Prep and grade 1 level weekly "literacy groups" utilising volunteers 9:15-10:45 once/twice per week for teachers aids, parents, grandparents, retired teachers etc in small groups of 3-6 children (smaller groups for children that are struggling the most). Peer Learning Reading buddies: grade 4 and 5 students matched for weekly sessions with prep and grade 1 students for reading, literacy activities/games and basic maths. Grade 1 phonics testing (Literacy Hub) and Magic Word 100 testing. Students that are struggling to recognise or read certain sounds or words spend 30mins each day in a small group (3-4 students) practising and revising relevant sounds/words with the help with teacher's aid/volunteer retired teacher/parent, until they succeed. This is like a safety net ensuring that children have the basic sounds and words sorted before end of grade 1, allowing their summer holiday reading to be enjoyable and ready to progress to more competent reading, comprehension and fluency in grade 2. I helped with small literacy groups in prep and grade 1, particularly with the kids who were struggling, and found it really helpful to intersperse reading with games, physical movement and team challenges. For some of the kids who had a short attention span, gave up easily, or had typically been disengaged, it was really helpful to create physical games, eg. flashcard words, then run to the end of the hallway and back /or slam dunk my mini basketball hoop, and come back to help your team do the next one. Some early learning teachers are wonderful at doing this, and some are definitely not, and would better suit upper primary school. Why not do magic 100 flashcards balancing on 1 leg? There are lots of fun, creative ways to engage and encourage kids, in</p>	<p>Early Learning Recognising prep and grade 1 students who are struggling, an intervening and supporting strongly at this stage, rather than when it's too late. Eg. The Literacy Hub grade 1 Phonics Check should be administered across all schools, both government and independent. Early Learning K-2 is absolutely key, and needs to be where the bulk of literacy resources and intervention is offered. These are the crucial years for setting up good self confidence, growth mindset and perseverance which enable kids to learn. If students struggle to engage, be encouraged, persevere and succeed at this stage, it's likely they will either disengage, act out, feel anxious or avoidant with reading, and lose confidence which affects other subjects too. Online curriculum information in "parent speak" and checklist-style competencies. There is a real disconnect between what parents understand of what our kids are learning at school. Department website and curriculum is vague and in "teacher speak", not very accessible for the average parent. Is it</p>	<p>Option to Repeat Prep (or grade 1) or attend 5 speech pathology/literacy tutor appointments. Prep is a key year to recognise and support children who are struggling to keep up with their socio-emotional skills, or literacy. I particularly see this with high energy boys, those from a disadvantaged background, or those with complex learning needs, or the younger students who are born late in the year who are struggling academically. (I acknowledge that age is probably the least predictive of these brackets). If students in the bottom 10% were offered the opportunity to repeat prep, and continue through the school with that peer group, I think it would allow them to consolidate their basic</p>	<p>Prep and grade 1 literacy benchmarks and expectations, and clear communication with parents/carers. Encouraging prep or grade 1 students who are clearly struggling to repeat 1 year and progress for success rather than pushing them along to continue falling further behind. Prep and grade 1 are to learn to read, but from grade 2 onwards we start reading to comprehend, and become independent learners. If students are struggling at this point, why not allow them to repeat just 1 year, and put them on track for success? I know it's gone out of vogue, and I'm not suggesting that any student repeats twice, but if it were early and common place it wouldn't need to be a negative thing, but quite the opposite. This would also hopefully mean less teaching support is required for these students in later years. Linking teaching</p>	<p>Literacy Hub grade 1 phonics check PAT testing regularly across each year level as a progress marker</p>	<p>no</p>	<p>no</p>	<p>By end of grade 1 - regular reading as a rhythm for enjoyment Grade 2 - independent reading of simple novels for storyline Each year - do students and adults of all ages continue reading for a) enjoyment b) for continued learning</p>
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			<p>flashcard / world family relays, in teams, with flashcard challenges etc that make them want to learn. When learning is fun I believe they will want to try, and eventually succeed. I hope that this year with more outdoor learning, teachers have recognised the opportunity to make early learning fun and physical. There are lots of great literacy apps and games that kids enjoy playing - why not write a list of the top few, and give them out to prep and grade 1 parents. "How many levels can you get through?"</p>	<p>possible to offer a checklist style document where they get a tick (progress) and then a stamp/sticker (mastery) of a certain literacy (or numeracy) skill? This could be a fun way to motivate kids to achieve, and see their progress more regularly. The broad categories seem strange to me: Late Primary 3-6 Grades 7-10 Grades 11 & 12 Uni / TAFE /Vocational Training Kindergarten - should be fully funded for 18 hours, 3 days per week (not 2.5 or 2 /3 alternating which is just a hassle for parents, and a funding issue trying to fill the gap for schools). Alternatively, 2 days/week for term 2, and 3 days/week for term 2 onwards. It should include basic phonics in term 2&3, and play-based basic word recognition games in terms 3&4 (mat, cat, tip, puzzles etc). All schools should be required to teach phonics sounds using one of several recommended resources (eg. alphablocks, Jolly phonics, Spelfabet or whatever) so that children that may swap schools are not disadvantaged. Ongoing assessment https://www.acer.org/au/pat/assessments Linking speech</p>	<p>learning skills and basic words, and allow them an opportunity to succeed rather than fall further and further behind. Alternatively, these kids could be encouraged to attend 5x Speech Pathology or "literacy tutor" sessions to help boost them along. Offering teachers aids, grandparents, parents, carers and uni students the opportunity to do a free online course that teaches them to be an "early literacy tutor", with lots of resources and literacy games. Better communicate with parents and carers about early literacy goals, games, games, benchmarks and reporting, so they can be more involved in helping. Encouraging teaching contracts of 3 and 4 days/week</p>	<p>students from uni into classrooms for hands on, practical experience throughout their degree. 2-3 hours/week at their local primary school for term 2 & 3, or 1 day/week for a term would be a great help to teachers, and a great experience and learning for them rather than having teaching placements allocated in full time blocks. With more online learning this may be easier than it had been previously. Encouraging overlap between older, soon to retire teachers, and young, newly graduated teachers. Why not encourage job share positions 3 days each, with 1 day overlap so there is a spare teacher available to run small groups literacy support 1/week? Or adjust access to super restrictions so that retiring teachers can choose to go part time for the last year or two before retiring, or do just 1 day a week as a "literacy support teacher"</p>				
