FEBRUARY 2025

Lifting Literacy Implementation Plan 2024–2026

2025 Update

Department for Education,
Children and Young People

Tasmanian Government

Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time. We honour Elders, past and present. We are committed to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.

Department for Education, Children and Young People
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Introduction

In June 2023, the Tasmanian Government accepted all priority recommendations of the independent Literacy Advisory Panel, with the aim of taking Tasmania towards the aspirational goal of 100 per cent literacy.

Implementing the 23 recommendations in full will require action and collaboration from government and non-government actors across the community. The Department for Education, Children and Young People (DECYP) has a key role to play.

This initial three-year implementation plan sets out the action DECYP will take from 2024 to 2026. We will set targets for long-term improvement beyond 2026.

The current plan is informed by the high-level implementation plan of the Department of Premier and Cabinet (DPAC) and the principles established by the Literacy Advisory Panel:

- Equity (All Tasmanians have opportunities to access the support they need to develop literacy skills)
- Consistency (There is evidence-based structured literacy teaching from early years to adulthood)
- Individual at the centre (Educators put their learner at the centre by understanding and responding to the ecological context of those they teach)
- Underpinned by evidence-based research (Approaches to teaching literacy are underpinned by the large body of cognitive research on how our brain learns to read and write).

The actions outlined in this three-year plan will make an immediate difference to the lives of children, young people and adults. Embedding this change will require ongoing commitment. To ensure the changes we make are sustainable and that this work has an impact on future generations, we will focus during these three years on building on the foundations of the DECYP Strategic Plan 2024–2030:

- a valued and capable workforce
- strong partnerships with children, young, people, families and community
- improvement informed by inquiry and evidence.

A collaborative approach to implementation, supported by strong and effective internal communication, will help embed evidence-based practice within our ongoing core business. It will support children and young people to be known, safe, well and learning, and ensuring that all learners, from the youngest children to adults, have the opportunity to thrive.

Progress to date

Since June 2023, when the Government committed to full implementation of the 23 priority recommendations, DECYP has:

Engaging Families and Community to value and support literacy

- Reviewed library early years programming to ensure consistency with the evidence of what best supports early language and literacy development (Rec 14)
- Reviewed the 26TEN Communities program to ensure we are supporting community literacy in the most effective ways

Lifting Literacy in the Early Years

- Piloted the Grammar and Phonology Screen (GAPS) in pre-school programs (Rec 4)

- Worked with speech pathologists to develop a GAPS educator guide, including guidance on tier 1 interventions (Rec 4)
- Refined evidence-based resources for early years educators in effective teaching practices for early language and literacy development

Lifting Literacy in the School Years

- Engaged the Australian Education Research Organisation (AERO) and educational literacy experts for advice and guidance to support the process of changing practice in schools (Rec 6)
- Reviewed 235 identified literacy resources for alignment with the evidence-base for teaching reading and begun de-implementation of non-aligned resources (Rec 6)
- Recruited and trained Education Support Specialists for a number of schools to begin implementation of a reading intervention program (Rec 6)
- Begun to build Principal knowledge and understanding of the elements of a structured literacy approach and a multi-tiered system of supports (MTSS) for literacy instruction and intervention, to equip them to lead whole of school change, through a series of targeted forums (Recs 6)
- Trained teachers in primary and combined schools to deliver evidence-based systematic and explicit phonics instruction from Kindergarten – Year 2 as one element of a structured approach to literacy, to enable this to begin in 25 per cent of schools from 2024 (Rec 6)
- Established mechanisms to communicate regularly with all educators about the minimum schooling guarantee
- Worked with Deakin University to develop a literacy training package for educators (including school leaders, teachers, Education Support Specialists and Teacher Assistants) and Professional Support Staff (including allied health professionals) on structured literacy and MTSS (Rec 6)
- Developed targeted training for first-year teachers on the core elements of structured literacy and MTSS (Rec 6)
- Administered the National Year 1 Phonics Check in Government schools to eligible students in Term 3 2023 with 95 per cent of students participating (Rec 6)
- Scoped an approach to supporting kindergarten educators to explicitly teach phonological awareness, concepts of print, and the alphabetic principle (Rec 6)
- Amended the Ministerial Expectations for the Non-Government Schools Registration Board to include consideration of a structured approach to literacy as a Government priority
- Expanded the range of reading materials available through the newly-introduced Sora e-resources library app for all learners and teachers in Government schools (Rec 16).

Lifting Literacy in the Adult Years

- Begun implementing changes to the Libraries Tasmania Adult Literacy Service model to strengthen its capacity to provide high quality, individualised adult literacy support aligned to the science of reading
- Continued to make available and promote through 26TEN and Libraries Tasmania a program of appropriate evidence-based professional learning for adult literacy practitioners (Rec 15)
- Worked with TasTAFE to develop a new handbook for adult literacy tutors in the Libraries Tasmania adult literacy service, quality assured against AERO standards of evidence and through independent peer review (Rec 15).

In the first year of our Lifting Literacy Implementation Plan, we made strong progress across early years, school years, adults and community literacy. We focused on establishing strong foundations of skill, knowledge and capability across our workforce to ensure sustainability.

2024 Progress report available at

www.decyp.tas.gov.au/about-us/strategies-and-frameworks/lifting-literacy/

Governance and Reporting

The Deputy Secretary Portfolio Services for Development and Support is accountable to the Secretary of DECYP for implementation of this plan, with oversight from relevant Executive Committees (Data and System and Intelligence , Empowering Equity for Outcomes, Learner and School Improvement, Our People).

Development and Support will coordinate and guide overall implementation of this plan, bringing together a number of areas across DECYP to collaborate to deliver on the plan. Members of the DECYP Executive Board are responsible for ensuring the contribution of their respective areas.

Development and Support will coordinate regular reporting through the DECYP Executive Board to the independent Lifting Literacy Outcomes Monitoring Group (LLOMG).

Development and Support will coordinate and guide overall implementation of this plan

Engaging families and community to value and support literacy

The Lifting Literacy Community-wide-Framework acknowledges that improving literacy outcomes for all Tasmanians will require the collaboration of many stakeholders, including families, educators, local organisations, and government. It highlights the crucial role families and carers play in supporting a child's language and literacy development.

