



Lifting literacy  
Lifting Tasmania

Paper One Setting the Scene

# Tasmania's Community-wide Framework

# Contents

Foreword from the Co-chairs	1
Introduction	3
What is literacy?	4
Why is literacy important?	7
What is a community-wide framework?	9
Why does Tasmania need a community-wide framework?	9
How we learn to be literate	12
What current sources of data tell us about literacy learning in Tasmania	15
Measures and targets	26
What we've heard so far	28
Have your say	31
Questions on measures and targets	32
How to make a submission	33
Organisational Mapping	35

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

# Foreword from the Co-chairs

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

UNESCO, 2015.

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

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

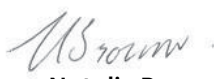
Literacy supports equality, and underpins social and economic development. Literacy is fundamental to people being able to be independent, live, work, and play. Improving literacy in Tasmania is a whole-of-government and community-wide responsibility. Everyone can play a role.

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

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



**Jenny Gale**  
Co-chair



**Natalie Brown**  
Co-chair

January 2022



## **Acknowledgement of Country**

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

# Introduction

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

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

In developing the framework, the Panel is to:

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

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

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

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

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

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

More information on the Panel can be found at [www.dpac.tas.gov.au/literacy](http://www.dpac.tas.gov.au/literacy).

# What is literacy?

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

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

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







# Why is literacy important?

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

**UNESCO Director-General Irina Bokova, 2015.**

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

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

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

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

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

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

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

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<sup>1</sup> ACARA, <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>; UNESCO, 2017, UNESCO Institute for Statistics, [http://gaml.uis.unesco.org/wp-content/uploads/sites/2/2018/12/4.6.1\\_07\\_4.6-defining-literacy.pdf](http://gaml.uis.unesco.org/wp-content/uploads/sites/2/2018/12/4.6.1_07_4.6-defining-literacy.pdf).

