

NOVEMBER 2025

# Implementation plan: Independent Review of Education in Tasmania

2025 – 2027

Department for Education,  
Children and Young People



# Contents



<b>Foreword</b>	3
<b>Introduction</b>	4
<b>Governance and Reporting</b>	5
Implementation Overview 2025–2030	6
Implementation Overview 2025–2030 (continued)	7
<b>Plan for implementation</b>	8
Redefining educational success: pathways, outcomes, and measures (Recommendation 1)	8
Engagement and support for students and families (Recommendations 2, 3)	10
Supporting educators (Recommendations 4, 5, 6, 7)	15
Rethinking service delivery (Recommendation 8)	25
Implementation, monitoring and evaluation (Recommendations 9, 10, 11)	28
Lifting Literacy (Recommendations 12, 13, 14)	34

Version control 1.0 – November 2025

DECYP



# Foreword

I am pleased to share this Implementation Plan responding to the *Independent Review of Education in Tasmania*.

This Review has given us a clear and honest picture of where we are, and an evidence-based roadmap for where we need to get to. It reflected the lived experience of teachers, principals, support staff, families and young people across our state. I want to thank every Tasmanian who contributed – your insight, candour and optimism have shaped this plan.

The Review also highlighted important strengths to build on. Our work to lift literacy is already making a real and measurable difference, showing what's possible when we focus deeply and move forward together with purpose. That progress gives me great confidence in the journey ahead.

Our response to the Review, and the actions in this Implementation Plan, sit within a broader, long-term reform direction we are calling *Education TOGETHER* – transforming learning through collaboration. *Education TOGETHER* will be our guiding approach to 2030: joining together the reforms underway, aligning our collective effort, and strengthening how we work as one system with a shared vision for learner success.

You will hear much more about *Education TOGETHER* in 2026, when we release the full strategy for consultation. For now, what matters most is that this Implementation Plan represents the next coordinated steps in that direction – ensuring the Review's recommendations are not implemented in isolation, but as part of a connected and purposeful statewide reform effort.

This work is ambitious, but achievable. And it will only succeed because of the skill, care and commitment of the people who deliver education every day. I am deeply grateful for everything you do for Tasmania's learners.

Thank you. I look forward to continuing this work – together.



**Jo Palmer**  
**Minister for Education**

# Introduction

The *Independent Education Review* was led by Ms. Vicki Baylis and was undertaken to provide the Tasmanian Government with evidence-based, implementable, and high-impact reforms to deliver the best outcomes for learners.

The Final Report was released on 22 January 2025 and made 14 Recommendations and 36 Findings.

The response from the Minister for Education accepted 13 of the recommendations and 1 in-principle.

The Minister identified four recommendations as immediate priorities (Recommendations 5, 6, 8, and 12).

The Minister noted that the Review makes clear the need for, and importance of, a structured change management approach to ensure the success of the reforms associated with the Review.

The reforms recommended through the Review are ambitious, system-wide, and interconnected. Success will depend on how well change is sequenced, resourced, and sustained over time.



# Governance and Reporting

The Tasmanian Government is making important, system-wide changes to improve learning for every child and young person. This Implementation Plan is the next step in our response to the Independent Review of Education — and it sits within our broader reform direction, *Education TOGETHER*.

The Review made two things clear. First, while there has been real effort and improvement in parts of the system, progress has not always been consistent or long-lasting. Second, our focus on lifting literacy is working, showing what we can achieve when we are clear, focused and working together. This plan is about applying that same disciplined approach more broadly across the system.

The actions in this plan will guide DECYP's work from 2025 to 2027. They align with Tasmania's commitments under the Better and Fairer Schools Agreement, including improving student engagement, lifting literacy and numeracy, strengthening our workforce, improving digital access, and making sure schools and services have the support they need. The work will look different in different places, because every school and community has its own needs.

Delivery of the Implementation Plan will be monitored through regular reporting to the DECYP Executive Leadership Team and the Minister for Education.

The Advisory Council for Education (ACE) acts as the key cross-sector collaboration body for Tasmania's three school sectors [DECYP,

Catholic Education Tasmania (CET), and Independent Schools Tasmania (IST)].

ACE will oversee cross-sectoral projects linked to three review recommendations:

- Defining Success project (Recommendation 1)
- Strengthening collaboration with University of Tasmania on Initial Teacher Education (Recommendation 5)
- Stay the course on Lifting Literacy initiative (Recommendation 12).

ACE have collectively agreed that each sector implement independently and share learnings on other recommendations.

Progress will be monitored closely. DECYP will report regularly to the Executive Leadership Team and the Minister for Education so we stay on track, stay accountable, and stay focused on what matters most — better outcomes for Tasmania's learners.

## Implementation Overview 2025–2030

Recommendation	Lead	'25	'26	'27	'28	'29	'30
1. More work needs to be done to improve the narrative and reporting underpinning success to increase student and family understanding around the value proposition of education.	Deputy Secretary Strategy and Performance						
2. Strengthen students as partners in their learning for school improvement.	Deputy Secretary Schools and Early Years						
3. Harness the power of family and community knowledge through engagement to improve student outcomes.	Deputy Secretary Schools and Early Years						
4. Consider funding professional associations to enable them to deliver discipline-specific professional learning.	Deputy Secretary Development and Support						
5. Strengthen University of Tasmania and sectors collaboration to ensure Initial Teacher Education is preparing teachers for all aspects of the role.	Secretary Department for Education, Children and Young People						
6. Consider broadening support, modelled on programs available to front line staff in other industries (e.g. Emergency Services, Health) for educators working in complex.	Deputy Secretary People and Culture						
7. Consider partnering with other organisations and education jurisdictions to inform Tasmania's position on expanding the safe and effective use of digital teaching and learning tools, especially to improve outcomes for disadvantaged and special needs students.	Deputy Secretary Development and Support						