DECYP will support families and community through our libraries, Child and Family Learning Centres (CFLCs), schools, the 26TEN network and the B4 Coalition with evidence-based resources and advice to support language and literacy development during a child's crucial first 1000 days, to promote reading, and to foster a love of learning (Rec 3).

We will position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages (Lifting Literacy principle Recs 14–17) and support a whole-of-community approach to supporting literacy, building on ten years of collective impact engagement on adult literacy through 26TEN.

We will collaborate with DPAC and stakeholders across the community to support the development of a single portal for evidence-based information and advice about literacy (Rec 1) and a community-wide campaign to lift literacy in Tasmania (Rec 2).

Specifically **we will**:

Engaging families and community to value and support literacy

Recommendation 1

Action 1 – *2025 Revision*

Develop and launch a single portal which brings together relevant evidence-based, information and advice about literacy, including literacy resources, tools and other supports

Milestones by end 2024	by end 2025	by end 2026
Map existing sites and resources	Scope portal, including purpose, parameters, mechanisms and governance structure to maintain, track use and evaluate site	N/A
N/A	Portal developed	N/A
N/A	Portal launched	N/A

Recommendation 1

Action 2 – *2025 Revision*

Engage stakeholders to collaboratively maintain and continue to improve portal

Milestones by end 2024	by end 2025	by end 2026
N/A	Stakeholders identified and engaged	TBC
N/A	Responsibility for long-term maintenance of portal content and infrastructure determined	N/A

Engaging families and community to value and support literacy

Recommendation 12

Action 3

Ensure all DECYP material available through the portal is in plain English to support low literacy users and machine translation for Culturally and Linguistically Diverse (CALD) users and those with a disability

Milestones by end 2024	by end 2025	by end 2026
N/A	All material in plain English and machine translatable	All material in plain English and machine translatable

Recommendation 2

Action 4 – *2025 Revision*

Design a community-wide campaign to lift literacy

Milestones by end 2024	by end 2025	by end 2026
Existing DECYP campaigns mapped	Campaign needs, covering a range of objectives and target audiences, identified	N/A
N/A	Campaign designed based on identified needs	N/A

Recommendation 2

Action 5 – *2025 Revision*

Deliver campaign that addresses target audiences needs and encourages all Tasmanians to further develop their literacy awareness, knowledge, understanding, and skills

Milestones by end 2024	by end 2025	by end 2026
N/A	Campaign implemented	Continued implementation of campaign
N/A	N/A	Campaign evaluated to inform future approach

Engaging families and community to value and support literacy

Recommendation 2

Action 6 – *2025 Revision*

Build awareness of libraries as a pivotal community centre for supporting literacy development for Tasmanians of all ages

Milestones by end 2024	by end 2025	by end 2026
N/A	Libraries Tasmania's literacy programs, services and events promoted	Campaign leveraged to build awareness
N/A	Campaign leveraged to build awareness	N/A

Recommendation 3

Action 7

Review and consolidate early literacy resources and campaigns to ensure clear, consistent and accessible messaging for parents and carers, based on the science of reading evidence base, and identify any resource gaps

Milestones by end 2024	by end 2025	by end 2026
Resources reviewed and an appropriate full suite identified	N/A	N/A

Recommendation 3

Action 8

Develop or identify resources to address any gaps

Milestones by end 2024	by end 2025	by end 2026
N/A	Any additional required resources developed and made available	N/A

Engaging families and community to value and support literacy

Recommendation 3

Action 9

Ensure resources for parents and carers include advice on support available for adults to improve their literacy

Milestones by end 2024	by end 2025	by end 2026
N/A	Adult literacy support promoted in appropriate early years resources	N/A

Recommendation 3

Action 10

Support B4 to advocate and promote resources to parents and carers

Milestones by end 2024	by end 2025	by end 2026
N/A	N/A	Resources promoted

Recommendation 5

Action 11

Engage with the Department of Health (Child Health and Parenting Service – CHaPS) to provide input into planning for the introduction of additional health checks, to ensure ongoing engagement with CFLCs and Launching into Learning

Milestones by end 2024	by end 2025	by end 2026
DECYP recognised as a partner by CHaPS in development of their implementation plan	Engagement with CHaPS	Engagement with CHaPS

Engaging families and community to value and support literacy

Recommendation 12

Action 12

Support culturally and linguistically diverse (CALD) learners of all ages through libraries by offering targeted opportunities for literacy development and access to reading-related activities in community languages

Milestones by end 2024	by end 2025	by end 2026
Planning undertaken to improve community language library activities and resources	New community language library activities and resources introduced	New community language library activities and resources introduced
N/A	English Conversation Classes offered in public libraries reviewed	Recommendations from review of English Conversation Classes implemented

Recommendation 13

Action 13

Continue engagement with Tasmanian Aboriginal communities to enable culturally responsive literacy programming within libraries

Milestones by end 2024	by end 2025	by end 2026
Priority areas for attention and action identified through collaboration with the Tasmanian Aboriginal Centre and other Tasmanian Aboriginal organisations	2024 actions evaluated and areas for future focus identified through ongoing dialogue with Tasmanian Aboriginal communities	2025 actions evaluated and areas for future focus identified through ongoing dialogue with Tasmanian Aboriginal communities
All new Libraries Tasmania staff complete the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Core Cultural Learning as part of their induction	All new Libraries Tasmania staff complete the AIATSIS Core Cultural Learning as part of their induction	All new Libraries Tasmania staff complete the AIATSIS Core Cultural Learning as part of their induction

Engaging families and community to value and support literacy

Recommendation 17

Action 14

Investigate the potential benefit of mobile library services for schools that cannot support a quality collection or communities that struggle to maintain adequate libraries due to location, funding or size

Milestones by end 2024	by end 2025	by end 2026
Contemporary mobile library outreach service pilot designed, considering opportunities to support school and community literacy, including disengaged children and young people	Pilot implemented	Next steps considered
N/A	Effectiveness of pilot in improving access to library services for schools and communities evaluated	N/A