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				<p>pathologists into schools. Currently many families must access speech pathology privately outside of school hours. Cost is prohibitive for some families, whilst appointment availability and logistics are prohibitive for others. I know large schools in low SES areas sometimes have this arrangement, which is great, Offering this through schools could be means tested - ie. free for those who can't afford it, and a part or full payment Having speech pathologists allocated to each school for 1 day/week or fortnight, and 1:1 appointments and small group work organised within school hours, and between 3-4:30pm on site at schools, would remove the organisational barrier for working parents, and help link speech pathologists with teachers and teachers aids in informal learning /conversational ways which are invaluable for time saving and efficiency in healthcare.</p>	<p>rather than full time. Upper primary 3-6 classes to "teacher share" with 1 teacher for literacy + enquiry, and another for numeracy + science (or similar subject split) so teachers can teach what they are most passionate about, or prepare for 1 class, and teach it twice. This is commonly how "middle school" works in America, and offers better teacher time efficiency.</p>	<p>and relief teacher in their first year of retirement.</p>				
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charlotte whitelaw	hobart paediatric group	<p>I am a Paediatrician and have worked in southern Tasmania for the past 18 years. It is very common for a child to present to a paediatrician with the problem of 'not learning well at school'. Our role in these situations is to make a full assessment of the child and consider the myriad of factors that might underpin a lack of ability to learn at school; everything from trauma at home, lack of adequate sleep or food, chronic unrecognised medical health issue, or vision and hearing deficit. We then consider whether there is an underlying cognitive impairment or SLD at play, or any coexisting diagnoses such as ADHD or ASD that may be present. This role seems to me to be fairly important, and may need to be incorporated into your final recommendations in some way. All children struggling with learning should be seen early on by their GP or Paediatrician to</p>								
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		<p>exclude any contributing medical issues. I have three observations / suggestions for your consideration; Firstly, it is very common for literacy difficulties to be picked up late in primary school or even high school and in part I wonder if this is linked to a paucity of feedback in many school reports. Parents I see are too often completely unable to answer the question " Is your child meeting benchmarks in terms of achievement with literacy and numeracy?" This is not because they are uninterested, but often because of the school reports (which I read) saying merely "approaching standard" or something of that nature. Teachers often have a tendency to paint the child in a positive light, and reassure parents that their child is 'making progress' which is nice, but perhaps not sufficient information if that child is at the</p>								
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		<p>bottom of the class. I feel more comprehensive information to parents / carers every year so that they can see where their child is sitting within the peer group would prompt parents to advocate more for assessment / intervention at an earlier point. I so often hear parents say of their SLD child " But the school never said there was anything to worry about!" SO : better communication to parents when there are concerns as early as possible. Secondly, when concerns are raised, after a medical assessment and exclusion of hearing and vision deficit, an educational psychology assessment is required to ascertain if ID or SLD is present. The public system in Tasmania works well from my perspective, but school psychologists are too thin on the ground. We need more of them doing these assessments at an</p>								
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		<p>earlier age. In the Catholic , independent, and home schooling groups, it is even harder; these assessments must be paid for privately, wait lists for child psychologists able to do this are long and costs are exorbitant. This is a real barrier to diagnosis. SO: more publically funded child psychologists to assess children at an early stage. Lets not be detecting SLD for reading in Grade 5! Lastly, one of my observations if that once a child with SLD has been diagnosed, even with the best interventions progress can be slow and the child so often disengages from school as they increasingly feel less able and less worthy than their peers. Many of these kids might have talents in other areas; woodworking, building, taking apart motors, tending animals , gardening. Can we allow kids more opportunities in the school setting to explore these areas in which they</p>								
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		<p>might thrive and excel in order that they can build positive opinions of themselves and of school? Some of these are around, but I would love to see more. Lets have a tinker shed (perhaps with older gentlemen from Mens Sheds??) farm school links, more cooking and gardening opportunities, motor mechanics even in primary school, things that will spark their interest and build their self esteem. Continuing to work on their literacy is paramount of course, but difficult to do if the child refuses to turn up to school or engage in literacy tasks! Thanks for the opportunity, and best of luck with your work. Dr Charlotte Whitelaw</p>								
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Marga ret Rowe		Smaller class sizes, literacy focus in the morning, early intervention programs, explicit teaching of reading and writing strategies and conventions		As always Departmental papers are comprehensive about how to target literacy and all programs are excellent.	Targetting literacy in the early years before school and early intervention programs at school are a good basis for literacy success	These programs need more teachers to deliver early intervention programs so some students can have one on one tuition. Class sizes need to be small so class teachers can monitor each student's progress and needs. There needs to be incentives for less literate parents to take the time to access community programs for their children and themselves.	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.			See question 1
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Rodney O'Halloran	President	If it was working well we wouldn't be having this survey	Literacy Tutoring....26TEN State Library Smithton My clients having benefited from private sessions over a number of years with ages ranging from 18 - 65. Tutoring helps the person understand the questions/sentences without feeling embarrassed in front of a class. Lets be fair dinkum about the amount of people or kids that can't read....its a lot! It has got to start in pre school by the educated school teachers...the ones that get paid to tutor this task.	Gaps everywhere! Data is what you make it. The amount of kids that go undiagnosed from autistic to Asperger's is unreal. Each have different needs, have the education system the qualified teachers to teach and support these kids? I was quite surprised that there wasn't a program in place where superhero characters and story logs could be encouraged.		Discipline to succeed from both teacher and student. Thinking outside the box by teacher on how to deliver, there is nothing more rewarding than a former student acknowledging you in public that set them up for life! Inter school sports need to return where a balance between social interaction begins. Invite more tutors to schools to help out. NO PHONES IN SCHOOLS!	Acceptance from community that not all kids are supported by their parents in this day and age! Encouragement from community to give these kids a chance to engage with their peers in a work environment.	Don't do data		Give our teachers the support to deliver the programs to all students both with disability and without.