## Implementation Overview 2025–2030 (continued)

Recommendation	Lead	'25	'26	'27	'28	'29	'30
8. Trial a limited number of models where access to resources and services can be maximised to better support learning and the work of schools.	Secretary Department for Education, Children and Young People						
9. The Tasmanian Education System should create a clear cadence for change and build clear lines of accountability through a focus on what matters most: what is being taught and how it is being taught.	Deputy Secretary Development and Support						
10. As a small jurisdiction and in the context of existing workforce capacity, Tasmania should intentionally and systematically source the most appropriate evidence-based support and resources to enhance implementation and de-implementation.	Deputy Secretary Development and Support						
11. Adequately planned and resourced implementation, along with monitoring of progress and evaluation of impact, is required to drive, refine, sustain and embed practice.	Deputy Secretary Strategy and Performance						
12. Stay the course on the lifting literacy initiative as the review witnessed several indicators of early impact.	Deputy Secretary Development and Support						
13. Over the next 10 years, ensure that the existing and future workforce is equipped with the knowledge, skills and resources to ensure the foundational skills of literacy and numeracy are taught across all phases of learning and subject disciplines.	Deputy Secretary Development and Support						
14. The advice from the Lifting Literacy Outcomes Monitoring Group, along with system and school monitoring, needs to inform the pace of implementation of other major state-wide initiatives to ensure there is a sound evidence-base guiding the direction, resourcing, and implementation.	Deputy Secretary Strategy and Performance						

# Plan for implementation

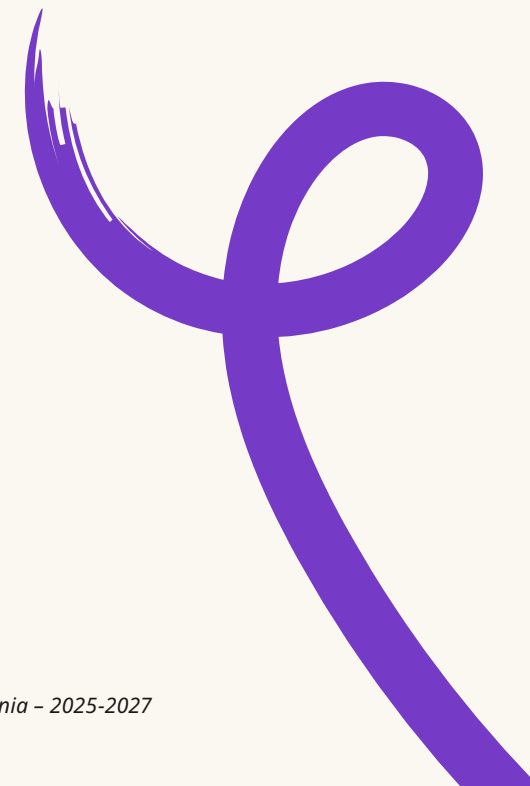
## Redefining educational success: pathways, outcomes, and measures (Recommendation 1)

Tasmania's current definition of educational success is narrowly focused on formal school-based attainment, particularly the Tasmanian Certificate of Education (TCE). This approach overlooks other pathways such as Vocational Education and Training (VET) undertaken outside of traditional school settings. As a result, many young people engaged in alternative education options are not included in official reporting and narratives of success, leaving them feeling unrepresented and undervalued.

The Review found that young people view success more broadly, encompassing life skills, personal development, future opportunities, and societal contribution. While formal qualifications like the TCE and VET demonstrate readiness for employment and further education, there is a growing need to capture and certify a wider range of student capabilities. Emerging approaches suggest a shift toward a more holistic understanding of educational success that better reflects the aspirations and achievements of all learners.

*DECYP will ...*

- *Develop a shared, inclusive definition of educational success.*
- *Broaden public understanding of the value of education.*
- *Ensure alignment of measures and certification with diverse learner outcomes.*
- *Enhance stakeholder confidence in education reporting for all learner pathways.*



## Recommendation 1

## Responsibility

## Status

### (Priority)

More work needs to be done to improve the narrative and reporting underpinning success to increase student and family understanding around the value proposition of education.

Collectively led by the school sectors through ACE.

Deputy Secretary Strategy and Performance, DECYP.

Accepted in full.

## Milestones by end 2025

### By end of 2026

### By end of 2027

## Accountability and Partnerships

**Tasmanian Assessment, Standards and Certification (TASC) to release further Vocational Education and Training (VET) attainment data to bring it in-line with what is used in other states and territories.**

TASC releases the data requested by the Minister.

Attainment reporting is updated to ensure it is inclusive of any changes made to certifications.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** TASC Board, Catholic and Independent Sector representatives and VET providers.

**A draft definition of educational success is developed.**

Public engagement on a definition of educational success.

Release a shared, inclusive definition of success that covers every stage of education.

The definition of success is being built into related work.

Curriculum offerings and certification are reviewed to ensure alignment with the definition of success.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** Learners, parents, caregivers, Catholic and Independent Sector representatives.

**Launch of *Every School Day Matters* campaign.**

Engagement playbook (including case studies that capture the views of students and teachers) for schools to use to embed the *Every School Day Matters* campaign.

Additional use of ambassadors to celebrate diverse stories of educational success.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** Students, parents, caregivers and DECYP educators.

## Engagement and support for students and families (Recommendations 2, 3)

Student engagement is vital for educational success and is strongest when students are active partners in their learning. The Review highlighted schools can foster student voice through collaborative decision-making and evidence-based teaching practices. National data shows that disengagement often begins in late primary school and intensifies during high school, when students start considering future pathways. Effective support during transitions and earlier access to career education and counselling can help students stay motivated and see the relevance of their learning.