Engaging families and community to value and support literacy

Action 15

Consider opportunities to support disengaged children and young people through existing library services

Milestones by end 2024	by end 2025	by end 2026
Opportunities identified	Target pilot completed	TBC
Promising opportunities identified for piloting with focus on literacy support for disengaged teens	Next steps identified	N/A

Action 16

Deliver on the final two years of *26TEN Tasmania: Tasmania's Strategy for Adult Literacy and Numeracy 2016–2025*

Milestones by end 2024	by end 2025	by end 2026
26TEN workplace grants delivered	26TEN workplace grants delivered	N/A
26TEN Coalition Sector plans implemented	26TEN Coalition Sector plans implemented	N/A
Objectives in 26TEN Communities project plans met	Objectives in 26TEN Communities project plans met	N/A

We will position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages

Engaging families and community to value and support literacy

Action 17

Develop a strategy for community-wide adult literacy support and engagement beyond the current *26TEN strategy 2016–2025*, to renew a collective impact approach consistent with the Lifting Literacy Framework

Milestones by end 2024	by end 2025	by end 2026
N/A	26TEN member network survey completed	N/A
N/A	Community consultation complete	N/A
N/A	Future strategy developed and approved	N/A

Action 18

Consider additional recommendations in the *Lifting Literacy* report relevant to families and community and plan for ongoing implementation beyond 2026

Milestones by end 2024	by end 2025	by end 2026
N/A	Response to additional recommendations developed	Plan established for ongoing implementation beyond 2026

Lifting Literacy in the Early Years

The *Lifting Literacy* report highlights the importance of ensuring children in the early years are supported to build foundational language and literacy skills, including through intensive support when required.

DECYP will deliver quality early learning though our CFLCs, libraries, Launching into Learning programs in schools and other initiatives to help all children get a great start in life. We will continue to improve these programs, in line with the evidence about how children learn, and ensure our workforce is appropriately trained. We will ensure that the literacy and language needs of children in DECYP programs are identified early and that we respond to each child's needs appropriately.

To ensure support in the early years extends beyond children attending DECYP early years programs, we will help establish a consistent state-wide approach to phonological awareness screening of all children before the end of term one in Kindergarten (Rec 4). We will leverage our role as the regulator of the Early Childhood Education and Care (ECEC) sector in Tasmania to facilitate and incentivise the adult and early childhood education and care literacy workforce (including volunteers) to participate in evidence-based professional development and engage in a community of practice (Rec 9).

Specifically **we will:**

We will ensure that the literacy and language needs of children in DECYP programs are identified early and that we respond to each child's needs appropriately.

Recommendation 4

Action 19

Establish a consistent approach to language screening in the early years within DECYP

Milestones by end 2024	by end 2025	by end 2026
Grammar and Phonology Screen (GAPS) available in all DECYP early learning environments to screen language skills of children	Preferred consistent approach to early years language screening established	Consistent approach to early years language screening implemented
GAPS training modules and GAPS educator guide made available to all early years educators	Guidance and training provided to support implementation of preferred approach	Children identified through screens as needing additional help to develop language and literacy are receiving additional Tier 1 support and referrals where necessary
Value of GAPS for identifying young learners at risk monitored and evaluated	Children identified through screens as needing additional help to develop language and literacy are receiving additional Tier 1 support and referrals where necessary	N/A
Alternative screening and assessment tools investigated	N/A	N/A

Recommendation 4

Action 20

Contribute to development of a consistent statewide approach to phonological awareness screening in the early years

Milestones by end 2024	by end 2025	by end 2026
N/A	Findings from DECYP work to identify suitable screening tools shared with School Sectors Reference Group	Statewide approach established

Recommendation 6

Action 21

Train DECYP birth to 4 workforce in evidence-based practices to support early literacy

Milestones by end 2024	by end 2025	by end 2026
Online learning modules developed targeted to specific DECYP birth to 4 workforce cohorts (Launching into Learning, CFLCs, libraries)	Training completed by staff	Training completed by staff
Online modules made available to staff	N/A	N/A

Recommendation 9

Action 22

Facilitate participation by the early childhood education and care (ECEC) workforce in evidence-based professional development

Milestones by end 2024	by end 2025	by end 2026
Professional learning package developed	Agreement reached on universal promotion of professional development and approach to incentivising participation	Training delivered
Education and Care Stakeholder Reference Group and peak organisations engaged	Training delivered	Training evaluated

Recommendation 9

Action 23

Consider establishing a formal community of practice for early childhood educators focused on evidence-based literacy practice

Milestones by end 2024	by end 2025	by end 2026
N/A	N/A	Early childhood educators surveyed for interest/need
N/A	N/A	Options considered

Recommendation 14

Action 24

Ensure library early years programs are aligned to the evidence-base by implementing the recommendation of the library early years programs review

Milestones by end 2024	by end 2025	by end 2026
Purpose of early years programs and their contribution to early language and literacy communicated clearly and consistently to all staff and stakeholders	Programs being delivered in line with evidence-base	Recommendations of review implemented
Library specific Qualiteach modules developed in place of handbook	Regular review of programs	N/A

Recommendation 15

Action 25

Renew and strengthen professional learning for the library early years literacy workforce

Milestones by end 2024	by end 2025	by end 2026
New training delivered	Ongoing program of training established	All relevant staff undertaking training
Children and Young People's Services Coordinator positions established statewide to develop and support staff delivering early years programs	N/A	N/A

Action 26

Consider additional recommendations in the *Lifting Literacy* report relevant to the early years and plan for ongoing implementation beyond 2026

Milestones by end 2024	by end 2025	by end 2026
N/A	Response to additional recommendations developed	Plan established for ongoing implementation beyond 2026

Lifting Literacy in the School Years

The Lifting Literacy Community-wide Framework calls for learning to read to be recognised and positioned as foundational to all other literacy learning. DECYP will achieve this by implementing the minimum schooling guarantee recommended by the Literacy Advisory Panel across all Tasmanian Government Schools by 2026 (Rec 6).