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Diana Sargent	Private individual		<p>There used to be the Aboriginal Tutorial Assistance Scheme (ATAS) - this may have been replaced by the Indigenous Tutorial Assistance Scheme. ATAS was a nationwide scheme which provided one to one tuition in children's homes or group sessions in study centres. If this is no longer running nationally a similar scheme should be reinstated in Tasmania.</p>	<p>Tutors (literacy coaches) teaching children in their own own homes and neighbourhoods. Make learning fun and part of family and community life. Parents can't always prioritise learning/teaching. Bring the Rock and Rhyme library program or similar into children's homes or community centres. Not every community has a library but most communities have a hall or child health centre. Use these spaces to run fun literacy programs for mothers and babies/preschoolers free of charge. This will help raise literacy levels of both parents and children. For school age children, provide literacy coaches to help with learning in the children's homes. There is a risk of stigma if special coaching is given at school. Provide it at home instead. Make this the norm. Give every child this privilege. Those students who do best are those who get a good start at home. Make this available to everyone. Filling these gaps will give every child a good start.</p>						
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Martina Karabogdan				<p>I migrated to Tasmania over six years ago. My three kids went to public schools 7000 post code. Overall education in Tasmania should be better. There are so many factual things my kids don't know. They have to do one book report a year. Where I come from, we did a report a month, you had to read and write about what was read. That is seven books per year! Reading time in school is useless. Students should read at home for half an hour and should be thought by teachers while in school instead. My daughter tells me that kids in year nine are struggling with reading. Still. Overall standards should be higher, teachers better. When kids come to Uni, they feel overwhelmed because they are not used to work as hard. My kids learned French and know only basics. It was a waste of time. They went to school in Croatia, where they learned both English and German. And they knew it. In Naplan they always did well above standard. Their spelling was better than most of their peers. I don't approve of the educational system which has so many private schools because it imposes elitist values. Not so sure it improves the overall knowledge.</p>						
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				<p>If you want progress, you have to invest in education and health. Teachers should be better and standards higher. It should be a strategy regardless of the government.</p>						
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Cate Doherty	Sacred Heart Catholic School, Geeveston	School wide practices which explicitly teach the Big Six of reading. Explicit upskilling of teachers around the Big Six of Reading and then the addressing of each of the six components in teacher planning across all primary years. The development of consistent school wide practices that use and build upon the same theory of reading and writing, use the same language and make connections across the year levels. The explicit and systematic teaching of synthetic phonics as one part of a literacy program. A greater focus with supporting young children to develop phonological awareness. The upskilling teachers with quality professional learning around literacy development and thus providing them with deeper background knowledge than they are currently receiving at university eg Orton Gillingham training.	Fluency Flyers - Sacred Heart Catholic School, Geeveston. A repeated reading practice based on the work on Dr Timothy Rasinski to improve reading fluency of readers (particularly in Years 1 - 4). A small evaluation was completed a few years ago.	4 - 5 years old and 6 - 12 years old Not enough support for speech and language issues in students. Students are waiting too long for assessments or once assessed, programs are often delivered by teacher assistants rather than fully qualified Speech and Language Pathologists. Reduced vocabulary and language development in children beginning kindergarten. We need to address the 'language poverty' experienced by many of our children. Difficulty accessing OT services, leading to unsupported issues that affect writing skills. Weak connection between CFLCs and non government schools. The Literacy Framework and Plan for Action 2019 - 2022 is a great document, however does not have a high profile in non-government schools. The challenges that are faced by many children in government schools are the same as in many non-government schools. The Department of Education ??? Access to paediatricians (0-5). This is of great concern, as young children with potential challenges that may affect their future literacy development are having to wait for a very long	More Speech and Language Pathologists in schools to not only carry out assessments and write programs but to provide therapy to students. Whilst we have many wonderful Teacher Assistants working hard to deliver programs designed by the Speech and Language Pathologists, they are not obviously not as skilled as the therapists themselves. Providing specific vocabulary development programs for children in the kindergarten and early years of school. Strengthening relationships between CFLCs and non-government schools. CFLCs and all schools should work together to build strong relationships with families and support them in the vital pre-school years.	Providing more Speech and Language Pathologist. Every school, especially those in low SES areas (where parents can't afford private therapy) should have a full time Speech and Language Pathologist on staff. Providing a dedicated staff member from schools to make those connections with CFLCs and work together to support families to help develop those important pre-reading skills. Advocacy or a 'professional friend' to help families access services and to attend appointments with them. This would help those families who feel overwhelmed when dealing with these professionals and in the long run would help children with their literacy development. Providing HIPPY (Home Instruction in Parents of Preschool Youngsters) programs to more locations around Tasmania. I have	A target for all children to have all their CHAPS check-ups from birth to four years. For children who need to see a paediatrician to reduce the waiting time to 4 - 6 weeks. A target for all teachers to complete professional learning around literacy development and then continue to regularly update their literacy knowledge.			Short Term For all Tasmanian teachers to complete literacy professional development. For all schools to implement school wide literacy practices based on research. For all CFLCs and schools (regardless of sector) to develop strong connections to support all Tasmanian families with young children. For all Kindergarten to Year 2 students to participate in daily phonological awareness activities. For more paediatricians, speech and language pathologists and occupational therapists to be employed across the State. For paed and allied health services to be more readily available in rural areas.
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		<p>'Playgroups' (eg SETUP in Catholic schools) run by the kinder teacher, allowing both children and parents to become familiar with the school environment and to build relationships with the kinder teacher. This has made a huge difference for children then transitioning into kindergarten. School based playgroups provide a warm and friendly way to support parents to support their children with developing pre-reading skills and a love of reading and drawing.</p>		<p>time to see a paediatrician and are thus potentially missing out on vital therapy in the crucial early years before school. A similar problem exists for children 6 - 12, trying to access paediatricians. They too are waiting far too long, often waiting for a diagnosis, which may lead to support with their learning and therefore affecting their literacy development. Access to all allied health services is a problem for families in rural areas. Some families will not travel to Hobart to access these services, due to work commitments, petrol costs. Some parents struggle to manage services that would support their child with their literacy development. Some parents feel overwhelmed accessing these services and understanding the systems in which they operate. Helping parents to understand they are their children's first and most important teachers. Helping parents to understand the importance of their child's development in the first five years of their life and then the importance of maintaining connections with their child's school. Literacy</p>	<p>Providing more paediatricians. Paediatricians need to make more frequent visits to rural areas, making it easier for families to access their services. Providing regular visits of OTs to schools to support students and to also provide professional development to teachers. Improving education for University teaching students, so when they graduate they have a much greater knowledge of how the English works. University teaching students also need to then be taught how to plan and implement high quality learning opportunities to support their students' literacy development. Establishing a cross sector institute for professional learning. Research shows</p>	<p>seen the benefits of these programs in low socio-economic areas in other parts of the world. Not only do they support parents/carers to develop confidence and knowledge in their own parenting skills, those parents then go on to become more engaged with their child's school. Most importantly they help parents to help develop important pre-literacy skills in their children. Appointing full time, Literacy Leaders across all schools to lead and coordinate research based, consistent, school - wide literacy practices. Providing quality professional learning for all teachers eg Orton Gillingham, science of reading research. Providing schools with librarians and/or literacy leaders who can advise students on reading choices, encouraging them to read more and develop a love of literacy. Using the AEDC data to target areas with children</p>				
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				<p>Leaders/Coaches in all schools- Primary and Secondary. Literacy should be a concern for all teachers and all school need leaders in this area, to ensure consistent, school wide, research based practices are implemented across each school. Teacher graduates not having enough practical knowledge about the teaching of literacy. They need more background knowledge and more practical skills in planning and running literacy teaching and learning opportunities. Dads reading. I suspect that most home reading is done by mothers. We need more dads reading to and with their children, so children see that reading is something that is valued and loved by both their parents. Developing a love of reading for enjoyment. Children (especially independent readers) have difficulty choosing appropriate books to read and resulting in them reading less. Government, Catholic and Independent schools working in silos. If we are truly committed to improving literacy across the state, then all three education sectors should be working together more cohesively. There is a disconnect between</p>	<p>that teaching quality is the most important factor in students being successful in their literacy learning. Establishing a cross sector institute for professional development to support all teachers would seem like a common sense solution. In Tasmania, all schools face similar challenges in increasing their teachers' capacity to support their students' literacy development. If an institute of teacher professional learning was established and supported by public, Catholic and independent schools, then we could share expertise and resources, working in a cost effective way to conduct context driven research to improve literacy outcomes for all Tasmanian students.</p>	<p>with multiple vulnerabilities.</p>				
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				university research and schools. We need to find a more efficient way for teachers to be up to date on the latest literacy research.	Developing stronger links between universities and schools, so researchers can more directly share their latest research and knowledge with teachers.					