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



# What is a community-wide framework?

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

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

## Why does Tasmania need a community-wide framework?

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

**Christine**, Steps and Stories, Nine Tasmanians and their journeys in literacy and numeracy.<sup>3</sup>

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

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

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

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

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

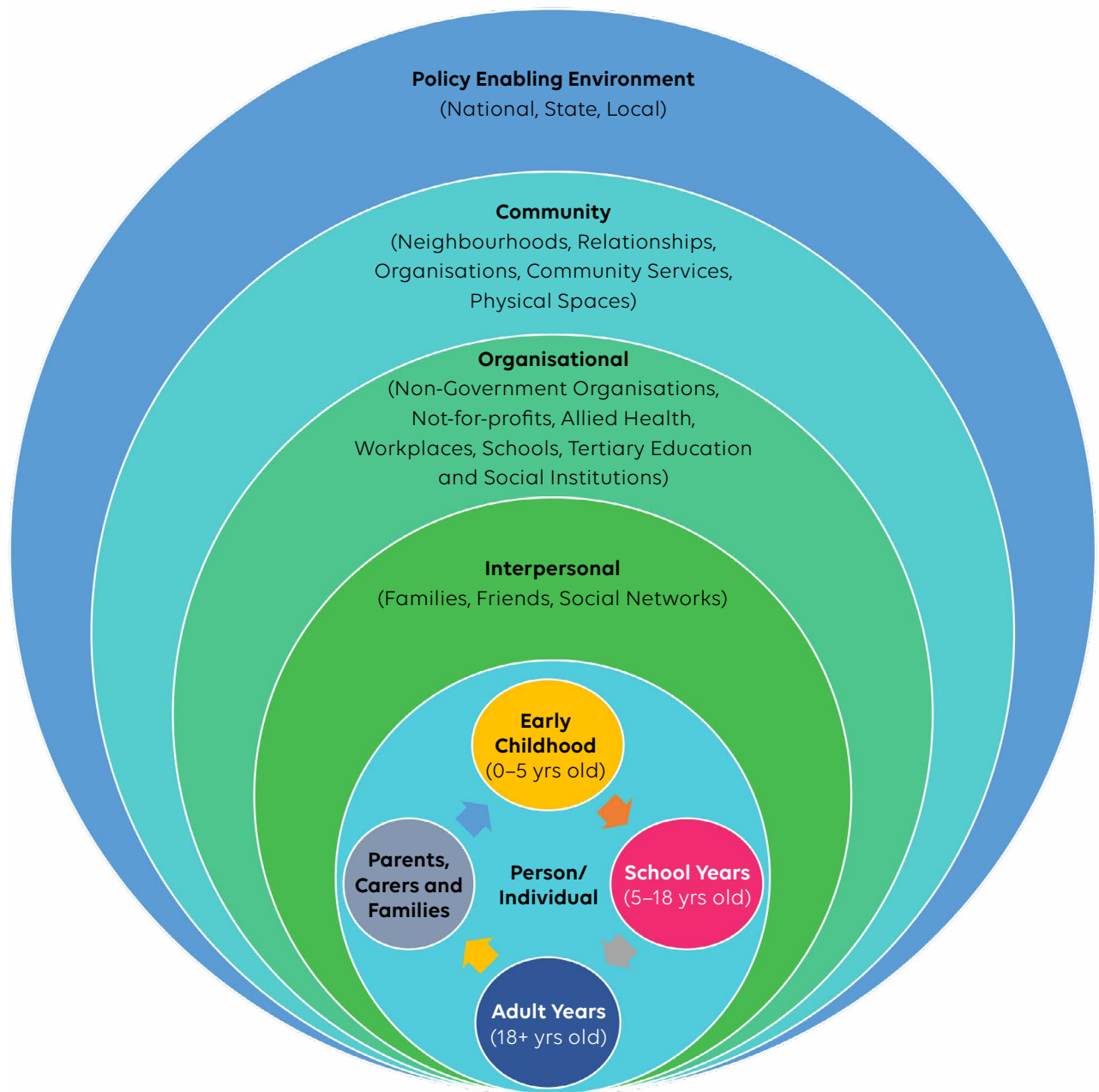


Figure 1

## How will we get there?

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

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

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



**January - March 2022**

Paper 1 – Setting the Scene



**May 2022**

Paper 2 – What we heard from the community



**October 2022**

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



**March 2023**

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

# How we learn to be literate

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

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

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

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

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<sup>4</sup> Where this document refers to parents, it includes carers and guardians.

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

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

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

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

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

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

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

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

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

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

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

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

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

<sup>13</sup> Brandt, D. (2015), *The rise of writing*

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

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



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

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

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

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

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



# What current sources of data tell us about literacy learning in Tasmania<sup>18</sup>

## National data sets

### Early Years

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

	Preschool Australia SEIFA Disadvantage, 2020								
	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Quintile 1 Number of Children	16,527	10,870	9,636	4,560	4,260	2,041	792	61	48,754
Preschool population	90,995	74,391	55,572	17,971	34,433	6,037	3,225	5,736	288,390
Proportion SEIFA Quintile 1	18.2%	14.6%	17.3%	25.4%	12.4%	33.8%	24.6%	1.1%	16.9%
Rank most disadvantaged	4	6	5	2	7	1	3	8	

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

Note

*Quintile 1 (most disadvantaged)*

*Preschool is Kindergarten in Tasmania*

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

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

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

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

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

### Proportion of all children enrolled in preschool program

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

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

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

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

### School years (Prep)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Proportion of children developmentally 'vulnerable' by domain.

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

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

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

### School years (Year levels 3 – 10)

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

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

#### NAPLAN 2021 - Comparison of means

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

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

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

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

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

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

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

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

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

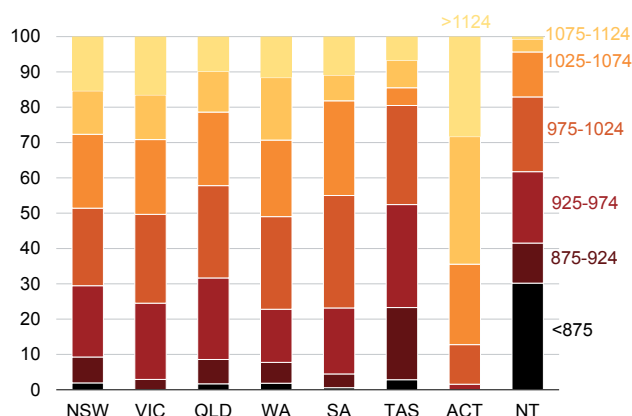
Tasmania's 2021 NAPLAN results show significant improvements in Years 3 and 5 Reading since 2008 and Tasmania's Year 3 writing also improved significantly from 2011 to 2021.