This will include:

- a structured (systematic and explicit) and evidence-based approach to the teaching of reading for all students across all school years; and
- a multi-tiered system of supports (MTSS) incorporating quality tier one instruction and evidence-based interventions.
  This will be appropriately supported and informed by ongoing monitoring, screening and assessments that keep the learner at the centre.

We will ensure the minimum schooling guarantee is accessible to all, including students with disability or from culturally and linguistically diverse backgrounds. We will strive for an approach that is culturally appropriate for Tasmanian Aboriginal students and consistent with relevant Closing the Gap targets.

The minimum schooling guarantee will be supported by professional learning for the existing DECYP workforce. This will build the knowledge and skills needed to ensure teaching aligns with contemporary peer-reviewed evidence, including cognitive research, and is explicit and systematic. We will ensure that every teacher in the Government school system engages annually in evidence-based training appropriate for their teaching role.

To ensure that foundational literacy learning is supported by rich literacy environments throughout the school years, Libraries Tasmania will continue to support school libraries so they can better extend students' reading and encourage a lifelong engagement with libraries and reading. We will deepen partnerships between Libraries Tasmania and schools without qualified librarians or with limited collections, or with significant literacy need, and provide professional development, resources and just-in-time support. (Rec 16).

Embedding this approach within our schools and system will take time. During this initial implementation period, we will work with tertiary education providers in Tasmania to ensure future teaching graduates are equipped to support this approach (Rec 7).
We will also plan for ongoing work beyond 2026, to ensure this change is sustainable.

Specifically **we will:**

Recommendation 6

Action 27

Collaborate across Government and non-Government school Sectors

Milestones by end 2024	by end 2025	by end 2026
Implementation plan shared with non-Government school sectors through the School Sectors Reference Group	Collaboration progressed through Lifting Literacy Working Group	TBC
Areas for sharing and collaboration established	N/A	N/A
Collaboration progressed through the Lifting Literacy Working Group	N/A	N/A

Recommendation 6

Action 28

Build principal knowledge and understanding of a structured literacy approach and an MTSS and equip principals to lead whole-of-school change

Milestones by end 2024	by end 2025	by end 2026
Professional learning delivered to principals	Professional learning delivered to principals	Professional learning delivered to principals
Resources to support implementation developed and made available	Resources updated and shared as needed	Resources updated and shared as needed

Recommendation 6

Action 29

Provide clear and consistent information and guidance to schools to support all aspects of the minimum schooling guarantee

Milestones by end 2024	by end 2025	by end 2026
Clear communication provided to schools through a range of channels	Clear communication provided to schools through a range of channels	Clear communication provided to schools through a range of channels
Pedagogical Framework reviewed for alignment to AERO's 'How Learners Learn' resource	N/A	N/A
Our *Approach to School Improvement* updated with clear expectations	N/A	N/A
DECYP position statements developed on structured literacy and MTSS	N/A	N/A

Recommendation 6

Action 30

Give schools the guidance, tools and resources they need to embed evidence-based structured literacy and an MTSS

Milestones by end 2024	by end 2025	by end 2026
Evidence-based scopes and sequences for the teaching of reading available to all schools, aligned to the Australian Curriculum V9	Scopes and sequences further developed	Schools are accessing resources
Online hub for tools and resources established	Resources are easily discoverable and accessible	N/A
Age-appropriate screening and assessment tools identified	Schools are accessing resources	N/A
Standardised approach to screening established	Appropriate approaches to Tier 2 and Tier 3 intervention identified	TBC
Training provided in the use of identified screening tools	Guidance and high-quality instructional materials provided to schools to facilitate support for literacy through all areas of our curriculum frameworks	N/A
Data management system developed to support the consistent use of screening tools	Further consideration of targeted resources needs for specific cohorts and actions to ensure these are available	TBC
Need for targeted resources for specific teaching cohorts (eg. English as an Additional Language) considered and addressed	N/A	N/A

Recommendation 6

Action 31

Review and adjust or discontinue as required all relevant policy, procedures, guidelines, and related advice, resources, messages and training to align with the minimum schooling guarantee

Milestones by end 2024	by end 2025	by end 2026
Audit of all literacy instruction materials completed	Non-aligned references to practice and material removed/discontinued	Non-aligned references to practice and material removed/discontinued

Recommendation 6

Action 32

Introduce evidence-based structured literacy teaching and MTSS for all Government school students across the school years

Milestones by end 2024	by end 2025	by end 2026
25 per cent of Government schools have begun implementing structured literacy with an MTSS framework from Kindergarten to Year 2	Further elements of structured literacy within an MTSS framework implemented in all Government schools	All Government schools implementing structured literacy within an MTSS framework
All Government schools have begun implementing elements of structured literacy within an MTSS framework across all school years	Schools are using screening and assessment tools	Standardised approach to screening embedded and incorporated in assessment schedule
National Year 1 Phonics Check delivered to all eligible Year 1 students in Term 3 and student data used to inform teaching	N/A	All literacy assessments not supported by the evidence-base discontinued
National Year 1 Phonics Check delivered to Year 2 students who were classified as “struggling” or “developing” decoders in the Year 1 Phonics Check in 2023	N/A	N/A

Recommendation 6

Action 33

Make resources available to Tasmanian home educators to support the delivery of literacy in home education programs

Milestones by end 2024	by end 2025	by end 2026
N/A	Supporting resources developed	Supporting resources provided to home educators
N/A	Supporting resources provided to home educators	N/A

Recommendation 6

Action 34

Support the Non-Government Schools Registration Board to make changes to the Board Standards and Guidelines to align with the minimum schooling guarantee

Milestones by end 2024	by end 2025	by end 2026
N/A	Appropriate changes identified	Consultation ongoing to inform changes to the Standards and Guidelines in 2027 in line with review schedule
N/A	Consultation on changes to the Standards commenced	N/A

Recommendation 6

Action 35

Communicate clearly to parents about our approach to literacy teaching

Milestones by end 2024	by end 2025	by end 2026
New information on the approach prepared for parents and carers	Up-to-date and consistent information on the approach available to parents and carers	Up-to-date and consistent information on the approach available to parents and carers
Website updated	N/A	N/A