Family engagement also plays a crucial role, though its nature evolves as students grow more independent. Maintaining meaningful family involvement throughout all stages of education supports student wellbeing and achievement. The Review found that inclusive school environments, where families feel safe, welcomed, and valued, lead to stronger parent satisfaction and a greater sense of belonging. Recognising and leveraging the unique strengths and experiences of families can enrich the school community and enhance student outcomes.

*DECYP will ...*

- *Strengthen early years transitions.*
- *Improve children's readiness for school through targeted early years support delivered with CFLCs, ECIS, Working Together (WT) and CFLC Community Outreach.*
- *Partner with schools to strengthen the school readiness for children requiring additional support.*
- *Partner with families to ensure family voice is heard and incorporated in transition planning.*
- *Equip DECYP staff with professional learning, tools and strategies to respond to child and family needs.*
- *Collaborate with schools, CFLCs, ECIS, allied health and community partners to provide joined-up early years support, by formalising processes, such as documentation, family meetings, referrals and ways of working.*

## Recommendation 2

## Responsibility

## Status

Strengthen students as partners in their learning for school improvement.

Each sector to implement independently.  
Deputy Secretary Schools and Early Years, DECYP.

Accepted in full.

## Milestones by end 2025

### By end of 2026

### By end of 2027

## Accountability and Partnerships

**Map how student voice and agency are currently captured across Student Support teams and programs.**

Develop new tools and resources that support schools to listen to and act on student voice, with implementation designed to fit within existing staff workload.

Student partnerships are part of everyday practice across schools.

**Accountable:** Deputy Secretary Schools and Early Years.

**Partners:** Learners, parents, caregivers, and Student Support teams.

**Build links across DECYP to share information and align approaches.**

Trial pilot projects where students co-design learning and wellbeing supports.

Maintain strong links across DECYP to keep student voice at the centre of school improvement.

**Accountable:** Deputy Secretary Schools and Early Years.

**Collect examples of how support staff are working with students as partners (e.g. Pride Groups, Supporting Quality Engagement (SQE) program).**

Share early success stories and examples of good practice.

Share statewide examples of how student voice improves learning and wellbeing.

**Accountable:** Deputy Secretary Schools and Early Years.

**Partners:** Student Support teams.

► Recommendation 2 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 2 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<p><b>Add student-voice questions to School Support and Wellbeing Team (SSWT) surveys to understand what’s working in schools.</b></p>	<p>Use survey results to guide planning and support.</p> <p>Establish a 2026 focus for SSWT Lead meetings to share examples of how students are being engaged as partners in learning and wellbeing.</p>	<p>Continue monitoring and improving student involvement.</p>	<p><b>Accountable:</b> Deputy Secretary Schools and Early Years.</p>
<p><b>Embed student-partnership practices through the Multi-Tiered System of Support (MTSS) framework.</b></p>	<p>All support staff complete training on MTSS, with a focus on student voice and practical tools to help staff involve students in learning decisions.</p>	<p>MTSS practices are consistently used to support student engagement.</p>	<p><b>Accountable:</b> Deputy Secretary Schools and Early Years.</p>

### Recommendation 3

### Responsibility

### Status

Harness the power of family and community knowledge through engagement to improve student outcomes.

Each sector to implement independently.  
Deputy Secretary Schools and Early Years  
DECYP.

Accepted in full.

### Milestones by end 2025

### By end of 2026

### By end of 2027

### Accountability and Partnerships

**Project scoped and Families in Focus – Connected Transitions model launched.**

Connected Transitions implemented in all CFLCs in partnership service partners.

Family Engagement and Transition Hub established to share resources, tools, and case studies.

**Accountable:** Deputy Secretary Schools and Early Years.

**Partners:** Child and Family Learning Centres (CFLCs), Early Childhood Inclusion Service (ECIS), Working Together and community partners such as Connected Beginnings, Child Health and Parenting Service (CHaPS), parents, caregivers, and schools.

**Stakeholder workshops held with families, schools, CFLCs, and community partners.**

**Workshop feedback is used to co design Families In Focus – Connected Transition project.**

Connected Transitions project is operationalised in 18 CFLCs.  
Scoping completed for scaling up opportunities in Launching into Learning (LiL)/ School.

Connected Transition project established and business as usual.

**Accountable:** Deputy Secretary Schools and Early Years.

**Partners:** CFLCs, ECIS, and Working Together and community partners such as Connected Beginnings, CHaPS, parents, caregivers, and schools.

**Connection Ladder approach is developed and tested to help schools strengthen transition practices.**

Ongoing collaboration across DECYP and early years services to refine and strengthen the approach.

Model refined and embedded as a standard approach across early years and school settings.

**Accountable:** Deputy Secretary Schools and Early Years.

**Partners:** CFLCs, ECIS, schools and DECYP educators.

► Recommendation 3 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 3 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<b>Family engagement tools identified for development.</b>	Practical tools and resources, and professional learning are provided to schools and early years initiatives.	Practical tools and resources are evaluated for effectiveness within schools and early years initiatives.	<b>Accountable:</b> Deputy Secretary Schools and Early Years. <b>Partners:</b> CFLCs, ECIS, schools and DECYP educators.
<b>Connected Transitions Working group and evaluation framework established.</b>	Supporting systems such as data collection platforms and evaluation strategies are embedded to monitor engagement and outcomes.	Continued monitoring and evaluation to demonstrate impact on student engagement and outcomes.	<b>Accountable:</b> Deputy Secretary Schools and Early Years.

## Supporting educators (Recommendations 4, 5, 6, 7)

Quality teaching is the most significant school factor influencing student achievement, and the Review highlighted the dedication and impact of Tasmanian educators. Teachers expressed that their work is deeply rewarding, and they value professional development focused on teaching practice. Strengthening partnerships between the education sector and the University of Tasmania can help ensure teacher training is aligned with classroom needs. Recognising expert teachers and middle leaders through clear career pathways can also improve teacher attraction and retention.