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

### The importance of SES on Literacy measures

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

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



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

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

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

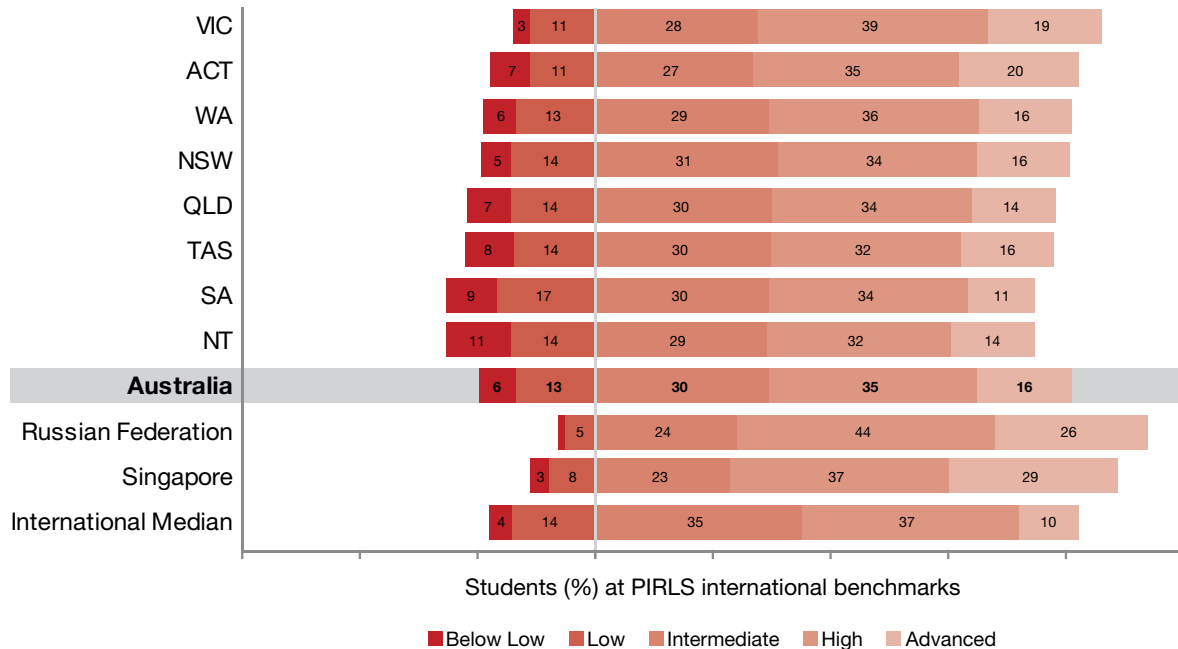
For balance, it should be noted that other commentators have put forward differing points of view.

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

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

### Other Sources – International data sets

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



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

The most recent data (2016) indicated:

