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### 2019–2022 Department of Education Literacy Framework

**Connected, resilient, creative and curious learners**

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<th>OUR GOAL</th>
<th>Our learners have the skills and confidence in literacy to successfully participate in learning, life and work</th>
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### WHAT GUIDES US

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### DOMAINS

<table>
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<tr>
<th>Language for literacy</th>
<th>Learning to be literate</th>
<th>Literacy for learning</th>
<th>Literacy for life</th>
</tr>
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<tbody>
<tr>
<td>Skilled and confident learners who use oral, augmentative and alternative communication effectively.</td>
<td>Skilled and confident learners who actively engage in creating and interpreting a variety of texts.</td>
<td>Engaged and confident learners who transfer and apply literacy skills across all areas of learning.</td>
<td>Confident and motivated learners who access ways to improve their literacy skills.</td>
</tr>
</tbody>
</table>

### WHAT WE AIM TO ACHIEVE

### SYSTEM PRIORITIES

- Attention to the importance of oral, augmentative and alternative communication for literacy learning
- Consistent and aligned practices that are informed by evidence
- Valid and reliable measures of impact and learner growth

### ACTIONS FOR IMPACT

1. Develop a public campaign to promote the importance of oral language.
2. Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication.
3. Increase access and support for learners to improve oral, augmentative and alternative communication.
4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum.
5. Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum.
6. Provide quality and targeted professional learning to build the capacity of leaders and educators to improve their teaching of English for literacy learning.
7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy.
8. Implement the tools and supports for effective measurement of learner growth in literacy.
9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners.
Attention to the importance of oral, augmentative and alternative communication for literacy learning
Action 1
Develop a public campaign to promote the importance of oral language

What we will do:
We will develop a public campaign to promote the importance of oral language at all ages and stages, including the key role parents play in early oral language development. The campaign will complement and be supported by existing literacy and numeracy campaigns within the department.

The campaign will include a number of ways to promote oral language, including but not limited to television, radio and printed media advertising, social media and web page posts, production of videos and a variety of promotional material.

We will also actively encourage a focus on oral language across all Department of Education (DoE) sites and initiatives.

What this means across our system:

Child and Family Centres
- Contribute to, and promote the public campaign across all centres.

Schools
- Promote the campaign through learning programs, school communications, and when interacting with students, parents and families.

Libraries
- Work closely with Communications and the Literacy Team to develop an oral language campaign. This will include collaboration with key stakeholders to determine what is already happening in our system to design and deliver a sustainable oral language campaign to all sites and schools.

Divisional Business Units
- Communications and the Literacy Team will work closely with Libraries Tasmania to ensure that an effective and sustainable campaign is developed and delivered.
- All Business Units will promote the campaign through their internal and external networks.

Budget and Resources:
- $140,000 over four years 2019-20 to 2022-23 for design and implementation of the oral language campaign.
- 1.0 FTE Project Officer for two years from January 2020 to manage the campaign.
Action 2

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

What we will do:
We will develop a more collaborative approach to working with and providing speech and language pathology services across our schools and sites. We will do this by acknowledging what we are doing well, and researching and trialling new ways of working together. This will provide a more coherent approach to improve oral, augmentative and alternative communication.

What this means across our system:

Child and Family Centres
• Continue to build the collaboration between Speech and Language Pathologists (SLPs), Child and Family Centre (CFC) staff and families.
• Model practices across sites and share ways of working to support other centres and schools.

Schools
• Collaborate with all stakeholders, leaders, teachers and SLPs to build a shared understanding of oral, augmentative and alternative communication and their roles and responsibilities; and work to maximise these resources within and across schools.
• Strategically and intentionally link SLPs to school programs to ensure teachers, parents and carers understand the developmental processes involved in oral, augmentative or alternative communication.
• Include SLPs in school improvement and other school planning to ensure their perspective is included.

Libraries
• Provide and promote information for adults and families to gain an awareness of, and access to, speech and language supports available in libraries and the broader community.

Divisional Business Units
• Determine the need and strategies being used to gauge current capacity of speech and language services across our system.
• Identify and share exemplars of effective practice from across sites, schools and other jurisdictions.

Budget and Resources:
0.5 FTE Speech & Language Pathologist for two years from July 2019 to lead this action.
Action 3

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

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Workforce Strategy
Supported by: Learning – Professional Support
Commence in: 2020

What we will do:
We will explore a number of ways to increase learner access to oral, augmentative and alternative communication support. This may include increasing the number of SLPs in our system; working with the University of Tasmania to provide speech and language pathology training in Tasmania; training para-professionals who specialise in supporting oral language development; promoting referral pathways for adult learners; and providing our educators with the professional learning and resources to improve speech and language teaching and learning.