Educator wellbeing is critical, especially in schools with high numbers of students affected by trauma. The Review identified the need for differentiated support and highlighted teacher workload as a persistent issue requiring systemic solutions. Reducing administrative burdens and clarifying role responsibilities can help alleviate pressure on educators. Additionally, the growth of Edtech and AI presents opportunities to support teaching and learning, but careful selection and implementation are essential to ensure tools are secure, accurate, and contextually appropriate.

Through Making School Time Count, our approach to reducing teacher and principal workload, we are prioritising a reduction in the administrative workload placed on schools.

This supports:

- greater learner outcomes by freeing up valuable time for principals to lead and teachers to teach.
- principal and teacher wellbeing.

We are taking a school-centric approach by:

- stopping (or de implementing) the things that are no longer required and making sure school staff know why.
- making things simpler and more efficient, including using technology and automation.

Changing the ways our staff work and the processes they use, to minimise the impact on schools.

Coordinating and prioritising as one system to ensure what we do is streamlined, phased and fit for purpose.

*DECYP will ...*

- *Develop guidance for DECYP staff on use of professional associations in professional learning.*
- *Enhance early career teacher's experience.*
- *Increase workforce retention.*
- *Strengthen staff wellbeing supports.*
- *Develop guidance for schools on the impact of Education technology (Edtech) and Artificial Intelligence (AI) on student learning and educator's workloads.*
- *Reduce principal and teacher administrative workload.*

Recommendation 4	Responsibility	Status
Consider funding professional associations to enable them to deliver discipline-specific professional learning.	Each sector to implement independently. Deputy Secretary Development and Support, DECYP.	Accepted in principle.

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<b>Scan and consult with DECYP business units to find out how professional associations are currently used in Tasmania.</b>	Statement developed and endorsed that: <ul style="list-style-type: none"> <li>provides guidance for DECYP staff on how and when to engage with professional associations and external educational organisations.</li> <li>defines a professional association and outlines the requirements for DECYP workforce to take part in professional learning through these associations.</li> </ul>	N/A	<b>Accountable:</b> Deputy Secretary Development and Support.

► Recommendation 4 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 4 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<p><b>Map and create a list of professional associations that are currently available in Tasmania.</b></p>	<p>Statement shared with DECYP workforce and Executive Leads.</p> <p>Intranet page(s) and associated support channels created to help DECYP workforce, especially Executive Leads, understand how and when to work with professional associations.</p>	<p>N/A</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support.</p>
<p>N/A</p>	<p>Statement shared with and advice provided to professional associations in Tasmania and, as appropriate, national associations on how to engage with DECYP workforce.</p> <p>Page(s) created on DECYP website that provides guidance to professional associations on how to work with DECYP staff.</p>	<p>N/A</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support.</p>

Recommendation 5	Responsibility	Status
<p><b>(Priority)</b> Strengthen University of Tasmania and sectors collaboration to ensure Initial Teacher Education is preparing teachers for all aspects of the role.</p>	<p>Collectively led by the school sectors through ACE. Secretary DECYP.</p>	<p>Accepted in full.</p>

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<p><b>Advisory Council for Education (ACE) develop focus areas for teaching students to be included in an Agreement with University of Tasmania.</b></p> <p><b>Develop draft Agreement and share for consultation.</b></p> <p><b>Incorporate feedback and Agreement finalised.</b></p> <p><b>Agreement signed by all parties and in place.</b></p>	<p>Implement Agreement. Refine Agreement as required.</p>	<p>Ongoing implementation of Agreement. Ongoing refinements as required.</p>	<p><b>Accountable:</b> Deputy Secretary Strategy and Performance. <b>Partners:</b> ACE, University of Tasmania.</p>

► Recommendation 5 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 5 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<p><b>Education Roundtable priorities agreed.</b></p> <p><b>Education Roundtable defines what “classroom ready” means for Tasmanian schools, including literacy, behaviour management, and communication with families.</b></p> <p><b>Survey early career teachers to identify strengths and areas for improvement.</b></p> <p><b>Commence work with University of Tasmania to map teaching course content to DECYP’s structured literacy instruction approach</b></p> <p><b>Develop measures to track teacher readiness, student learning, wellbeing, and job satisfaction.</b></p> <p><b>Set up data collection and use data to address critical teacher specialisation gaps for now and long-term focus on STEM, Music, and Languages and develop Action Plan.</b></p>	<p>Education Roundtable reviews progress and sets workplan for the next 12 months early in 2026.</p> <p>Survey early career teachers and use results to support improvements in being ready to teach in classrooms.</p> <p>Provide targeted professional development to early career teachers to address gaps identified through the mapping of course content.</p> <p>Continue surveying early career teachers to track impact.</p> <p>Continue monitoring and reporting and implement targeted actions to increase teacher in STEM, Music and Languages.</p>	<p>Education Roundtable reviews progress and sets workplan for 2027.</p> <p>Survey early career teachers and use results to support improvements in being ready to teach in classrooms.</p> <p>Continue to provide targeted professional development to early career teachers to address gaps identified through the mapping of course content.</p> <p>Continue surveying early career teachers to track impact.</p> <p>Monitor and report findings and use this to inform future planning.</p>	<p><b>Accountable:</b> Deputy Secretary People and Culture.</p> <p><b>Partners:</b> University of Tasmania, Peter Underwood Centre, Tasmanian Principals Association, AEU, Teacher Registration Board (TRB), Community Public Sector Union.</p>

► Recommendation 5 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 5 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<b>Define an apprenticeship pathway through development of the Change2Teach pilot program, including program design.</b>	Implement the Change2Teach pilot program in selected schools.	Review the Change2Teach pilot program.	<b>Accountable:</b> Deputy Secretary People and Culture.
<b>Review and strengthen the Teacher Intern Placement Program (TIPP) through regular surveys, visits, and data analysis.</b>	Visit schools, gather feedback from interns and mentors, review the application process, and use this information to improve the TIPP.	Continue to review the TIPP and use this information for further improvement and refinement.	<b>Accountable:</b> Deputy Secretary People and Culture.
<b>Teacher Registration Board (TRB) completes review of Limited Authority to Teach (LAT) policy.  New policy implemented.</b>	N/A	N/A	<b>Accountable:</b> Deputy Secretary People and Culture.