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<p>Lou Kirkwood</p>		<p>Programs in schools that have an evidence based approach to literacy teaching - such as MSL/OG. Embedding professional learning around literacy teaching at both a student level (university's must do better with this) and school wide, consistent programs would support students with literacy development. Many schools have add-hoc approaches that do not support consistent literacy development.</p>	<p>Multi-Sensory Structed Language Approach Orton-Gillingham Approach Structured word inquiry</p>	<p>University! Start there with embedding Literacy programs into teaching degrees! Consistent school-wide, evidence based approaches!</p>	<p>Opportunities to develop a statewide, evidence based approach to literacy teaching.</p>	<p>Funding for professional development for teachers to undertake literacy courses such as OG or MSL training. Funding to support upcoming teachers to be mentored and upskilled in evidence based approaches to literacy teaching. Funding to suport school/statewide, consistent approaches - rather than a school by school basis.</p>				
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Jane Bell		<p>Launching into Learning CLFCentres Libraries Tasmania - various programs including Adult Literacy Literacy and numeracy support provided through TAFE PAT</p>		<p>Older Tasmanians? With an ageing population, I think TasCOTA could be included as a peak body; 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.</p>	<p>I see opportunities for cross-departmental collaboration as well as collaboration between government and non-government agencies. This is particularly relevant in small communities to maximise resources, human and otherwise.</p>	<p>Sufficient resourcing needs to be in place to support agencies to undertake planning, undertaking and evaluating.</p>	<p>Outputs: NGO and Govt agencies involved; communities involved; anecdotal evidence from individuals/families/peak bodies Outcomes to be measured such as: longer term changes/improvements/involvement over a five year period</p>	TasCOTA??		<p>Short term: numbers involved in programs; NAPLAN and other results; Medium term: numbers involved in programs; NAPLAN and other results; increase in numbers involved in programs</p>
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Portia Andre w		Keeping learners engaged with the printed text. Other than the classroom, State Library of Tasmania offers many activities for children, after school and in school holidays.	At East Devonport Primary School, special needs children have one on one reading sessions with a lady who brings her dog along - this program is working wonders for those who would otherwise struggle.	The transition from Primary school to High school is a problematic phase. In some/many instances the literacy support of primary years drops away and possibly this is where the most trouble occurs.	Libraries are vital. Library staff together with a dynamic range of literacy materials such that keep students interested in text. This might sound out of date, but group singing using printed sheets of lyrics. Students are therefore reading without realising, but learning all through the activities. Similar activity with group poetry recitation. Again, it might be considered outmoded, but it would work. The recitations would need to link to current popular modes.	Lots and lots of enthusiastic literate people, and this means volunteers, lots of community support.	For students to be as literate as possible before leaving primary school. Not only reading and comprehending the written word, but also and ability to understand what an essay is, and to have opportunities to be confident writing essays even if in a simpler form such as what was previously known as "the composition". As a mature aged university student in fairly recent times, it was appalling to see that a large percentage of Year 12 leavers were unable to write with confidence. Too much time was required to bring university students up to a reasonable level. This was an outrageous incursion on course delivery time.			Mid Primary is a vital position to measure literacy, because it allows time and the opportunity for remedial measures to lift standards before the end of Grade 6.
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Di Poulton	Retired/ex Principal/ 37 yrs in DoE	Programs are in place but we are still not closing the gap and targeting need.	3 year olds in Kinder	Lovely organisational framework - but how does this improve Literacy???? Too overarching.	Actions Specifics	So much more is needed in the early years and to explicitly target non achievers	Data from CFCs - attendance and demographic attending, how many programs and types. Libraries - books checked out. There are numerous books in the library what is the turn over across age ranges? Available programs and attendance rates and demographic attending. School libraries - too restrictive and more focussed on getting books back. Need for more books available to communities. Measures?		More use/interrogation of the data. Change when not working.	More short term targets and review. Explicit short term targets
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sid	n/a	<p>Parental help. It is pretty clear that children with help at home read better, read more and those that don't are behind. Kids with help from home were better readers and kids that had additional support from a caring helper who came into the schools to read with them and take an interest in them made huge and quick improvements and they enjoyed the literacy far more than the often stifling and unenjoyable literacy programs in the schools.</p>	no	<p>I think the problem is that children are individuals who learn with different interests and at different paces. Many do not enjoy the way literacy is taught in schools which means they are put off reading and writing early on in life. Literacy is a topic that brings great joy to readers and writers and we teach it in school in a way that makes them shy away from ever wanting to pick up a book, particularly with boys.</p>	<p>Increasing engagement with children in schools. There is so much in the curriculum that its packed in with conveyor belt efficiency. There seems to be little way to follow interests and tailor education for children unless homeschooling is used. Even talented children are doing the bare minimum to get through the lesson whereas they would be far more likely to do more in a relaxed, loving environment that increases their engagement by following interests.</p>	<p>Supports for children who do not have literate parents. There is no judgment on those parents, but a loving, supportive person in a school who is helping them read in a fun way showed huge amounts of progress and the children were excited to do the reading. These children tending not to respond to the class based literacy specialist program as it was for the whole class which they already knew they were behind.</p>	<p>Schools need to be set out via ability rather than age and the schedule we are holding all children to for reading may well be redundant</p>	<p>Tracking still relates to the scheduling of child abilities and I'm just not sure that's helpful anymore. Teachers and parents should be aware of the ability of the children and work to improve it, without relating to a test or a specific schedule.</p>	<p>I don't have specific target ideas. I do not think it is helpful to say all kids should be doing something by a certain age and here is the data comparing them to everyone else. The people involved in the children's lives should be aware of their abilities and work to improve the abilities through a range of strategies that work for the children. Engagement should be the primary focus in the education setting.</p>
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Lynette Legue		School based and community literacy programs		Gaps in adult literacy levels that when these gaps are reduced will enable parents and carers to assist young children with their learning.	Increased teacher's assistance and literacy tutors in libraries.	Greater community engagement on all levels.				