What this means across our system:

Child and Family Centres
• Use their SLPs to build understanding of oral, augmentative and alternative communication through ongoing support and interactions with staff, families and young children.

Libraries
• Ensure there is a clear understanding of the role of Libraries Tasmania and 26TEN in adult and early literacy services for greater collaboration across DoE.

Divisional Business Units
• Audit and collate current oral, augmentative and alternative communication teaching and learning resources to ensure schools have access to quality assured resources and information, including appropriate professional learning.
• Investigate programs and opportunities to upskill teaching staff and teacher assistants to deliver speech and language programs.
• Look for ways in which secondary schools can gain greater access to speech and language services.

Budget and Resources:
None required at this stage, will be absorbed from within current allocations.
Action 4
Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Literacy Team
Supported by: Support and Development – Curriculum Services
Commence in: 2019

What we will do:
We will develop clear guidelines that describe endorsed practices for the teaching of English across the curriculum. This will ensure alignment of approaches and support the improvement of literacy skills from the early years through to adult learning.

What this means across our system:

Child and Family Centres
• Ensure that the Early Years Learning Framework (EYLF) is well understood by all leaders and staff and is implemented to align with the National Quality Standards (NQS).

Schools
• Ensure all teachers have access to and are supported to understand and implement the endorsed practices identified for effective teaching of English for literacy learning from the Early Years to Year 12.

Libraries
• Ensure that all educators have access to and are supported to understand and implement preferred literacy practices for all of their learners.

Divisional Business Units
• Collaborate with relevant stakeholders to identify, document and communicate the practices and approaches required for effective literacy learning.
• Align the practices and approaches to DoE pedagogical models for teaching and learning.

Budget and Resources:
None required at this stage, will be absorbed from within current allocations.
Consistent and aligned practices that are informed by evidence
Action 5

Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Curriculum Services
Supported by: Learning
Commence in: 2019

What we will do:
We will review and refine current DoE documents and resources to support the use of department endorsed practices for the teaching of English for literacy learning. To share these resources, we will then develop a web-based literacy portal that is accessible and relevant to all sites and services.

What this means across our system:

Child and Family Centres
- Model and provide multiple opportunities to emphasise the importance of communication, reading and writing for a range of purposes for everyday life through play and social interactions.

Schools
- Establish the conditions and structures required to implement preferred literacy approaches and practices.
- Provide the time for Literacy Coaches and teachers to collaborate in order to analyse, reflect and improve their practice.

Libraries
- Collaborate with schools, other agencies and service providers to support adult learners and families to improve their functional literacy skills.

Divisional Business Units
- Review and update the significant resources we already have.
- Provide the updated resources with multiple access points in easy to use formats such as downloadable documents and short videos.
- Provide clear and timely communication to all sites as to the availability and location of resources.
- Work to overcome the systemic issues that hamper progress within schools, for example, teacher turnover.
- Ensure that new graduates are aware of, and have access to the DoE preferred, best-practice resources.

Budget and Resources:
None required at this stage, will be absorbed from within current allocations.
Action 6

Provide quality and targeted professional learning to build capacity of educators to improve their teaching of English for literacy learning

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development, Literacy Team
Supported by: Support and Development – Professional Learning Institute, Literacy Leaders
Commence in: 2020

What we will do:
Literacy leaders across our system will gather evidence to support the identification of educator needs in the effective teaching of English for literacy learning. This will enable us to determine professional learning requirements and how best to deliver it to our educators.

What this means across our system:

Child and Family Centres
• Identify educator areas for growth through Professional Development Plan processes.
• Develop plans to ensure all staff are able to access the support they need to build their capacity to improve.

Schools
• Identify student and teacher learning priorities and goals through collaborative inquiry processes.
• Plan for strategic and targeted professional learning through school improvement and professional development planning.
• Access and participate in professional learning opportunities to build school and teacher capacity.
• Use Lead and Literacy Coaches to share effective professional learning practices within and across schools.

Libraries
• Identify educator needs through Professional Development Plan processes.
• Develop plans to ensure all staff are able to access the support they need to build their capacity to improve.

Divisional Business Units
• Provide targeted and differentiated professional learning for all leaders and educators to gain a deeper understanding of English literacy content knowledge and effective teaching practices and approaches.
• Collect evidence from school and literacy leaders to identify teacher and educator priorities for effective teaching of English literacy, and determine how best to deliver the associated professional learning.
• Use this evidence to provide high quality professional learning which is differentiated, contains clear and consistent messaging, and is delivered in flexible ways from credible sources.