Recommendation 6	Responsibility	Status
Consider broadening support, modelled on programs available to front line staff in other industries (e.g. Emergency Services, Health) for educators working in complex settings, to maintain and maximise education staff health and wellbeing.	Led by DECYP. Deputy Secretary People and Culture, DECYP.	Accepted in full.

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<p><b>Establish School Staff Wellbeing Response Team (SSWRT).</b></p> <p><b>The first six monthly feedback sessions held in the North and South of the state with school principals and staff to assist in optimising the services for 2026.</b></p>	<p>Undertake a design process with Intensive Support Schools, Learning Services and other key stakeholders to review and refine the SSWRT functions to target emerging needs.</p> <p>The scope of SSWRT activities directed to the areas of greatest need for 2026-27.</p>	<p>Consideration of options for an expanded school staff wellbeing support program.</p> <p>A revised model of support in place that has a focus on areas of greatest need.</p>	<p><b>Accountable:</b> Deputy Secretary People and Culture.</p>

### Recommendation 7

### Responsibility

### Status

Consider partnering with other organisations and education jurisdictions to inform Tasmania's position on expanding the safe and effective use of digital teaching and learning tools, especially to improve outcomes for disadvantaged and special needs students, through:

- Professional learning opportunities and preservice teacher education.
- Research into what works best in using education technology learning applications, including working with disadvantaged schools to test and showcase effective integration.

Led by DECYP.  
Deputy Secretary Development and Support DECYP.

Accepted in full.

### Milestones by end 2025

### By end of 2026

### By end of 2027

### Accountability and Partnerships

**Jurisdictional scans completed to identify examples of safe and effective use of AI tools in other education systems.**

AI tools identified to complement development and implementation of Instructional Materials (IM).

AI tools identified and deployed to support development and implementation of Instructional Materials (IMs) in areas other than English and Maths, such as Science and HASS.

**Accountable:** Deputy Secretary Development and Support.

**Partners:** Other jurisdictions as appropriate.

**DECYP's AI Working Group established to support the development of system guidance, resources and support for safe and effective use of AI tools across the agency.**

Guidance and professional learning provided in the use of Learning Accelerator tools, enabling safe and effective use of AI tools to support learning outcomes.

Effective integration of AI tools identified and celebrated across the agency.

**Accountable:** Deputy Secretary Development and Support.

► Recommendation 7 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 7 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<p><b>Specialised digital tools that use AI to perform specific tasks automatically (AI agents) are developed and deployed to support:</b></p> <ul style="list-style-type: none"> <li>• <b>production of vocabulary lists for senior secondary courses, aligned to Lifting Literacy priority</b></li> <li>• <b>development and quality assurance of Learning Plans.</b></li> </ul>	<p>Support required by disadvantaged schools and priority cohorts identified.</p> <p>Continued collaboration with other jurisdictions and organisations to identify and deploy suitable AI tools for safe and effective use by staff and students.</p>	<p>Targeted support provided to disadvantaged schools and priority cohorts.</p> <p>Continued collaboration with other jurisdictions and organisations to identify and deploy suitable AI tools for safe and effective use by staff and students.</p>	<p><b>Accountable:</b> Deputy Secretary People and Culture.</p>
<p><b>Professional learning provided to Support Teachers and Early Career Teachers for use of AI tools in Learning Plan processes.</b></p>	<p>N/A</p>	<p>N/A</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support.</p>

► *Recommendation 7 continued over the page.*

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 7 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<p><b>Making School Time Count approach (which is focused on reducing principal and teacher workload) commences.</b></p> <p><b>Additional support is provided to schools for the creation and management of high-quality student learning plans.</b></p> <p><b>The use of online forms for major excursions is rolled out.</b></p> <p><b>A reduction in requests to schools made through Principal Matters, a key internal communication tool.</b></p> <p><b>An audit of what the system is asking of schools is undertaken.</b></p> <p><b>Additional at-the-shoulder support for Principals undertaking major infrastructure projects.</b></p>	<p>A new school and student data management system.</p> <p>Online validation of student data is implemented on an opt-in basis.</p> <p>Relief teacher management application is available to all DECYP schools.</p> <p>Rolling updates to Human Resource and payroll forms continues, including replacing manual forms with online versions.</p> <p>Workload reductions are considered when developing policies, procedures and initiatives for the Multi-School Organisations Trial and school groupings.</p> <p>Operations managers established as part of the Multi-School Organisations Trial and school groupings.</p>	<p>Further initiatives to reduce workload are introduced.</p>	<p><b>Accountable:</b> Deputy Secretary Strategy and Performance</p> <p><b>Partners:</b> DECYP school-based staff, Teacher Workload Reference Group (including Australian Education Union (AEU) Tasmania representatives), Unions and representative bodies.</p>

## Rethinking service delivery (Recommendation 8)

Tasmania's limited resources require flexible, place-based approaches to sustaining quality teaching across diverse communities. The Review identified opportunities to better leverage partnerships with other jurisdictions, systems, and non-government organisations to strengthen support for schools and free up resources for direct educational impact. Some schools expressed interest in operating as Multi-School Organisations (MSOs), where a united executive leadership oversees multiple schools, with increased collaboration and accountability for student outcomes. The Review emphasised that any new models should be developed in partnership with local communities to ensure relevance and effectiveness.