Recommendation 7

Action 36

Support graduate teachers to be classroom ready to deliver evidence-based reading instruction

Milestones by end 2024	by end 2025	by end 2026
Structured literacy component included in First Year Teacher Specialised professional learning	Early career teachers, first year teachers and TIPP provided with professional learning on implementation of structured literacy within a Multi Tiered System of Supports Framework	Ongoing provision of structured literacy component in First Year Teacher specialised professional learning
Investigate establishment of UTAS teaching student placements to familiarise students with a structured approach to literacy instruction	Continue to work with UTAS to develop collaborative approach that ensures teaching students experience a structured approach to literacy instruction	TBC

Recommendation 8

Action 37

Train educators (including school leaders, teachers, education support specialists and teacher assistants) and professional support staff (including allied health professionals) on structured literacy, MTSS and its application in P–2, 3–6 and 7–12

Milestones by end 2024	by end 2025	by end 2026
Training package of online, self-directed modules finalised	Required Qualiteach training completed by all educators	Ongoing review and improvemnts to Qualiteach
Modules made available to educators and professional support staff (including allied health professionals)	Ongoing review and improvement to Qualiteach	Foundational and targeted training delivered to meet the needs of all educators, including teachers of students with specific needs
Core modules of training package completed by school leaders, teachers, professional support staff, education support specialists and teacher assistants	Professional learning program in place for all elements of structured literacy teaching	Annual training completed by educators
Systematic opportunities offered to develop professional practice in word recognition and oral reading fluency	Micro-credentialling of training package established	N/A
Kindergarten to Year 2 teachers completing phonics training	Targeted training completed by first year teachers and kindergarten educators	N/A
Training and coaching given to Kindergarten educators to explicitly teach phonological awareness, concepts of print and the alphabetical principle	N/A	N/A
Targeted training and information needs for diverse contexts, including alternative programs and segregated sites and schools, considered.	Targeted training needs for upper and senior secondary, educators working with students with a disability and other teachers of students with specific needs identified and addressed	N/A
Targeted training completed by first year teachers	Expectations for annual training for educators established	N/A
Engagement commenced with tertiary providers on possible micro-credentialling of training package	N/A	N/A

Recommendation 8

Action 38

Develop an approach to ensure students accessing alternative provisions receive quality evidence-based literacy teaching including access to an MTSS

Milestones by end 2024	by end 2025	by end 2026
Barriers identified and approach to addressing these developed	N/A	N/A

Recommendation 8

Action 39

Develop a whole-of-agency workforce approach to build capability of DECYP workforce to understand and implement the minimum schooling guarantee

Milestones by end 2024	by end 2025	by end 2026
Appropriate online environment identified for educators to access training, assessment, instructional routines and resources for evidence-based literacy teaching	Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools	Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools
Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools	N/A	N/A

Recommendation 10

Action 40

Provide input, through the School Sectors Reference Group, to the development of a Literacy Workforce Attraction and Retention Strategy focused on increasing access to allied health professionals across the continuum of learning

Milestones by end 2024	by end 2025	by end 2026
Alignment with the DECYP Education Workforce Action Plan advocated	DECYP information on current challenges for literacy workforce, including on attraction and retention of allied health professionals, provided to inform strategy	N/A

Recommendation 11

Action 41

Ensure all individual learning plans of students in Government schools are consistent with the MTSS and include evidence-based interventions

Milestones by end 2024	by end 2025	by end 2026
Inclusive Practice Coaches are trained to translate system guidance for teaching literacy into practice	Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee	Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee
Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee	N/A	N/A

Recommendation 11

Action 42

Consider options to increase access to evidence-based therapeutic interventions for students who need these for literacy development

Milestones by end 2024	by end 2025	by end 2026
N/A	A range of options considered and next steps identified	TBC
N/A	Information provided to the School Sector Reference Group to inform broader analysis of current access and barriers to support from allied health professionals across school sectors	N/A

Recommendation 12

Action 43

Provide guidelines to English as an Additional Language (EAL) teachers on how to support Culturally and Linguistically Diverse (CALD) students with literacy development within the framework of structured literacy and MTSS

Milestones by end 2024	by end 2025	by end 2026
EAL teachers have accessed appropriate training modules	EAL teachers have accessed appropriate training modules	EAL teachers have accessed appropriate training modules
N/A	EAL intranet Hub, CANVAS teaching resources and student learning plans reviewed for consistency with evidence-base	N/A
N/A	Alignment of English as Another Language or Dialect (EALD) progression with literacy scopes and sequences considered and assessment progression and timelines adjusted as needed	N/A

Recommendation 12

Action 44

Provide resources for the Culturally and Linguistically Diverse (CALD) community to support literacy learning

Milestones by end 2024	by end 2025	by end 2026
Current information for CALD families (including translations) reviewed for consistency and relevance to literacy support	Targeted parent fact sheet produced to support CALD families	Schools with large CALD student groups supported by Libraries Tasmania to improve access to first-language reading materials through school libraries and support literacy development at home
Key information on DECYP website is accessible and machine translatable	Fact sheet translated into the 20 most common community languages and disseminated through the Migrant Resource Centre	N/A
N/A	Need for interpreted information sessions in regions to reach more families considered	N/A

Recommendation 13

Action 45

Work with Aboriginal people to develop culturally appropriate resources for use in a structured literacy approach

Milestones by end 2024	by end 2025	by end 2026
N/A	Resource needs identified	Culturally appropriate resources available for use in schools

Recommendation 13

Action 46 – *2025 Revision*

Facilitate a process led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate literacy strategy for Tasmanian Aboriginal people aligned to and consistent with relevant Closing the Gaps targets

Milestones by end 2024	by end 2025	by end 2026
Comprehensive community engagement commenced	Community consultation complete and next steps identified	TBC

Recommendation 16

Action 47

Upskill Tasmanian school library staff to provide quality library experiences for students in schools