Budget and Resources:
None required at this stage, will be absorbed from within current allocations.
Valid and reliable measures of **impact** and **learner growth** in literacy
Action 7

Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Curriculum Services
Supported by: Strategy and Performance – Education Performance and Review (EPR)
Commence in: 2019

What we will do:
We will develop a clear, system-wide policy for assessing and monitoring learner progress in literacy that will be effectively communicated through our system. Once the policy is developed we will provide system-wide and differentiated professional learning to improve formative assessment practices. The process will review and build on current approaches used to monitor learner progress.

What this means across our system:

Child and Family Centres
- Work with Educational Performance and Review (EPR) to identify useful data to share when children are transitioning to school.

Libraries
- Proactively provide feedback and advice on how to measure adult literacy learning.

Divisional Business Units
- Review current processes for assessing and monitoring student growth in literacy.
- Provide expert advice and support to use and record learner growth using a common, streamlined approach.
- Build assessment literacy throughout our system

Schools
- Ensure student outcomes are set and measured, and that progress is monitored with summative assessments.

Budget and Resources:
None required at this stage, will be absorbed from within current allocations.
Action 8

Implement the tools and supports for effective measurement of learner growth in literacy

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Curriculum Services
Supported by: Strategy and Performance – EPR
Commence in: 2021

What we will do:
We will explore the range of tools used to measure learner growth in other jurisdictions along with work being undertaken nationally. We will then either adopt or develop a new tool to meet our needs. Once the measurement tool has been determined we will provide professional learning and supports to ensure effective implementation.

What this means across our system:

Child and Family Centres
• Provide information and guidance to families on the expected developmental literacy milestones for children birth to 4.

Schools
• Develop whole-school consistent language and processes for implementing the tools and supports to measure learner growth in literacy.
• Utilise Literacy Coaches to support the effective use of measurement tools to support school and student improvement.
• Create the time and focus for staff to develop deep understanding and proficient use of the tools to measure and monitor student growth.

Libraries
• Proactively measure adult literacy learning.

Divisional Business Units
• Develop or adopt a common approach to measure and monitor learner growth in literacy by determining which format will be most useful, and investigating what is already happening.
• Ensure greater consistency between primary and secondary schools for seamless tracking of student growth.
• Develop data systems that enable entry and tracking of student achievement, to show if a student is achieving expected results and making expected gain.
• Provide an electronic process for assessment and tracking student progress using learning progressions (in stages of development) that provide indicators of growth and instructional focuses for “where to next”.

Budget and Resources:
$250 000 to either purchase or develop a learner growth measurement tool.
Action 9

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

Authorising Agent: Deputy Secretary Support and Development
Led by: Support and Development – Curriculum Services
Supported by: Strategy and Performance – EPR
Commence in: 2022

What we will do:
We will explore existing practices that measure impact of policy actions on learner growth from across other jurisdictions. We will then either adopt or develop new measurement practices to meet our needs. Professional learning will be provided to our educators to ensure effective implementation.

What this means across our system:

Child and Family Centres
• Collect data sets which enable CFCs to identify and improve their practices and services in relation to oral, augmentative and alternative communication and the developmental markers towards early literacy learning.

Schools
• Access useful and multiple data sets which can support collaborative inquiry within and across schools to analyse and plan for sustained literacy improvement.
• Access the tools and supports to monitor student growth, set literacy goals to improve teacher practice and student outcomes, to determine what works at classroom, year and school levels.

Libraries
• Collect data and information in relation to adult and family literacy to identify and inform improvements in practices and service delivery.

Divisional Business Units
• Determine measurement tools already in place, how effectively each tool is working and what other jurisdictions are using as measurement tools across their systems.
• Develop a system-wide approach to data collection that is best practice, sustainable and that has the capacity to be individualised.
• Each Business Unit to set targets and monitor progress of the impact of the literacy actions that they are leading over the next four years.

Budget and Resources:
$250 000 to either purchase or develop a tool to measure the impact of system-wide literacy actions.
How we will know the plan has worked

Measuring the success of each action will be undertaken and determined by the business units who take the lead on implementing the actions. At a system level we will first determine the success of the Literacy Framework by measuring our goals against a series of interim targets across each of the Literacy Domains, and then against the set of system-wide targets that are currently being set for the DoE Strategic Plan.