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

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

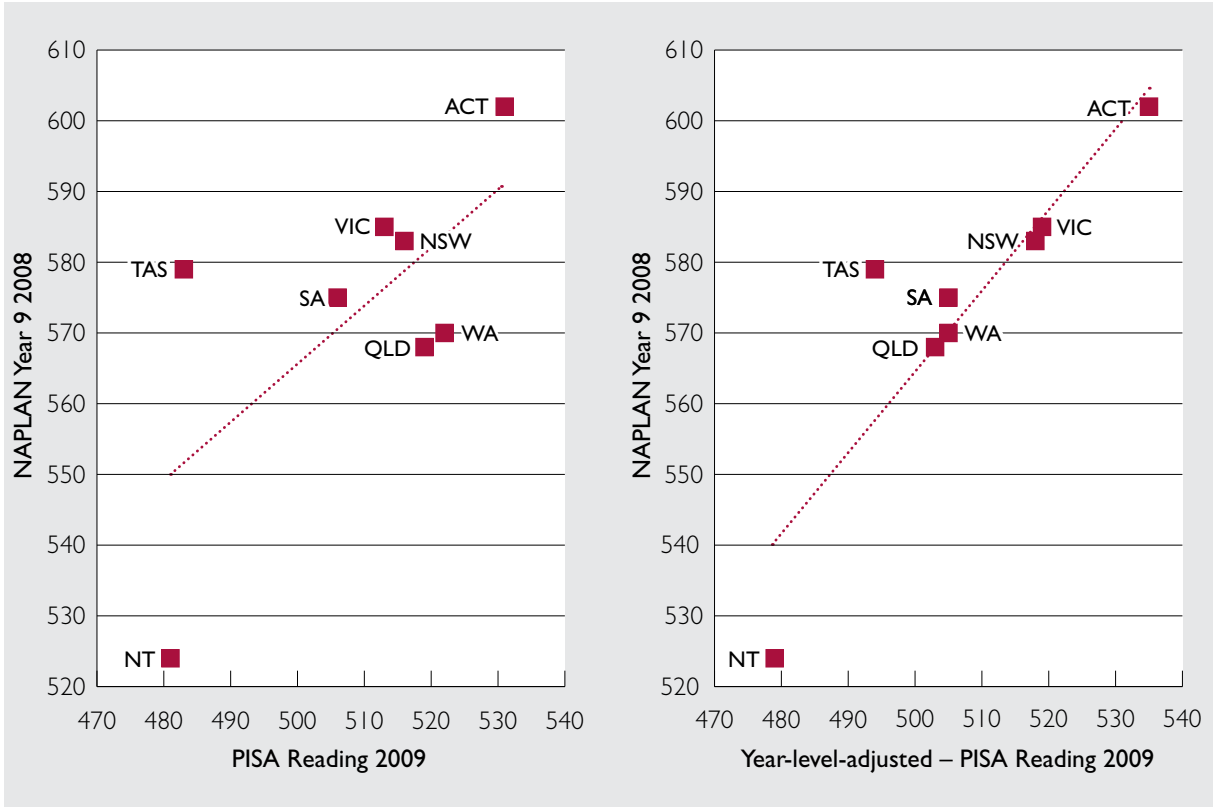
Independent sources have noted that NAPLAN is preferred over PISA for assessing literacy performance in Tasmania, related to sampling, age-cohorts, curriculum alignment, and test administration.

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

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

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

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



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

## Tasmanian data sets

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

### Progressive Achievement Tests – PAT Reading

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

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

#### For Government Schools

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

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

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

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



## Year 1 Phonics Check

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

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

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

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

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

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

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

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

## Attainment in senior secondary and post-compulsory education

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

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

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

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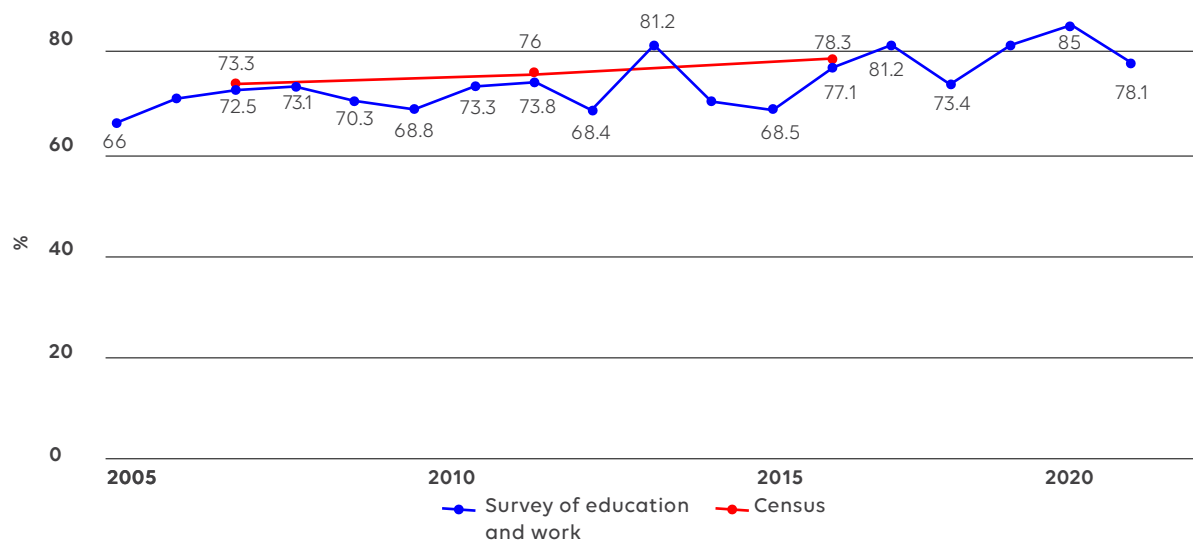
<sup>26</sup> *Educational Opportunity in Australia 2020: Who succeeds and who misses out?*, *Ibid.*, pp. 41-2.