Milestones by end 2024	by end 2025	by end 2026
Participation by 15 Tasmanian school library staff (across Government, Catholic and Independent sectors) in the TAFE NSW Diploma of Library and Information Services (School Specialisation)	Discussion initiated with TasTAFE on potential for future Tasmanian-based training options for school library staff	A broad range of professional learning delivered to school library staff
Further options for just-in time support identified	Planning is complete for next diploma intake	N/A
N/A	Clear communication is provided to schools regarding how to access just-in-time support from Libraries Tasmania	N/A
N/A	A broad range of professional learning delivered to schools library staff	N/A

Recommendation 16

Action 48

Support schools to improve student access to libraries and quality library experiences

Milestones by end 2024	by end 2025	by end 2026
Further take up of the Sora library app providing direct access to eBooks and other eResources	Identified schools receiving appropriate guidance and support to improve student access to quality library experiences	Identified schools receiving appropriate guidance and support to improve student access to quality library experiences
Opportunities identified for students in schools without qualified librarians and with limited collections to engage more with public libraries	School libraries receiving increased support	School libraries receiving increased support
Team established within Libraries Tasmania to further develop partnerships with all schools and invest in print and eResources for school libraries (if appropriate resourcing identified)	The School Library Team assists schools to improve the quality of physical collections and library spaces to support students to strengthen their reading skills and become readers for life	The School Library Team assists schools to improve the quality of physical collections and library spaces to support students to strengthen their reading skills and become readers for life

Action 49

Consider additional recommendations in the *Lifting Literacy* report relevant to the school years and plan for ongoing implementation beyond 2026

Milestones by end 2024	by end 2025	by end 2026
N/A	Response to additional recommendations developed	Plan established for ongoing implementation beyond 2026

Lifting Literacy in the Adult Years

We will ensure adult learners have access to literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers that adults face to learning. DECYP, through Libraries Tasmania, will maintain its commitment to supporting a broad-based and multi-faceted collective impact approach to engaging the full community in efforts to lift adult literacy, through 26TEN and the Libraries Tasmania Adult Literacy Service.

We will enhance our program of professional learning for library adult literacy staff and the broader adult literacy workforce through 26TEN, ensuring it is aligned to the science of reading evidence base (Rec 9). We will contribute to broader work to encourage tertiary providers to equip graduates to deliver quality structured literacy instruction, by working to ensure that sector-wide professional learning in adult literacy aligns with the evidence base (Rec 7).

We will stay engaged in Australian Government work with the state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy and digital literacy education workforce (Rec 18) and continue to take a leading role nationally in advocating for literacy approaches based on the science of reading to inform national approaches.

Specifically **we will**:

Recommendation 15

Action 50

Renew and strengthen professional learning for the library adult literacy workforce in line with evidence base

Milestones by end 2024	by end 2025	by end 2026
N/A	New tutor handbook finalised	Handbook available to all adult literacy tutors
Alignment with evidence assured through peer review	Consistent, high-quality in-house professional learning and mentoring is provided to library literacy staff and volunteer tutors	N/A
All library literacy staff have access to consistent high-quality, evidence-based online, on demand training and broader program of professional learning	N/A	N/A

Recommendation 15

Action 51

Deliver and promote through 26TEN and Libraries Tasmania a program of appropriate professional learning for all adult literacy practitioners

Milestones by end 2024	by end 2025	by end 2026
Training in evidence-based practice included in annual program of professional development developed by 26TEN	Training in evidence-based practice included in annual program of professional development developed by 26TEN	TBC

Recommendation 9

Action 52

Explore options for tertiary providers in Tasmania to offer units which equip adult literacy practitioners to deliver quality structured and evidence-based literacy instruction

Milestones by end 2024	by end 2025	by end 2026
N/A	Possibility of a UTAS Graduate Diploma of Education unit that teaches evidence-based approaches to adult literacy teaching advocated through Education Round Table	TBC
Options for updating the TasTAFE Tutor Adult Literacy Learners (TALL) course content identified in collaboration with TasTAFE	N/A	N/A

Recommendation 9

Action 53

Consider establishing a formal community of practice for adult educators focused on evidence-based literacy practice

Milestones by end 2024	by end 2025	by end 2026
N/A	Adult literacy practitioners surveyed for interest/need	TBC
N/A	Options considered and next steps identified	N/A

Recommendation 13

Action 54

Strengthen the capacity of the Libraries Tasmania Adult Literacy Service to provide high quality, individualised adult literacy support aligned to the science of reading throughout Tasmania

Milestones by end 2024	by end 2025	by end 2026
New Regional Adult Literacy Coordinator and Adult Literacy Support Officer roles established	Renewed promotion of Adult Literacy Service	Quality literacy support provided to adult learners
Remote tutoring strategy developed	Quality literacy support provided to adult learners	Remote tutoring provided to adult learners, supported by trained tutors
Trials of remote tutoring completed	Tutors trained to deliver remote tutor training	N/A
Bespoke remote tutor training course made available on demand for interested tutors	Remote tutoring support promoted in community	N/A

Recommendation 13

Action 55

Improve literacy services available to prisoners in Risdon prison

Milestones by end 2024	by end 2025	by end 2026
Evaluation of prison literacy pilot project complete and recommendations made to inform future approach	Prison library service improvements made in accordance with national and international standards and outcomes of prison literacy pilot	Prison library service improvements made in accordance with national and international standards and outcomes of prison literacy pilot
Prison library service improvements made in accordance with national and international standards	N/A	N/A

Recommendation 13

Action 56

Review learning material in Libraries Tasmania Adult Literacy Service for cultural appropriateness and safety

Milestones by end 2024	by end 2025	by end 2026
N/A	Review resources for cultural appropriateness and safety	Additional culturally appropriate resources identified and added to endorsed learning materials
N/A	N/A	Cultural awareness training offered to volunteer tutors

Action 57

Consider additional recommendations in the *Lifting Literacy* report relevant to the adult years and plan for ongoing implementation beyond 2026

Milestones by end 2024	by end 2025	by end 2026
N/A	Response to additional recommendations developed	Plan established for ongoing implementation beyond 2026

Measuring Progress

DECYP will support the development of clear and measurable literacy targets that enable reporting of progress against the Lifting Literacy Community-wide Framework. This includes, ensuring all schools demonstrate they are implementing the minimum schooling guarantee by 2026 and that progress can be monitored independently and publicly reported (Rec 19).