**Domains**
- Language for Literacy
- Learning to be Literate
- Literacy for Learning
- Literacy for Life

**What we aim to achieve**
- Skilled and confident learners who use oral, augmentative and alternative communication effectively.
- Skilled and confident learners who actively engage in creating and interpreting a variety of texts.
- Engaged and confident learners who transfer and apply literacy skills across all areas of learning.
- Confident and motivated learners who access ways to improve their literacy skills.

**Our Interim Targets**

**Language for Literacy**
- There is an increase in the percentage of students meeting the expected indicators of progress in oral language development.
- All DoE sites and schools provide opportunities to use and improve the spoken and interactive communication skills of all learners.
- All DoE educators across all schools and sites articulate a consistent message about the importance of oral, augmentative and alternative communication in becoming literate.
- Parents and families report increased awareness of the important role oral language and communication plays in learning in parent surveys.

**Learning to be Literate**
- There is an increase in the number of students who meet expected rates of progress in literacy capability.
- There is an increase in the number of learners who achieve the expected standard for English in the Australian Curriculum.
- There is a decrease in the achievement gap between male and female learners.
- There is an increase in the number of learners who make progress and achieve expected levels of literacy according to a range of consolidated school and system measures reported in Aspire.
- There is an increase in the number of schools who show gains across the range of measures consolidated in Aspire.
- Everyone in our system has access to guidance for the preferred teaching practices and approaches necessary for learners to achieve success in literacy.
- There is an increase in the number of schools who report easy access to resources to effectively support their teaching.
- There is an increase in the number of schools who report ease of access and use of the tools to measure learner growth in literacy.

**Literacy for Learning**
- All Tasmanians, no matter what age or stage, know where to go and how to access the help they need to improve their literacy skills.
- DoE sites and services report an increase in the number of participants in programs to improve literacy.
- There is an increase in the number of learners who improve their functional literacy skills.
- Tasmanians with literacy skills at or above OECD’s PIACC Level 3 or above at 60% by 2025 (2022 results).*

* Aligned with the 26TEN target


OECD PIACC – Organisation for Economic Cooperation and Development’s program for the International Assessment of Adult Competencies Survey of Adult Skills
## Literacy Implementation Plan Summary

<table>
<thead>
<tr>
<th>Actions – What we will do</th>
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<th>Who will lead it</th>
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<tbody>
<tr>
<td>1. Develop a public campaign to promote the importance of oral language</td>
<td>2020</td>
<td>Deputy Secretary – Libraries</td>
<td>Learning – Libraries Tasmania</td>
<td>Strategy &amp; Performance – Comms Support &amp; Development – Literacy Team</td>
<td>Child and Family Centres: Contribute and promote the public campaign across all centres. Schools: Promote the campaign through learning programs, school communications and when interacting with students, parents and families. Libraries: Work closely with Communications and the Literacy Team to design and deliver a sustainable oral language campaign to all sites and schools. Divisional Business Units: Provide support to Libraries in the development and delivery of the campaign and promote it through internal and external networks.</td>
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<tr>
<td>Develop a public campaign actively encourage a focus on oral language across all DoE sites and programs.</td>
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<td>2. Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication</td>
<td>2019</td>
<td>Deputy Secretary – Professional</td>
<td>Learning – Professional Support</td>
<td>Support &amp; Development – Inclusion and Diversity Services</td>
<td>Child and Family Centres: Continue to build the collaboration between SLP, CFC staff and families. Model practices across sites and share ways of working to support other centres and schools. Schools: Collaborate with all stakeholders to promote a shared understanding of oral, augmentative and alternative communication, the roles and responsibilities of SLPs and work to maximise these resources within and across schools. Libraries: Provide and promote information for adults and families to gain an awareness of and access to speech and language supports available in libraries and the broader community. Divisional Business Units: Determine need, strategies being used and current capacity of speech and language services across our system.</td>
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| 3. Increase access and support for learners to improve oral, augmentative and alternative communication | 2020              | Deputy Secretary Support and Development   | Support and Development – Workforce Strategy  | Learning Services – Professional Support | Child and Family Centres: Use SLTs to build understanding and capacity of oral, augmentative and alternative communication through ongoing support for staff, families and young children.  
Schools: Use Literacy and Lead Coaches to share effective practices across schools, deepen teacher understanding and build capacity of teachers to include opportunities for communication.  
Libraries: Ensure there is a clear understanding of the role of Libraries Tasmania in adult literacy services for greater collaboration across DoE.  
Divisional Business Units: Audit and collate current teaching and learning resources for oral, augmentative and alternative communication to ensure school teams have access to quality assured resources, information and professional learning. |
| 4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum | 2019              | Deputy Secretary Support and Development   | Support and Development – Literacy Team       | Support & Development – Curriculum Services | Child and Family Centres: Ensure that the EYLF is well understood by all leaders and staff and is implemented to align with the NQS.  
Schools: Ensure all teachers have access to and are supported to understand and implement preferred practices identified for effective teaching of English.  
Libraries: Ensure all educators have access to and are supported to understand and implement preferred adult literacy practices for all their learners.  
Divisional Business Units: Identify, document and communicate the practices and approaches required for effective literacy learning. |
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| 5. Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum | 2019              | Deputy Secretary Support & Development | Support and Development – Curriculum Services | Learning | Child and Family Centres: Model and provide multiple opportunities to emphasise the importance of communication, reading and writing for a range of purposes for everyday life though play and social interactions.  
Schools: Establish the conditions and structures required to implement preferred literacy approaches and practices.  
Libraries: Collaborate with schools, other agencies and service providers to support adult learners and families to improve their functional literacy skills.  
Divisional Business Units: Provide reviewed, updated and online accessible Good Teaching resources with multiple access points and formats including an online toolbox. |
|                                                                                         |                   |                  |                 |                 |                                                                                                                                                                  |
| 6. Provide quality and targeted professional learning to build capacity of educators to improve teaching of English for literacy learning | 2020              | Deputy Secretary Support & Development | Support & Development – Literacy Team | Support and Development – PLI Literacy Leaders | Child and Family Centres: Ensure all staff are able to access the support they need to build their capacity to improve.  
Schools: Access the support of Literacy Coaches to identify student and teacher learning needs and to plan for strategic and targeted professional learning.  
Libraries: Develop plans to ensure all staff are able to access the support they need to build their capacity to improve.  
Divisional Business Units: Provide targeted and differentiated professional learning for all leaders and educators to support deeper understandings of English literacy content knowledge and implementation of the high impact teaching practices and approaches. |
7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy