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

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

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



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

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

**School Years and Beyond – Datasets and sources**

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

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

<sup>28</sup> Ibid.

## Adult Literacy

- The most recent adult literacy survey (2011) shows that nearly half of Tasmania's adult population lacked the literacy and numeracy skills they need for work and life. This is similar to a 2006 national survey.
- The 2011 survey also showed that adult literacy and numeracy skill levels is not just an issue for Tasmania but for Australia and internationally more broadly. For example:
  - 56 per cent of Australians aged 15 to 74 years had literacy skills at or above OECD level 3<sup>29</sup> (functionally literate),
  - 51 per cent of Tasmanians and 53 per cent of South Australians and Western Australians had literacy skills at or above level 3, and
  - 52 per cent of Canadians, 58 per cent of New Zealanders and 51 per cent in the United Kingdom had literacy skills at or above level 3.
- The survey, the Programme for the International Assessment of Adult Competencies (PIAAC), measures adults' proficiency in key information-processing skills – literacy, numeracy and problem solving.<sup>30</sup> It gathers information and data on how adults use their skills at home, at work and in the wider community.
- The survey is conducted every 10 years and the sample size is small for Tasmania, which means there is less confidence that the results are a true representation of Tasmania's adult literacy skills.

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

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

# Measures and targets

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

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

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

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

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

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

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



# What we've heard so far

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

## Some overarching themes emerged:

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

## In relation to the early years, key themes were:

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

## In the school years, key themes were:

### Teachers

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



## Schools

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

## Professional support

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

## Family and allied health

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

## For adults, key themes were:

### Community

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

### Initiatives/Programs

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

### Teaching

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

### Allied Health

- Provide access to diagnostic services for adult learners.



# Have your say

## Questions on current activity

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

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

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

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

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

### Questions:

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

# Questions on measures and targets

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

## Questions:

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

# How to make a submission

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

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

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

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

Other than indicated below, submissions will be treated as public information and will be published on our website at [www.dpac.tas.gov.au](http://www.dpac.tas.gov.au).

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

For further information, please contact [policy@dpac.tas.gov.au](mailto:policy@dpac.tas.gov.au).

## Important information to note

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

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

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

Copyright in submissions remains with the author(s).

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

## Accessibility of submissions

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

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



# Organisational Mapping

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

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

# 1. Department of Education

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

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

## The Early Years

### 0 - 4 years old

#### Child and Family Learning Centres (CFLC)

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

#### Launching into Learning (LiL)

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

#### Rock and Rhyme

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

#### Working Together – Supporting Early Learning

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

#### B4 Early Years Coalition

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

#### Strong Partnerships Framework

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

#### Let's Talk campaign

An oral language public campaign launched in 2021.

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

### 4 - 5 years old

#### Kindergarten

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

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

Learning in Families Together (LIFT).

Offered for families and children in Kindergarten to Year 2.

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

#### Literacy Framework and Plan for Action 2019-22

A public campaign to promote the importance of oral language.

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

## 1. Department of Education

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

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

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

Provide quality and targeted professional learning for leaders and educators.