*DECYP will ...*

- *Provide better support to educators.*
- *Create conditions to scale effective leadership and teaching practice.*

**Recommendation 8****Responsibility****Status****(Priority)**

Trial a limited number of models where access to resources and services can be maximised to better support learning and the work of schools.

Secretary.

Accepted in full.

**Milestones by end 2025****By end of 2026****By end of 2027****Accountability and Partnerships**

**Tasmanian MSO Framework developed to define how MSOs will work in the Tasmanian context.**

MSO1 commences.

MSO2, MSO3 commence.

**Accountable:** Secretary.  
**Partners:** McKinnon.

**MSO1 executive team recruited.**

MSO2 and 3 executive team recruited.

Executive team recruitment for any additional roles/MSOs as required.

**Accountable:** Secretary.

**MSO Commissioning Framework developed (principles, criteria and decision-making process for selecting schools for MSOs).**

Schools identified to grow MSO1 and to establish MSO2, MSO3.  
MSO Transition Plan developed to support schools transitioning into MSOs.

Schools identified to grow MSO1, MSO2, MSO3.

**Accountable:** Secretary.

**MSO1 Blueprint developed (sets the education and operational strategy).**

MSO2 and MSO3 Blueprints developed.

N/A

**Accountable:** Secretary.  
**Partners:** MSO schools.

► Recommendation 8 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 8 (CONTINUED)**

<b>Milestones by end 2025</b>	<b>By end of 2026</b>	<b>By end of 2027</b>	<b>Accountability and Partnerships</b>
<b>MSO1 leadership professional development program.</b>	MSO2, MSO3 leadership professional development program.	N/A	<b>Accountable:</b> Secretary. <b>Partners:</b> McKinnon and TeachWell.
<b>MSO governance model developed. Steering Committee established and meeting.</b>	Steering Committee continues to provide strategic guidance and monitoring.	MSO governance model reviewed.	<b>Accountable:</b> Secretary.
<b>Evaluation metrics drafted and independent evaluator procurement.</b>	Evaluation metrics finalised, baseline data collected, and monitoring commenced.  Year 1 (2026) MSO Trial evaluation report released.	Year 2 (2027) MSO Trial evaluation report released.	<b>Accountable:</b> Secretary. <b>Partners:</b> Independent evaluator (TBC).
<b>N/A</b>	Develop recommendations for system-wide actions/ approaches, led through School Groupings, to prepare schools for MSOs.	N/A	<b>Accountable:</b> Secretary.
<b>N/A</b>	Develop a Transition Plan to support schools as they transition from a Grouping to MSO.	N/A	<b>Accountable:</b> Secretary.

## Implementation, monitoring and evaluation (Recommendations 9, 10, 11)

Effective implementation is essential for sustainable educational improvement, requiring clear guidance, ongoing support, and alignment from system leadership to classroom practice. The Review emphasises that implementation must be structured, staged, and responsive to school contexts, with a focus on building capability across the system. Schools should be supported with practical resources, autonomy, and a clear theory of change to tailor initiatives to their needs. Successful implementation also involves authentic engagement with educators, students, and families to build buy-in and reduce resistance to change.

Equally important is the concept of de-implementation, strategically stopping or reprioritising existing initiatives to focus on what matters most. The Review highlights the need for systems to set fewer, evidence-based priorities and provide the authorising environment for schools to stop outdated or low-impact programs. Measuring success through short and long term indicators, and using data to refine strategies, ensures initiatives are impactful and sustainable. Partnering with subject matter experts and building internal capacity are key to translating strategy into meaningful classroom outcomes.

The alignment of Recommendation 9 to Recommendations 10, 11 and 14 reinforces a coordinated approach that reduces duplication. For example, the focus of evaluation methods in Recommendation 9 and guidance on pace of change will support the implementation (and de-implementation) of resources within Recommendation 10.

*DECYP will ...*

- *Align initiatives to strategic priorities.*
- *Embed de-implementation practices that will increase our capacity to deliver strategic priorities by stopping any ineffective, inefficient or out-date practices.*
- *Build our implementation capabilities.*
- *Support schools to tailor initiatives to their context.*

**Recommendation 9**

**Responsibility**

**Status**

The Tasmanian Education System should create a clear cadence for change and build clear lines of accountability through a focus on what matters most: what is being taught and how it is being taught.

Each sector to implement independently.  
Deputy Secretary Development and Support, DECYP.

Accepted in full.

**Milestones by end 2025**

**By end of 2026**

**By end of 2027**

**Accountability and Partnerships**

**Consult with external organisations to:**

- **explore ways to plan, implement, monitor and evaluate the impact of change.**
- **guide the pace and scale of change.**
- **run workshops for system leaders to build understanding of effective implementation.**

A statement on DECYP’s approach to guide changes in what is taught and how it is taught in schools is available to system and school leaders.

Work with external organisations and DECYP colleagues to set up monitoring and evaluation methods (starting with the introduction of numeracy instructional materials) to inform the pace for wider adoption.

Strengthen partnerships with external organisations to collect data and evidence throughout the year, using surveys, case studies and focus groups.

Use both quantitative and qualitative data to find barriers, enablers, strengths and areas that need improvement to help schools implement change.