We will establish a monitoring framework for this implementation plan by the end of Term 1, 2024. This will include a commitment to accompany reliable statistics with meaningful stories of personal experience from learners, teachers and the broader community.

We are committed to measuring the system-wide impact over time of the introduction of structured (systematic and explicit) literacy teaching and an MTSS in all Tasmanian Government Schools. We will work with experts to establish appropriate benchmarks and an approach to a longitudinal study that will enable this.

We will provide input to support the LLOMG's consideration of the measures and targets proposed by the Literacy Advisory Panel and establishment of a statewide set of measures and targets by which to evaluate and monitor Tasmanian literacy rates (Rec 23).

We will contribute to the work of the Schools Sector Reference Group to establish a state-wide repository for collecting, reporting upon, and using, literacy data, including data from the Australian Early Development Census (AEDC), the Year 1 Phonics Check, the National Assessment Program – Literacy and Numeracy (NAPLAN), Tasmanian Certificate of Education (TCE) results, and attendance records (Rec 20), and cross-sector consideration of the state-wide application and reporting of other accredited assessment and screening tools (including GAPS, the Kindergarten Development Check (KDC) and Progressive Achievement Testing (PAT)) (Rec 21).

We will obtain a report on adult literacy data collection and future options, taking into account the Australian Government's commitment to develop a national skills survey (Rec 22).

Specifically **we will:**

Recommendation 19

Action 58

Establish the framework for measurement of progress by DECYP

Milestones by end 2024	by end 2025	by end 2026
Monitoring framework established, including targets for long-term impact	Longitudinal study commissioned on impact of system-wide introduction of the minimum schooling guarantee	N/A

Recommendation 19

Action 59

Deliver annual public reports on progress

Milestones by end 2024	by end 2025	by end 2026
First annual public report on progress delivered	Additional data sets included in public reporting as available	Additional data sets included in public reporting as available
Stories of personal experience from learners, teachers and the broader community included in reporting	Stories of personal experience from learners, teachers and the broader community included in reporting	Stories of personal experience from learners, teachers and the broader community included in reporting

Recommendation 20

Action 60

Participate in discussion across school systems to establish parameters for collection and use of a central repository, hosting and management arrangements and responsibility for design of data specification

Milestones by end 2024	by end 2025	by end 2026
N/A	Most appropriate mechanism and funding arrangements for repository established	TBC
N/A	Data specifications determined	N/A
N/A	Access, use and storage of data established	N/A

Recommendation 21

Action 61

Participate in discussion across school systems and with the early education and care sector about broad application of screening and assessment tools

Milestones by end 2024	by end 2025	by end 2026
Findings from DECYP GAPS pilot shared with non-Government school sectors	Discussions progressed	TBC
Discussions commenced	N/A	N/A

Recommendation 22

Action 62*

Engage a consultant to produce a report on adult literacy data collection and future options, with oversight from the 26TEN Coalition

Milestones by end 2024	by end 2025	by end 2026
Consultant engaged	Report findings and next steps considered	N/A
Report finalised	Recommendations made to LLOMG	N/A

***This action is on hold pending the outcome of Action 63**

Recommendation 22

Action 63

Remain engaged in the Australian Government's process of implementing a Foundation Skills Assessment study

Milestones by end 2024	by end 2025	by end 2026
Tasmanian input provided at National level as appropriate	Main survey collection supported in Tasmania	TBC

Recommendation 23

Action 64

Contribute to evaluation and monitoring of Tasmanian literacy rates

Milestones by end 2024	by end 2025	by end 2026
DECYP position on appropriate measures developed and shared with LLOMG	Report prepared against established monitoring framework	Report prepared against established monitoring framework
Initial report prepared against established monitoring framework	N/A	N/A

Recommendations of the Final Report of the Literacy Advisory Panel

Valuing Literacy

Principle: A community-wide approach to literacy requires collaboration of many stakeholders, including families, educators, local organisations, and government to promote literacy development and improve literacy outcomes for all members of the community.

1. Develop a single portal which brings together relevant evidence-based, information and advice about literacy, including literacy resources and supports, tools and other supports. It should also include resources for community hubs and public outdoor spaces.

2. Initiate a community-wide campaign to lift literacy in Tasmania. This should build on existing work and aim to lift literacy aspirations, address stigma, and encourage all Tasmanians, no matter their age, to further develop their literacy knowledge, understanding, and skills.

Families

Principle: Family involvement is critical in supporting a child's age-appropriate language and literacy development. By creating a supportive environment at home that promotes reading, writing, speaking, and listening, families can support children to develop important literacy skills, and foster a love of learning.

3. Support the B4 Coalition to continue to develop and raise awareness of resources to support families to fulfill their foundational and ongoing influence on their child's language and literacy development. This includes the importance of early oral language development, and positive social and emotional wellbeing.

Early Years

Principles:

- **The first 1,000 days are critical in setting a foundation for language and literacy learning.**
- **Early intervention provides families with resources, supports and information to enhance their child's communication skills.**
- **All Tasmanian children at risk of not meeting developmental milestones, regardless of geographical location, should have timely referral and access to intensive support or resources where needed.**

4. Develop a consistent state-wide phonological awareness screening program/process to be administered to all children any time before the end of term one in Kindergarten to identify children who would benefit from additional language and literacy support and ensure priority access to support for those children.

5. Increase the frequency of child health assessments by adding an 18-month child health assessment by CHaPS for all children, update other checks to 2.5 and 3.5 years and increase the frequency of child health assessments offered to vulnerable families to support continued engagement.

Minimum Schooling Guarantee

Principle: Learning to read is recognised and positioned as foundational to all other literacy learning.

6. That the Government adopt the following minimum guarantee for literacy and monitor systems to ensure the approach is being followed:

A) All education systems will:

- provide a systemic approach to the teaching of literacy, including reading and writing which meets the requirements of the Early Years Learning Framework, the Australian Curriculum, and the Australian Core Skills Framework. The systemic approach should be structured (systematic and explicit), include scopes and sequences quality assured by AERO and should emphasise the reciprocity of reading and writing. For secondary and senior secondary settings there needs to be increasing emphasis on disciplinary literacy and developing literacy skills in all subject areas,
- set expectations with accountabilities for Principals/Leaders to lead whole school implementation of the systemic requirements and report progress, and
- discontinue all current policies, programs and practices which do not align with the five elements of the minimum guarantee.