Amy		Phonics and lifting the stigma learning differences. And neuro diversity.		The quality of teaching graduates.	Improve the quality of teaching graduates, and simplify the curriculum.		Graduate and experienced teachers must be made to meet standards in continuous improvement.			

sarah.k.greenn	Department of Education Tasmania	Organisations like Connect 42 getting a range of people from across the state in the one place. Connect 42 have had speakers like Pam Snow and Jennifer Buckingham. These 2 speakers advocate for explicit literacy teaching and synthetic phonics which is not in line with many schools in Tasmania.	The SOLAR https://www.readingrockets.org/research-by-topic/solar-science-language-and-reading https://www.latrobe.edu.au/news/articles/2020/release/la-trobe-launches-solar-lab The SOLAR course is available to anyone. Many of the teachers I work with have participated in this. Many of the lead literacy coaches and literacy coaches in DoE schools have not.	Literacy Framework and Plan for Action 2019-22 - collaboration with SLPs can only occur if there are adequate numbers of SLPs in schools. Currently, 50% vacancy rate across learning services north. Literacy is not SLP core business so when staffing is reduced, there is limited time to work on literacy with schools - even though it makes a huge difference. 'More Teachers' - more is not always better- can we work towards more teachers (and literacy coaches) being upskilled in the science of reading, implementing best practice literacy instruction in schools. Literacy Coaching Initiative- coaches; but not responsible for ensuring best practice is happening in their school??? Is the expectation that they continue to coach outdated and harmful practices?	All Tasmanian Government schools will have Phonics instruction in place from Prep to Year 2 – the DoE needs to be more explicit about this and state that synthetic phonics needs to be in place in all schools, supported by the use of decodable books. Opportunity to develop a statewide acceptance that 'this is how we teach reading in Tasmanian schools'. A clear guide for school leaders about what is best practice (the same thing exists for numeracy) and what is not.	Low social-economic schools need to be supported to transition to teaching synthetic phonics with funding for the purchase of decodable books (see the model in place in NSW). Literacy coaches need to be supported to change and improve literacy teaching in their schools. SLPs and school psychologists can have a greater role when staffing allows. Better recruitment and retention incentives for SLPs in hard to staff locations (i.e. the federal seat of Braddon) which has the lowest literacy in the state.	Targets 4-5 years old: Explicit teaching of phonological awareness in kindergarten (e.g. letters and sounds program phase 1, Heggerty program). Increased focus on language and play instruction in kindergarten. Targets 6 and Up: Currently, 21% of students in year 7 in Tasmania are reading at or below the NMS. 1 in 5 do not have the literacy skills adequate for them to access the high school curriculum fully. This is a failure of the current DoE teaching strategies and assessment schedules. Reducing this % should be a primary focus for the panel.	The primary reading pledge https://fivefromfive.com.au/primary-reading-pledge/	Assessment of students when they enter primary school - screening for word/sound knowledge/print awareness. Phonics check	
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Peter Freebody	University of Wollongong			<p>There are three related areas that I think warrant more consideration and development: 1) Insufficient attention is given to the fact that the discussion here bears not just on literacy in some abstract, context-free state, and not just in the early years of schooling; rather it needs to bear on the constraints and opportunities offered by contemporary schooling. There is now a considerable body of work that looks closely at the ways in which reading and writing demands begin to diverge dramatically toward the end of primary schooling, evolving into forms that match the intellectual and communication tasks and styles of each curriculum domain, and the discipline on which it is based. A useful starting point for your consideration, which also maps out the contrasting trajectories of literacy demands in school Science, History, and English, is the book by Christie and Derewianka entitled <i>School Discourse</i> (2008). 2) A second consideration concerns the widespread use of multimodal, graphic, illustrative materials in concert with accompanying verbal text. From the very first</p>						
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				<p>picture books for kindergarten students the significance of the relationship between pictorial, non-verbal and verbal meaning in the development of an enjoyment of books and the abilities needed to manage them is evident. With the advent of electronic communications increasingly involved in schooling, multimodal communication is similarly more significant for learning and appreciation of the ways in which subject areas work. As an example, Australian researchers Unsworth and Chan have provided an empirical basis for developing these ideas. It is a point only skimpily dealt with in the current materials. 3) Finally the digital communication environment also places increasing demands on students' abilities to read with discernment, to check facts, look for the ways in which a particular communication is located within certain philosophical and historical contexts, and may preclude or diminish the significance of other perspectives. Also now well documented through research activities is that these social media and other forms of digital</p>						
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				<p>communication intensify the production of affiliation and dis-affiliation groups– Who is in, who is out? Who is telling the truth, who is not? Current points of controversy and contention around the virus vaccination and climate point to these as significant communication issues – as aspects of learning to read and write for school - that again call for some attention in your current efforts here.</p>					
Felicity Allison	relief teacher	A conscious focus on increasing the literacy levels of students.					<p>Smaller classes for Prep, Year1 and Year 2. No more than 20 students per class to allow teachers more time to focus on individual learning. Selecting excellent teachers for this area of literacy learning. Currently, I see teachers who are over worked and not always supported. Too many children</p>		<p>Short term - decrease class sizes to 20 children. Long term - better train Prep and Yr 1 teachers in literacy development.</p>

							in an overstimulated and too loud environment is NOT best practise for young children to learn. Smaller classes ensures more 1-1 time with the teacher.			