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

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

### **More Teachers – Quality Teaching Action Plan**

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

### **Education Act 2016**

The Secretary is to ensure that developmentally appropriate learning frameworks:

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

### **Let's Talk campaign**

## The School Years

6 - 12 years old

### **Primary School**

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

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

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

### **Literacy Coaching Initiative**

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

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

### **Learning in Families Together (LIFT)**

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

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

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

### **Literacy Framework and Plan for Action 2019-22**

### **More Teachers – Quality Teaching Action Plan**

### **Education Act 2016**

### **Premier's Reading Challenge**

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

### **Let's Talk campaign**

# 1. Department of Education

## 13 - 16 years olds

### High School

### Literacy Framework and Plan for Action 2019-22

### Literacy Coaching Initiative

### More Teachers – Quality Teaching Action Plan

### VET (Certs II & III)

### Education Act 2016

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

## 17 - 18 years olds

### College

the Office of Tasmanian Assessment, Standards and Certification.

### Literacy Coaching Initiative

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

### VET (Certs II & III)

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

### Years 9 – 12 Project

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

### More Teachers – Quality Teaching Action Plan

### Education Act 2016

## The Adult Years

### 18+ years old

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

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

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

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

### Libraries Tasmania's adult literacy service

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



## 1. Department of Education

### Parents, Carers and Guardians

#### Child and Family Learning Centres (CFLC)

##### Launching into Learning (LiL)

##### Learning in Families Together (LIFT)

##### Together With Families

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

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

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

#### Family Engagement Review (2019)

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

Three recommendations:

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

#### Let's Talk campaign

##### Libraries Tasmania

Delivers 'Books to CD' program to prisoners.

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

## 2. Non-Government Education Providers

### The Early Years

0 - 4 years old

#### **Catholic Education Tasmania (CET)**

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

#### **Independent Schools Tasmania (IST) programs**

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

#### **Independent Schools Tasmania Literacy, Inclusion and Early Years Consultants**

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

4 - 5 years old

#### **Catholic Education Tasmania**

Setup for Success.

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

Explicit phonological awareness program.

Literacy framework support for teachers.

Support teacher pedagogical content knowledge and literacy teaching practice.

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

#### **Independent Schools Tasmania (IST) programs**

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

#### **Independent Schools Tasmania Literacy Consultant**

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

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

#### **Independent Schools Tasmania Consultancy Team**

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

### The School Years

6 - 12 years old

#### **Catholic Education Tasmania**

Best practice in reading for Years 3 – 6.

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

Phonics check for all Grade One students – Literacy Hub.

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

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

Project Leader based at CET.

Literacy Practice Leaders in schools.

Support schools to develop whole school literacy plans.

#### **Independent Schools Tasmania programs**

#### **Independent Schools Tasmania Literacy Consultant**

#### **Independent Schools Tasmania Consultancy team**

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

## 2. Non-Government Education Providers

### 13 - 16 years olds

#### **Catholic Education Tasmania**

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

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

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

Project Leader based at CET.

Literacy Practice Leaders in schools.

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

#### **Independent Schools Tasmania programs**

#### **Independent Schools Tasmania Literacy Consultant**

#### **Independent Schools Tasmania Consultancy team**

#### **Years 9 – 12 Project**

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

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

### 17 - 18 years olds

#### **Catholic Education Tasmania**

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

Science of Reading.

Evidence based reading interventions.

Literacy framework support for teachers.

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

Project Leader based at CET.

Literacy Practice Leaders in schools.

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

#### **Independent Schools Tasmania programs**

#### **Independent Schools Tasmania Literacy Consultant**

#### **Independent Schools Tasmania Consultancy team**

#### **Years 9 – 12 Project**

### The Adult Years

#### 18+ years old

#### **University of Tasmania**

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

#### **University of Southern Queensland**

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

### Parents, Carers and Guardians

#### **Catholic Education Tasmania**

Setup for Success

### 3. Community organisations and other initiatives

#### The Early Years

0 - 4 years old

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

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

##### **Early Childhood Education and Care (ECEC)**

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

##### **Childcare connections**

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

##### **The Basics Tasmania**

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

##### **Playgroups**

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

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

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

##### **The Smith Family**

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

##### **Neighbourhood Houses Tasmania and individual Houses**

Can offer parenting groups.