B) When teaching reading in Tier 1 educators will, at a minimum, use practices aligned to the science of reading evidence base and align instruction to the Australian Curriculum by including the Big Six: Oral Language, Vocabulary, Phonological Awareness, Letter sound knowledge (phonics), Comprehension, and Fluency, in accordance with the systemic and whole school requirements. This includes for those students in secondary and senior secondary schools who are still developing foundational literacy skills and/or require more time on the content/strategies to acquire the necessary skill.

C) All schools will be required to implement the National Year 1 Phonics Check during Year 1, in Term 3, with the results from the Check being utilised to target future school-based intervention. This implementation will include provision of evidence-based professional development in systematic phonics instruction, administering the Check, data collection and analysis of the Check and developing an intervention plan for students not meeting expected progress.

D) All students are taught the same concepts through a structured approach to teaching literacy utilising a multi-tiered system of support that recognises that some will require more time on the content/strategies to acquire the necessary skill. Tier 1 instruction should be aligned to the science of reading evidence base and supported by accredited professional development.

E) Decisions about the level of support required for students who are not meeting expected progress in literacy will be based on robust curriculum-based assessment data. Learners in need of additional support beyond Tier 1 instruction will receive Tier 2 and Tier 3 interventions, with the goal to return the student to Tier 1 instruction as soon as possible. Regular assessments and progress monitoring using evidence-based practices should be used to determine which students receive Tier 2 and 3 interventions. Systems will develop a list of recommended evidence-based interventions based on the criteria outlined by the Dyslexia-SPELD Foundation and other sources that have been adopted at a system level. This minimum guarantee is the core expectation and recognises that literacy instruction should include additional opportunities for developing rich literacy environments.

Workforce

Principle: Teaching aligns with contemporary peer-reviewed evidence, including cognitive research, and is explicit and systematic.

7. Work with tertiary education providers in Tasmania to ensure graduates are skilled to deliver quality structured literacy instruction that is structured (systematic and explicit) and evidence-based.

8. The Tasmanian Education System should ensure that every educator engages in focused professional development in literacy every year appropriate for their teaching role and that providers are drawn from a quality assured list of service providers who deliver professional development aligned to the science of reading evidence base and is periodically reviewed at a system level. First year teachers should receive initial targeted professional development aligned to the Tasmanian minimum guarantee to ensure preparation to teach literacy. This would be done preferably before the start of the school year but should be no later than the end of their fifth week after commencing at the school.

9. Facilitate and incentivise the adult and early childhood education and care (ECEC) literacy workforce (including volunteers) to participate in professional development aligned to the science of reading evidence base, and a community of practice.

10. Develop a Tasmanian Literacy Workforce Attraction and Retention Strategy that is supported by research to understand unmet need and workforce gaps, with a view to increasing access to Allied Health Professionals across the continuum of literacy learning.

Targeted support

Principle: In keeping with the individual at the centre, all learners irrespective of background, ethnicity, language spoken at home and other social factors are supported.

11. Ensure that students whose learning plans identify a need for literacy development have access to assessments for language and learning difficulties. Students identified as needing referrals to health or allied health professionals for literacy support should receive priority access.

12. Provide guidelines for education providers on how to support CALD learners across all ages and provide resources for individuals and families. These resources should include accurate and translated information appropriate to life events, for literacy supports they or their family may require.

13. Government engages with and is led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate Literacy Strategy for Tasmanian Aboriginal people that is aligned to and is consistent with relevant Closing the Gap targets.

Libraries

Principle: Position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages.

14. Libraries Tasmania should continue their work in providing families of young children not yet at school, with the services to support early language and literacy development including providing play-based learning opportunities.

15. Initiate in-service and short courses in evidence-based professional development in literacy, aligned to the minimum requirements for systems for upskilling the library workforce across the state.

16. Develop and establish partnerships between Libraries Tasmania and all schools without qualified librarians or with limited collections to provide professional development, resources and just-in-time support.

17. Investigate the potential benefit of introducing mobile library support for schools that cannot support a quality collection or communities that struggle to maintain adequate library collection due to location, funding, or size.

Adult Learners

Principle: Ensure adult learners have access to adult literacy trainers who provide literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers that adults face to learning.

18. The Tasmanian Government should seek advice on the Federal Government's intentions to progress the recommendations from the Inquiry Into Adult Literacy and in particular recommendation 13 that recommends that the Australian Government work with the state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy and digital literacy education workforce.

Measures and Targets

Principle: Develop clear and measurable literacy targets that enable reporting of progress against Lifting Literacy: The Community-wide Framework.

19. By 2026, all schools must demonstrate that they are implementing the elements of evidence-based literacy instruction as described in the Minimum Schooling Guarantee recommended by the Panel. Progress towards this goal should be monitored independently and reported on publicly.

20. Establish a state-wide repository for collecting, and reporting upon, data that will measure progress against targets and assist in evaluation of initiatives and inform resourcing decisions. The following assessments and collections will be required in all school systems in Tasmania without exception and include:

- AEDC
- Year 1 Phonics Check
- NAPLAN
- TCE
- Attendance

21. Consider the state-wide application and reporting of other accredited assessment and screening tools (including GAPS, KDC and PAT).

22. 26TEN Coalition should be commissioned to lead and advise on adult literacy data collections and provide recommendations on the potential development of a Tasmanian Adult Literacy Survey in alignment with the Australian Government's National Study on Adult Literacy, Numeracy and Digital Literacy Skills to support measurement and reporting against Lifting Literacy: The Community-wide Framework.

23. From the data sets available the Panel recommends the measures and targets on page 34 - 35 of the Final Report of the Literacy Advisory Panel be considered in evaluating and monitoring Tasmanian literacy rates.

Tasmanian Government

Department for Education, Children and Young People

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