Patricia Brammall		Back to basics emphasis on phonics and phonemes	Collegiate teaches the Spalding method which gives the children a very sound understanding of word structure.	Too many adults have poor literacy skills so are unable to help and encourage children in their early years.	There are many opportunities for early learning - but for those who get left behind for whatever reason there is not enough proactive encouragement.	Simplify the curriculum for those struggling with literacy so they can have the time to develop their basic skills in reading spelling and maths.	A lot more teachers - encourage those who have retired to participate as volunteers or casual workers - especially in those areas of greatest need. I volunteered at the prison and found it very rewarding and I think was appreciated by those I helped - despite the poor organisation of the scheme. Much more could be done!	No		

Joyce Willia mson	Retired	The importance of a phonic approach to teaching reading.	The Macquarie Reading and Tutoring Programme developed in the 1980s still has much to recommend it, particularly for young and old who need repetition in order to consolidate learning.	The map looks comprehensive.	I believe that one-to-one tutoring is invaluable.	I think that there are many retired volunteers in the community and that schools should tap into this resource in order to provide one-to-one tutoring, not only for children but also for illiterate parents who would learn with their children and encourage each other.	I believe that this is administrative jargon. The target, surely, is to learn to read so, when this is achieved, the target has been met. This could possibly be broken down over a period of 1-3 years at school for children who are experiencing difficulties. In the first year, they might learn vowel sounds and simple words followed by letter blends. Surely, though, the target is clear. Some children might be literate by the end of one year while it might be two or three years for others.	I reiterate that, if learning to read is the target, then EVERYONE, adults and children, should be literate within the space of 1-3years.		Phonics could be introduced through music, at a very young age, cementing knowledge of sounds in order to provide a solid foundation on which to build. Between the ages of 6 to 9 all students should become literate, particularly if a one-to-one tutoring programme is introduced in each primary school. For those experiencing difficulty, extra assistance, using the Macquarie Reading and Tutoring Programme, would give students the helping hand required to become fully literate. Furthermore, the interaction of schools with parents, in order to encourage the latter to read to their children on a nightly basis, should be encouraged with parents realising that
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											people enjoy being read to and listening allows children to hear correct sentence patterns.
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Caroline Amos		There is a wide variety of options for all ages. Phonemic awareness is the most successful literacy program that I have been associated with. Smart Spelling works! 26TEN is also raising awareness of adult workplace literacy deficits.		There is a huge literacy deficit in the justice system, both in the youth and adult cohort. Having worked in this field, and still working with offenders on orders, there is a massive gap in their education and significant barriers to engagement in literacy programs.	On paper, it looks like a very comprehensive and broad reaching approach.	I work with the people who fall through these gaps due to life circumstances, poverty, incarceration, and the shame associated with low literacy. I would like to see programs that specifically work to engage those who are marginalised from formal educative processes.	Scope on barriers to engagement needs to be included as a measure, what is preventing access to learning?		Again, where is the lens on why people are still falling through the gaps; transport/regional isolation/health/access to broadband internet/poverty/health etc	Why are rates still improving so slowly? How will you embed literacy in areas other than formal education avenues, providing access and breaking down barriers to engagement are vitally important. How will you measure these, and work to improve rates of marginalised participation.
Rebecca Blundstone		MSL but is not in Tasmanian schools	MSL , start smart Tasmania has started this program but is very expensive and hard to get in to	some kids need different learning techniques	Train teachers in MSL which will lift the whole average of the school	edu4teacher in MSL	Have teachers more qualified in other forms of learning			

Shannon		Schools have started to implement literacy coaches in school to upskill teachers	As a teacher I often look at the NSW curriculum and their standards for literacy. They have great PD modules for teachers and lessons you can watch to improve your knowledge around literacy especially phonics which I feel we teacher poorly.	Large class sizes with huge spread of student knowledge, behaviour, no education for teachers to implement current practise or time to educate themselves. All this has to be done in own time and teachers are already time poor.	Depending on school and budget in regards to how much professional development. Since moving to Tasmania I have received none and just had to do my own research	Experts in the field visiting and working with teachers in class. What are other states doing? Huge group Science Of Reading (Facebook) lots of new research how students learn to read and write. Targeted intervention for students who are below	Continue to use NAPLAN as a baseline to measure	Not sure		
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Julia Harding				There are so many support services, programmes and initiatives. Why aren't they effective? I think that's the question.	Merge the various services, programmes and initiatives to make it less daunting and less confusing. This could also reduce possible duplication of available services.		Affordability, ease of access, uptake		See 1 .	
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Ellen Canvin		LiL Kindergarten Classroom teaching Assessments and data tracking	I have had Ian from ExitLeft (Hobart) come to my LiL program to run his 'toddler tunes' session with our families. He explains to families that 'participation' is a skill that needs to be learnt. And the importance of the role of parents in teaching children to 'join in' through modelling their own behaviour. For example, all the adults in the room are encouraged to do the actions and sing the words to show their children how to join in (not necessarily to learn to sing the songs). This is a paid program but I haven't seen these skills explicitly taught so well to parents anywhere else.	Supports to families and parents to firstly become literate themselves, then build their confidence to help their children become literate. Children (and everyone) need to read daily to become fluent capable readers. As a parent myself I know how hard it is to find the time and energy to read with my two children everyday. This is without the added burden of socioeconomic disadvantage	Opportunities for parents to get help with reading to their kids everyday. Maybe volunteers/grandparents/tutors could visit families (who are socioeconomically disadvantaged) for daily reading sessions	Supports for those families who experience socioeconomic disadvantage: Free quality books that are delivered to the door (all reading levels) Access to books that come with an audio recording - maybe the book has a QR code that can be scanned and the story to 'read' to the parent and child together. Create book sharing 'meet and greets' for families to connect and share books Parents' stresses about issues such as social issues (those mentioned in Paper One Setting the Scene) need to be removed so they have the time and energy to read with their children	I think there needs to be data collected about the illiterate adults and families in socioeconomically disadvantaged areas. This is a more difficult cohort to survey than children because children are in schools and we can assess them easily. Time and effort and money need to be put into the nitty gritty difficult-to-access cohort. It will provide more information. 'We don't know what we don't know'	Schools use reading levels (running records) to assess children's reading up until they are fluent readers. If children are not fluent by about grade 3 or 4 it becomes very difficult to find texts that are suitable for older children.		
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Sarah Watt		Theoretically the coaches within schools should be	I am not aware of any programs that are supporting increased literacy effectively	School and educational programs. The terms and daily school hours on Tasmania are shorter than all other states. Of course the literacy rates are poorer. In addition, children expect to leave school as soon as possible. There is not a general community expectation of high educational outcomes. That's a huge gap	High educational expectations, longer school hours, tertiary programs for teacher and allied health within Tasmania	Increase school hours from prep	Increased school hours, increased requirement for year 12 as a minimum, increased tertiary options in Tasmania	School hours	Community education and per capita wealth	All children complete year 12 and meet NAPLAN medium score for their age group
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Bec	Dept of Education	There a passionate teachers who want to improve childrens literacy. Technology is helping to vary ways it is taught to help engage students in their learning.		There are massive gaps. The funding it targeted towards the things that don't need fixing. Teachers are made to sit in hours worth of meetings and PL each week that is a complete waste of time. They should be spending this time planning quality literacy for their students and being supported in doing this rather than being in meetings that don't have any focus on the kids and what they need. There is also no support given where it's really needed. Literacy coaches aren't needed, programs like flying start are needed to get kids going in their literacy to and target the need. "Coaching" teachers doesn't help when there is 30ish students in a class with massively different needs. There is only so much one person can do in that situation and I can tell you that students needs are not able to be met despite teachers best efforts because they are unable to meet the needs of students because it's impossible in that situation to truly get the best out of each student. The inquiry focus at the moment also doesn't help.	Reduce the number of AST's and put that money into extra teachers who can get into classrooms help or take small targeted literacy groups. From what all teachers I talk to say this is the only way to really target need and gets kids where they need to be.	Statewide spelling programs for schools to follow. Qld has a great model with their online learning hub for teachers. It is an incredible resource for teachers that is full of so much information. We could learn a lot from that!	Phonics checks, spelling checks, reading checks like PM reader			
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Jackie Law		Messaging to already literate families. Direct individual remediation. Explicit teaching in emotionally regulated classrooms.		Addressing Tasmanian (Australian) cultural VALUE of education and literacy.	Generational impact: lifting literacy of parents with direct flow-on to their children's literacy.	Positive values campaign targeting low-literate parents.	Employment based literacy measures and targets. Services Australia measures and targets.			