Develop a clear, system-wide policy for assessing and monitoring learner progress in literacy and provide differentiated professional learning to improve formative assessment practices.

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<td>7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy</td>
<td>2019</td>
<td>Deputy Secretary Support &amp; Development</td>
<td>Support &amp; Development – Curriculum Services</td>
<td>Strategy &amp; Performance – EPR</td>
<td>Child and Family Centres: Work with EPR to develop useful data to share when children are transitioning to school. Schools: Ensure student outcomes are set, monitored and measured using a range of formative and summative assessments. Libraries: Proactively provide feedback and advice on how to measure adult literacy learning. Divisional Business Units: Provide expert advice and support to use and record learner growth using a common, formative approach.</td>
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8. Implement the tools and supports for effective measurement of learner growth in literacy

Adopt or develop a new tool to measure learner growth and provide professional learning and supports to ensure effective implementation.

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<td>8. Implement the tools and supports for effective measurement of learner growth in literacy</td>
<td>2021</td>
<td>Deputy Secretary Support &amp; Development</td>
<td>Support &amp; Development – Curriculum Services</td>
<td>Strategy &amp; Performance – EPR</td>
<td>Child and Family Centres: Ensure all staff are able to access the support they need to build their capacity to improve. Schools: Develop whole-school consistent language and processes for implementing the tools and supports to measure learner growth in literacy. Libraries: Proactively measure adult literacy learning. Divisional Business Units: Develop or adopt a common approach to measure and monitor learner growth in literacy by determining which format will be most useful and investigating what is already happening.</td>
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9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners

Adopt or develop new measurement practices to measure the impact of policy actions on learner growth and provide professional learning to ensure effective implementation.

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<td>9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners</td>
<td>2022</td>
<td>Deputy Secretary Support &amp; Development</td>
<td>Support &amp; Development – Curriculum Services</td>
<td>Strategy &amp; Performance – EPR</td>
<td>Child and Family Centres: Collect data sets that enable CFCs to identify and improve their practices and services in relation to the developmental markers towards early literacy learning. Schools: Access useful and multiple data sets which can support collaborative inquiry within and across schools to analyse and plan for literacy improvement. Libraries: Collect data that provides information to identify and inform improvements in practices and service delivery in relation to adult and family literacy. Divisional Business Units: Determine what we already have, how each tool is working and what other jurisdictions are using as system measurement tools to develop a system-wide approach to data collection that is best practice, sustainable and has the capacity to be individualised.</td>
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