**Accountable:** Deputy Secretary Development and Support.

**Partners:** Australian Education Research Organisation (AERO), Ochre Education, University of Tasmania, and Centre for Evidence and Implementation

**Use these insights to draft a statement outlining DECYP’s approach to what is taught and how it is taught.**

N/A

N/A

N/A

► Recommendation 9 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 9 (CONTINUED)**

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<p><b>Learn from the Lifting Literacy initiative to shape our change management approach, ensuring we consider school diversity, readiness for change, available resources, and communication needs.</b></p>	<p>Collaborate with the Strengthening Numeracy team to align the broader rollout of Instructional Materials for Mathematics with change management guidance. This alignment should be informed by evaluation data from 2026 and insights from external partners and the Lifting Literacy initiative.</p>	<p>Gather feedback and evidence on change management to strengthen guidance and structures that support consistent, effective use of system-provided instructional materials. Use information from rollout of Lifting Literacy and Strengthening Numeracy to guide the pace of change and decisions about what is taught and how it is taught across other learning areas.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support. <b>Partners:</b> Lifting Literacy Outcomes Monitoring Group (LLOMG), Ochre Education, and AERO.</p>
<p><b>Develop consistent ways of working across DECYP teams to align with IER Recommendations 10, 11 and 14, and support guidance for system-wide changes (aligned to draft DECYP Implementation Principles).</b></p>	<p>Co-developed DECYP Implementation Principles guide the prioritisation and staging of implementation across the department.</p>	<p>Use evidence from system-wide change initiatives to review and improve guidance for change. This guidance, grounded in DECYP's Implementation Principles, should reflect school needs and focus on both what is taught and how it is taught.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support. <b>Partners:</b> AERO, Ochre Education, University of Tasmania, and Centre for Evidence and Implementation.</p>
<p>N/A</p>	<p>Connect with colleagues across sectors to explore current practices and learn from each other.</p>	<p>Continue working with colleagues across sectors to share learning and collaborate on implementing school-based practices and managing change.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support. <b>Partners:</b> Catholic and Independent Sector representatives.</p>

**Recommendation 10**

**Responsibility**

**Status**

As a small jurisdiction and in the context of existing workforce capacity, Tasmania should intentionally and systematically source the most appropriate evidence-based support and resources to enhance implementation and de-implementation.

Each sector to implement independently.  
Deputy Secretary Development and Support, DECYP.

Accepted in full.

**Milestones  
by end 2025**

**By end of 2026**

**By end of 2027**

**Accountability and  
Partnerships**

**De-implementation and Implementation Advisory Group established.**

**Expert guidance on instructional materials provided to DECYP staff and used for the procurement of English and Mathematics instructional materials.**

**Literacy**

Instructional materials introduced for English for 75% of the full school year Prep to Year 10.

**Numeracy**

Schools that are ready are provided with Instructional Materials for Mathematics for 75% of the full school year.

The process of purchasing/ sourcing of instructional materials for more learning areas starts.

**Literacy**

Schools continue to be provided with instructional materials that offer clear guidance, practical tools and support to help teachers use proven approaches for teaching literacy.

**Numeracy**

Instructional materials provided to all schools for Mathematics for 75% of the school year.

DECYP workforce provided with clear guidance to create English and Mathematics resources that align to Version 9 of the Australian Curriculum and cover the remaining 25% of the school year.

**Accountable:** Deputy Secretary Development and Support.

**Partners:** AERO, Grattan, and Ochre.

► Recommendation 10 continued over the page.

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<p><b>A statement is developed and endorsed that:</b></p> <ul style="list-style-type: none"> <li>• <b>Explains why DECYP is providing instructional materials to support delivery of the curriculum.</b></li> <li>• <b>Explains what instructional materials are, and what will be provided to teachers to help children and young people build knowledge, skills and understanding throughout their school years.</b></li> <li>• <b>Establishes the expectation that instructional materials are supported by research and align with DECYP's Pedagogical Framework and Assessment Guide.</b></li> </ul>	<p><b>Literacy and Numeracy</b></p> <p>All instructional materials are available in easy to access online platforms.</p> <p>Continue to provide professional learning for the use of instructional materials for English.</p> <p>Professional learning for the use of instructional materials for Mathematics commences.</p>	<p><b>Literacy and Numeracy</b></p> <p>Professional learning for the use of instructional materials in English continues.</p> <p>Professional learning for the use of instructional materials in Mathematics continues.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support.</p> <p><b>Partners:</b> AERO, Grattan, and Ochre.</p>

## Recommendation 11

## Responsibility

## Status

Adequately planned and resourced implementation, along with monitoring of progress and evaluation of impact, is required to drive, refine, sustain and embed practice.

Each sector to implement independently.  
Deputy Secretary Strategy and Performance.

Accepted in full.

## Milestones by end 2025

### By end of 2026

### By end of 2027

## Accountability and Partnerships

### DECYP Implementation Principles drafted.

DECYP Implementation Principles completed, and associated resources are being used to guide Education TOGETHER: transforming learning through collaboration.

DECYP Implementation Principles reviewed and refined.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** Students, parents, caregivers, and DECYP educators.

### Minister publicly commits to a 2030 reform program – Education TOGETHER: transforming learning through collaboration.

**Education TOGETHER will be our reform agenda for the next five years. It will define how we work as a community of educators, leaders, families and partners united by a shared vision for success.**

Education TOGETHER is publicly released.

A five-year implementation roadmap is released.

A five-year roadmap and associated actions are maintained.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** Students, parents, caregivers, DECYP educators, Catholic and Independent Education sectors, University of Tasmania, employers and Commonwealth and State Government agencies.

## Lifting Literacy (Recommendations 12, 13, 14)

Improving literacy remains a central priority in Tasmania, as it underpins all other learning. The Review acknowledged the significant progress already underway, particularly the adoption of structured literacy instruction grounded in cognitive science. Schools across the state are at different stages of implementation, but many are already reporting positive outcomes in student reading and spelling. The use of common diagnostic tools is helping track progress and guide instruction effectively.