Alexis Clarke		Kind teachers who encourage students. Expectations aren't too high	We used ABC Reading eggs to learn to read which worked well for us. He wasn't progressing at school. It's not a tassie intervention but Australia wide (the maths seeds is even better)	Any explicit inclusion of different learning needs. Children with dyslexia aren't getting their needs met through the school system even when tools and techniques are well understood and available. If we're letting down the most at risk of not learning to read then it's not good enough.	Considering all learners, suggesting easy additions like reading eggs or something else. A classroom teacher can't do it all	Extra teachers aids and remedial classes early as intervention works. Not all children have parents who can read or have books at home and we need to do more for these students. Also tutors for students needing extra 1 on 1 help (many parents can't afford this and reading shouldn't be for the better off). There was a landmark study in Ottawa that showed strong phonics teaching makes a difference. We say we do this but it seems that Vic and other states are doing it better. Are we reaching out and learning from other states? I know Vic has put huge amounts into tutoring after covid	Extra support in needier areas. It's not a blanket problem so targeted supports should be properly funded and targeted. Confidence of children in their reading ability should be another metric...the mental health element is immense and we should be aiming at improving Confidence through improving reading too. If a child is barely reaching standards bug proud then this is s good result bug if they feel awful then they need intervention urgently		Well-being (confidence or another metric) as this contributes to all future learning	I want a happy confident learner who loves school and this should be the aim of every school and all programs. Learning to read and hating the experience and then avoiding reading for pleasure for life is a terrible outcome so how better reading is achieved as well as what is achieved feels important. I took on teaching my son to read using reading eggs as his confidence was in his boots from school and I had to do something to help him

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Clair Harris	Tassie Mums Inc		<p>Tassie Mums (registered charity) - Southern based NFP with statewide reach aimed at children birth to approximately 16yrs - accessed through case/social workers, health/teaching professionals - no evaluation. Tassie Mums is not exclusively focused on literacy, however the inclusion of material aid that aids literacy development (books, stationery, puzzles/games etc) is included with every order that is sent out to a vulnerable or at-risk child in Tasmania.</p>	<p>I think there is a potential gap in 3-4yr olds before entering kinder particularly those that are not enrolled in childcare, attending a playgroup or LiL. Also for children of this age group that are newly arrived to the state (both international and interstate) and not assigned a child health nurse. While this might not be a large number it is developmentally an important age for literacy learning. This would sit in either or both sections 1 and 3.</p>	<p>There is potential for more additions under section 3. Outlying groups such as Tassie Mums that may have a portion of their programs that works on improving literacy. Also unsure if any of the prisons literacy programs are included. Is there potential to engage community further through the network of street and free libraries? Organisers of these may wish to aid the promotion of information etc.</p>	<p>Tassie Mums sees a need for material support specifically for 0-12 yrs to mitigate social issues and reduce barriers. Tassie Mums is in a unique position of reaching some of the states most vulnerable and at-risk children, we have the potential to provide targeted material aid in the form of books and stationery to hundreds of children and the potential to include material to increase community awareness.</p>				
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Carl Saund er	Eat Well Tasmania Incorporated	<p>Many parts of the system are helping too address literacy including through programs supporting the early years of life, our education system for young people and training/education for older people. Eat Well Tasmania are funded by the Tasmanian State Government via the Healthy Tasmania program and our goal is creating Healthier Tasmanians. We see literacy a key component within our vision and we wish to highlight the need for food literacy to be part of the ongoing discussion and strategy creation.</p>	<p>There are a number of organisations within Tas that are currently providing a variety of resources that support the challenges that present around food literacy. In addition to the resources Eat Well Tas provide, Families Tasmania and their Family Food Patch program have some excellent resources to help educate parents and young people around food literacy and building knowledge, capacity and capability to identify, access and prepare healthy meals.</p>	<p>Food literacy consists of 4 key areas: - Plan & Manage - Select - Prepare - Eat Food Literacy includes: ACCESS food through some source on a regular basis with very limited resources CHOOSE foods that are within you skill set and available time UNDERSTAND what's in a product and how to store and use it Knowledge of some basic commodities and how to prepare them Knowing ho to prepare some food from all of the food groups e.g. how to prepare meat, how to cook pasta, how to prepare vegetables and then there are spin offs from there Being able to confidently use common pieces of kitchen equipment such as a stove top, oven, microwave, can opener and saucepans Enable Food hygiene so that you don't poison anyone In developing a literacy framework it's important that concepts such as food literacy are considered and addressed as part of the policy development. We know that there are strong links to health benefits and reduction in food insecurity if we can increase people's understanding, capacity & capabilities around food.</p>	<p>There are multiple opportunities that exist. However first and foremost is the opportunity to highlight Food literacy as a key component of this work. Eat Well Tasmania believe we have an opportunity to show some leadership in this space and highlight & address the challenges that exist around food literacy. We have a unique opportunity to address some of these challenges by working collaboratively with key stakeholders to improve Tasmanian's knowledge and understanding around healthier eating.</p>	<p>The federal government recently released the new 10 year National Obesity Strategy which has set objectives to increase the rate of consumption of healthy foods (fruit & vegetables) over the next decade. The only way we as a country are we going to achieve those targets is by a co-ordinated approach to education and support around eating healthier. Fundamental to achieving these targets will be the opportunity for frameworks such as this - to call out food literacy as a key enabler to improving the overall health and wellbeing of Tasmanian's.</p>	<p>The specific targets to be established to improve food literacy would require further consideration & exploration. However we can potentially align with a number of existing strategies to help frame these targets. Including the Healthy Tasmania Strategy 2022 - 2026 and the National Obesity Strategy 2022 - 2032.</p>	<p>In terms of fruit & veg intake- Australian Bureau of Statistics. Australian Health Survey: Nutrition First Results - Foods and Nutrients, 2017–18. Canberra ACT: ABS;2018. Cat No 4364.0.55.007.</p>	-	<p>Short term focus could potentially be around building the resources to support improvement in food literacy. Longer-term measures can focus on population shifts in increase knowledge and health outcomes more broadly due to the postive impact of program implementation.</p>