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

##### **Beacon Foundation**

##### **Northern Early Years Group**

##### **Allied Health Services**

4 - 5 years old

##### **The Smith Family**

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

##### **Neighbourhood Houses Tasmania and individual Neighbourhood Houses**

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

##### **Principals as Literacy Leaders program (PALL)**

##### **Beacon Foundation**

##### **Allied Health Services**

### 3. Community organisations and other initiatives

#### The School Years

6 - 12 years old

##### **Children’s University Tasmania**

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

##### **Square Pegs**

Dyslexia support and advocacy inc.

##### **The Smith Family**

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

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

##### **Neighbourhood Houses Tasmania and individual Neighbourhood Houses**

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

##### **Principals as Literacy Leaders program (PALL)**

##### **Beacon Foundation**

##### **Allied Health Services**

13 - 16 years old

##### **Square Pegs**

Dyslexia support and advocacy inc.

##### **The Smith Family**

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

##### **Neighbourhood Houses Tasmania and individual Neighbourhood Houses**

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

##### **Principals as Literacy Leaders program (PALL)**

##### **Beacon Foundation**

##### **Allied Health Services**

17 - 18 years old

##### **Square Pegs**

Dyslexia support and advocacy inc.

##### **Neighbourhood Houses Tasmania and individual Neighbourhood Houses**

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

##### **Allied Health Services**

### 3. Community, organisations and other initiatives

#### The Adult Years

18+ years old

##### **MAX Solutions – Skills for Education and Employment Program**

##### **Geeveston Community Centre**

##### **Neighbourhood Houses Tasmania**

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

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

##### **Australian Bhutanese and Nepalese Society of Northern Tasmania**

##### **Derwent Valley Online Access Centre**

Tasmanian Aboriginal Centre.

Launceston Community Legal Centre (legal literacy).

##### **Square Pegs**

Dyslexia support and advocacy inc.

##### **Connect42**

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

language focussed literacy intervention to inmates.

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

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

##### **Migrant Resource Centre**

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

##### **Individual Neighbourhood Houses**

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

##### **Allied Health Services**

#### Parents, Carers and Guardians

##### **University of the Third Age (U3A)**

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

##### **UTAS University Preparation Pathway Course through University College**

##### **Neighbourhood Houses Tasmania and individual Neighbourhood Houses**

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

##### **Allied Health Services**

## 4. Department of Health

### The Early Years

0 - 4 years old

#### Child Health and Parenting Service

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

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

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

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

This is a voluntary program for parents to participate in.

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

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

### The Adult Years

18+ years old

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

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

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

#### Healthy Tasmania, Department of Health

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

#### TAZREACH, Department of Health

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

#### Health Literacy Workplace Toolkit, Department of Health

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

### Parents, Carers and Guardians

#### Child Health and Parenting Service, Department of Health

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

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

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





## 5. Department of State Growth: Skills Tasmania

### The Adult Years

18+ years old

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

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

#### Training and Workforce Development Act 2013

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

#### Language, literacy and numeracy support in VET

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

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

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

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

#### The Training and Work Pathways Program

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

## 6. TasTAFE

TasTAFE as government training provider funded through Skills Tasmania

### The School Years

6 - 12 years old

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

### The Adult Years

18+ years old

TasTAFE as government training provider funded through Skills Tasmania.

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

The largest provider of vocational education and training in Tasmania.

Free online literacy tutors' course for Tasmanian residents.

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

Certificates in General Education for Adults.

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

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

LLN delivery in the prison.