To ensure long-term success, the Review emphasised the importance of sustained focus, consistent support, and adequate resourcing. Lessons from past reforms highlight the need for careful implementation and ongoing investment. Maintaining momentum in lifting literacy is essential not only for individual student outcomes but also for Tasmania's broader social and economic future.

Monitoring and reporting on these recommendations will be undertaken through the Lifting Literacy Implementation Plan 2024–2026, and the reports on progress to the Lifting Literacy Outcomes Monitoring Group, thereby ensuring alignment and avoiding duplication of reporting processes.

*DECYP will ...*

- *Maintain a statewide focus on implementation.*
- *Support consistent use of diagnostic tools and high-quality instructional materials.*
- *Invest in professional learning.*
- *Sustain implementation support.*
- *Learn from past reforms.*
- *Monitor progress and celebrate success.*

## Recommendation 12

## Responsibility

## Status

### (Priority)

Stay the course on the lifting literacy initiative as the review witnessed several indicators of early impact.

Collectively led by the school sectors through the Lifting Literacy School Sector Reference Group.

Deputy Secretary Development and Support  
DECYP.

Accepted in full.

## Milestones by end 2025

### By end of 2026

### By end of 2027

## Accountability and Partnerships

**N/A**

All Tasmanian Government Schools will be implementing the Minimum Schooling Guarantee (MSG) by 2026 (LAP Report – Recommendation 6).

Develop the Evaluation framework used to understand the impact of the MSG in all Tasmanian Government Schools.

Evaluate the implementation of the MSG across all Tasmanian Government Schools using available data (February–October 2027).

Report findings of the evaluation of the implementation of MSG across Tasmanian Government Schools (December 2027) to stakeholders.

**Accountable:** Deputy Secretary Development and Support.

**Partners:** Principals and DECYP Literacy Workforce

**Commence development of next DECYP Lifting Literacy Implementation Plan 2027-2029.**

Publish DECYP 2027–2029 Lifting Literacy Implementation Plan (June/July).

Commence implementation of 2027–2029 Lifting Literacy Implementation Plan.

**Accountable:** Deputy Secretary Development and Support.

**Publicly report DECYP progress against Lifting Literacy Implementation Plan 2024-2026 published in June 2025).**

Publicly report DECYP progress against Lifting Literacy Implementation Plan 2024-2026 (February 2026).

Publicly report DECYP progress against Lifting Literacy Implementation Plan 2024-2026 (February 2027).

**Accountable:** Deputy Secretary Development and Support.

**Recommendation 13**

**Responsibility**

**Status**

Over the next 10 years, ensure that the existing and future workforce is equipped with the knowledge, skills and resources to ensure the foundational skills of literacy and numeracy are taught across all phases of learning and subject disciplines.

Each sector to implement independently.  
Deputy Secretary Development and Support DECYP.

Accepted in full.

**Milestones  
by end 2025**

**By end of 2026**

**By end of 2027**

**Accountability and  
Partnerships**

**Ongoing professional development delivered to early career teachers, and broader DECYP workforce, including allied health staff.**

Professional learning delivered to early career teachers, and broader DECYP workforce, including allied health staff.

Literacy and numeracy professional learning is embedded into the professional development plans of staff.

**Accountable:** Deputy Secretary Development and Support.

**Targeted professional learning for teachers and leaders, focused on foundational literacy and numeracy skills and guidance for literacy intervention ready for delivery in 2026.**

Targeted professional learning for teachers and leaders, building on foundational literacy and numeracy skills and intervention for students requiring additional support for delivery in 2027.

Ongoing provision of annual professional learning to ensure all staff are skilled in teaching the foundational skills of literacy and numeracy.

**Accountable:** Deputy Secretary Development and Support.

► Recommendation 13 continued over the page.

**PLAN FOR IMPLEMENTATION:  
RECOMMENDATION 13 (CONTINUED)**

Milestones by end 2025	By end of 2026	By end of 2027	Accountability and Partnerships
<p><b>Build principal knowledge and understanding to lead whole of school change through targeted professional learning.</b></p>	<p>Build principal knowledge and understanding to lead whole of school change through targeted professional learning.</p>	<p>Build principal knowledge and understanding to lead whole of school change through targeted professional learning.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support. <b>Partners:</b> Principals and DECYP Literary Workforce.</p>
<p><b>Guidance, tools and resources to embed structured literacy with a Multi-Tier System of Supports provided to schools.</b></p>	<p>Guidance and high-quality instructional materials provided to schools.  Resources and training for Tier 2 and Tier 3 literacy intervention identified and provided to schools.</p>	<p>Continue to provide guidance and high-quality instructional materials to schools.  Continue to provide resources and training for Tier 2 and Tier 3 literacy intervention.</p>	<p><b>Accountable:</b> Deputy Secretary Development and Support.</p>

## Recommendation 14

## Responsibility

## Status

The advice from the Lifting Literacy Outcomes Monitoring Group, along with system and school monitoring, needs to inform the pace of implementation of other major state-wide initiatives to ensure there is a sound evidence-base guiding the direction, resourcing, and implementation.

Each sector to implement independently.  
Deputy Secretary Strategy and Performance DECYP.

Accepted in full.

## Milestones by end 2025

## By end of 2026

## By end of 2027

## Accountability and Partnerships

**The draft DECYP Implementation Principles (see Recommendation 11) are informed by the Lifting Literacy Implementation Team.**

DECYP Implementation Principles completed, and resources are being used to guide Education TOGETHER, including the ongoing focus on Lifting Literacy.

DECYP Implementation Principles reviewed and refined with Lifting Literacy learnings incorporated.

**Accountable:** Deputy Secretary Strategy and Performance.

**Partners:** Students, parents, caregivers and DECYP educators.



Tasmanian  
Government

**Department for Education,  
Children and Young People**

[www.decyp.tas.gov.au](http://www.decyp.tas.gov.au)