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Ronita Barratt	Catholic Education Tasmania	At least a state wide strategy is now in place.		<p>HEALTH - There doesn't appear to have any representation from the health perspective of education. 1. Are the most vulnerable families getting the Health Nurse Check at 4 - significant number of our families have not at kinder enrolment interviews (more have not if they are vulnerable). 2. Sight and hearing needs to be done in school - not so in Catholic Education 3. Access to early intervention for health issues that directly impact learning e.g TADS - over a year wait, Paediatrician through RHH - about a year. This is precious learning time for a child and once gone, will place that child at a distinct disadvantage in attempting to 'catch up'. ALL PREVENTABLE. Example 1: Prep student, suspected ADHD, so far has waited 150 days and has been told no appointment in sight. She is unable to focus, learning has been severely compromised. She is now in grade 1, missing more foundational literacy learning. Example 2: Grade 2 student, diagnosed with ADHD mid grade 1, that meant learning in prep and part of grade 1 already affected. Parents can't get review paediatrics appointment to renew</p>	See above	See above				<p>Measurable - less than 3 years. 1. If a child receives a referral to a specialist (paediatrician, ENT etc) they should be seen within 3 months. Every Tasmania child's sight and hearing is checked yearly.</p>
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				<p>prescription. Child now unmedicated. Teachers are writing his learning plan. They are conflicted - his learning plan goals on medication (learning focused) is VERY different from his learning goals unmedicated (behaviour/focus related). Example 3: Grade 1 student has recurring ear infections, hearing affected (identified using SoundScouts), now awaiting ENT appointment - told they will wait at least 18 months. Entire prep and grade 1 year learning affected by poor health and hearing. Example 4: Child in grade 2. After waiting over 18 months on Tasmanian Autism Diagnostic Service books, was assessed and diagnosed with ASD. Research tells us the importance/life changing affect of early intervention. This was taken from this child due to wait lists. Example 5: Student in grade 2 with ASD, ADHD and Childhood Apraxia of Speech, student in grade 2 with ASD, DLD and severe speech sound disorder, student in grade 3 with language disorder associated with autism, student in prep with Childhood Apraxia of Speech, student in grade 1 with severe speech sound disorder.</p>						
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				<p>NONE of these students can access a speech therapist, even those who can use NDIS funding. NONE of these students who require a physio can access one, even those who can use NDIS funding. This is unacceptable. These children have severe speech issues that require specialist allied health services and can not do so. Not only are they marginalised by living in a rural area, they are doubly marginalised by the exorbitant travel costs placed on them by allied health providers. Most of their NDIS funding goes in travel costs.</p>						
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Jo Griffin	New Town Primary	At New Town Primary we are implementing evidence based practices across the big 6 of reading instruction. We are seeing a measurable improvement in student results. All teachers need to know and understand the body of research referred to as 'the science of reading' and be able to implement high impact teaching strategies aligned with this evidence.	New Town Primary are one of few public primary schools implementing practices aligned with the evidence.	I believe phonological/phonemic awareness is also a vital component of the Kindergarten year in conjunction with oral language. Our Kinder students participate in a program targeting both these areas and we are seeing great results. The lead coaches of our instructional coaches need to understand and apply knowledge aligned with the big six. Currently there are still ideologies supporting a balanced literacy approach which I believe is very damaging. Instructional coaches need to be leaders in the big 6 and be confident in understanding and applying high impact teaching strategies with a particular focus on tier 1 & 2 instruction	Schools who are currently leading the space of evidence based practice need to share practice with other schools.	We need educational experts in the space advising government officials and principals around what needs to be done in this space. Change management for schools needs to be considered - moving away from the 3 cueing system can be a challenge as so much has been invested in it. We need to support schools with additional funding to purchase quality decodable texts in line with letters and sounds sequence	We need to roll out an evidence based assessment tool such as DIBELS and remove running records as our measure of reading success. Teachers need to become skilled in using high quality diagnostic assessments and using them to inform practice	No, but I fear that PAT testing is not as evidence based as it should be.	We should follow states such as SA in implementing something like DIBELS statewide	The first 3 years of school need to be a priority (P-2). We need high quality reading instruction with high emphasis on quality Systematic Synthetic Phonics. These 3 years are the key to better outcomes long term. Within 3 years we should see all schools using high impact, structured teaching strategies with an initial focus on phonemic awareness and phonics then branching out to other key areas of the big 6
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Tanya Green wood	Fingal Valley Neighbourhood House	26 Ten, Libraries Tasmania access to written texts, online access centres to support digital literacy.	Paint the Valley REaD - a St Marys District School (AEDC funded) project facilitated by Rebecca Hibberd (LiL) which has installed 4 children's street libraries in the Fingal Valley community, developed over 60 lending kits with an oral language focus for 0- 4 years and has increased access and awareness to written texts. Free universal access program	Working together is too focused on urban areas and not supporting children in rural and remote locations, CFCLC services need more skills and funding to support early intervention for children with identified speech delays, LiL, CFCLC and Rock n Rhyme do not work together to support each other eg clash of days or sessions, not working with community partners, not sharing information to provider more individualised supports, Kindergarten does not support play based learning literacy activities - too rigid in planning requirements and restrictive in engaging with children's interests, cultures and needs, LiFT does not engage with families to promote and advocate in the literacy space or has limited time to support families where children have identified issues, children in primary, secondary age groups are too often left behind and do not have specialist support for issue such as dyslexia,	more collaborative practices for example where CHaPS nurse finds that a parent has low literacy there should be a clear pathway for support referral to 26 TEN, new engagement with all families - addressing the issue of stigma in our schools for families/carers and students	early years educators to be trained in program such as Haneen Speech - we should have an "every toddler talking" approach for all children, enhance provision of speech therapy through online platforms and information, investment in digital literacy for older people, ensuring that there are clear referral pathways for disengaged and vulnerable students with speech delays, funding more high quality child care places in rural and remote locations	reduction of children on the AEDC vulnerability measures to an acceptable level every student leaving school with a functional level of literacy library membership to be at a higher level participation in ECEC should be measure from 2 years for participation	no	no	short term - investment in additional speech therapy and programs for at risk children in schools
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