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

## 7. Department of Communities

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

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

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

## 8. Department of Justice

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

## 9. Other Tasmanian Government Policies and Initiatives

### The Adult Years

18+ years old

#### **Our Digital Future**

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

#### **Regional Jobs Hub Network**

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

#### **Employment and Participation Programs**

Targeting:

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

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

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

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

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

#### ***Library and Adult Literacy Service at the Tasmania Prison Service***

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

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

May 2021

## The School Years

All groups from 6 - 18 years old

**For Government schools:**

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

# 11. Local Government

## The Early Years

0 - 4 years old

**Family Day-care programs**

## 12. National Programs

### The Early Years

0 - 5 years old

**Child Care Subsidy**

**Early Years Learning Framework**

(up to 8 years of age)

### The School Years

6 - 12 years old

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

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

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

**Alice Springs (Mparntwe) Education Declaration**

Provides the basis for the Australian Curriculum

**Australian Curriculum F-10**

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

13 - 16 years old

**Australian Curriculum F-10**

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

## 12. National Programs

### The Adult Years



18+ years old

#### **National Reading Writing Hotline (1300 6 555 06)**

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

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

#### **Parliamentary inquiry into Adult Literacy and Numeracy (ALN)**

Underway. Some interesting findings may come out of it.

#### **Skills for Education & Employment (SEE) Program**

#### **Foundation Skills for Your Future**

#### **Adult Migrant English Program**

### Parents, Carers and Guardians

#### **Starting Blocks**

## 13. Peak Bodies and Groups

### The Early Years

0 - 4 years old

**Tasmanian Association for State School Organisations**

**Early Childhood Australia**

**Early Childhood Intervention Association**

**The National Early Language and Literacy Coalition (NELLC)**

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

**Tasmanian 100 per cent Literacy Alliance**

4 - 5 years old

**Tasmanian Association for State School Organisations**

**Independent Schools Tasmania**

**Catholic Education Tasmania**

**Tasmanian Catholic School Parents Council**

**Independent Schools Australia**

**National Catholic Education Commission (NCEC)**

**Tasmanian 100 per cent Literacy Alliance**

### The School Years

All groups from 6 - 18 years old

**Independent Schools Tasmania**

**Catholic Education Tasmania**

**Tasmanian Association for State School Organisations**

**Tasmanian Catholic School Parents Council**

**Independent Schools Australia**

**National Catholic Education Commission (NCEC)**

**Australian Association for the Teaching of English (AATE)**

**Australian Literacy Educators' Association**

**Primary English Teaching Association Australia (PETAA)**

**Australian Association for Research in Education (AARE)**

**Home Schooling Association**

**Australian Parents Council**

**Tasmanian 100 per cent Literacy Alliance**

### The Adult Years

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

**The Tasmanian Council for Adult Literacy**

**The Australian Council for Adult Literacy**

**Community Colleges Australia**

**Tasmanian 100 per cent Literacy Alliance**



## 14. Measures

### The Early Years

0 - 4 years old

Australian Early Development Census (AEDC)

Independent Data sources

Australian Bureau of Statistics (ABS) Census data

National Early Childhood Education and Care Collection (NECECC) data

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

4 - 5 years old

Kindergarten Development Check (KDC)

National Early Childhood Education and Care Collection (NECECC) data

Australian Early Development Census (AEDC)

### The School Years

6 - 12 years old

NAPLAN (years 3 and 5)

**Progressive Achievement Testing.**

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

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

Progress in International Reading Literacy Study (year 4)

**For Teachers:**

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

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



## 14. Measures

13 - 16 years old

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

**Progressive Achievement Testing**

**NAPLAN (years 7 and 9)**

17 - 18 years old

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

### The Adult Years

18+ years old

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

**Development (OECD) – Adult Literacy and Life skills survey**

**Program for International Assessment of Adult Competencies (PIAAC)**

**Australian Core Skills Framework**

**Organisation for Economic Co-operation and**

## 15. Targets

### The Early Years

0 - 4 years old

#### Closing the Gap Target 3:

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

#### Closing the Gap Target 4:

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

4 - 5 years old

#### Closing the Gap Target 4:

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

### The School Years

6 - 12 years old

#### Closing the Gap Target 4:

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

13 - 16 years old

#### By year 7:

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

## 15. Targets

### 17 - 18 years old

#### **By 2020:**

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

#### **By the end of 2022:**

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

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

#### **Closing the Gap Target 5:**

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

#### **Closing the Gap Target 7:**

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

### The Adult Years

#### 18+ years old

#### **100 per cent functional literacy in Tasmania**



#### **Closing the Gap Target 6:**

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

