A L	iterate Tasmania: 10 Year Plan	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
1. Es	1. Establish an independent body to drive implementation of a community-wide literacy framework to achieve 100% literate Tasmania											
1.1	Establish an Expert Advisory Panel or Ministerial Taskforce to:											
1.2	A) map existing organisations, resources and programmes that contribute to literacy development at each stage of life/risk gateways											
1.3	B) establish measurable targets											
1.4	C) review current programmes and resources (with a literacy lens) to identify evidence to practice gaps and streamline to high-impact, sustainable, evidence-based strategies and initiatives											
1.5	Establish contracts with external, local providers to develop a communications strategy to engage with key stakeholders and the community to build understanding and enthusiasm for the goal of a 100% Literate Tasmania											
1.6	Appoint regional community co-ordinators to work with the local stakeholders and providers during the roll-out of key initiatives											
1.7	Collect and analyse data at a system level to track progress											
7.8	Lead continuous improvement in according to data-driven evidence											
2. lm	plement strategies to address immediate shortages in workforce/resources through a Literacy Boost funding	g packa	ge									
2.1	Increase access to essential resources and expertise by funding recruitment of additional FTEs to the relevant agencies <u>and</u> funding fee for service arrangements with panels of qualified private providers to ensure timely (as per benchmarks established by expert panel) assessment and intervention for children, young people and adults with learning and/or mental health challenges (early identification and intervention is critical)											
2.2	Engage innovative, agile providers (local or national) to rapidly deliver targeted and tiered training and professional learning across relevant agencies and organisations to build capacity and address skills gaps (see PL below)											
3. lm	plement strategies to address medium/long term workforce needs											
3.1	Work with UTAS, TAFE and other training bodies to ensure SoR incorporated into relevant courses/study.											
3.2	Establish a partnership with a tertiary education provider to provide allied health education and training in (or for) Tasmania, particularly for speech and language pathology, educational psychology and occupational therapy											
3.3	Expand workforce planning initiatives to include developing an allied health career and education and training pathway map to guide career progression within the education and training system and inform entry level opportunities for workforce entrants and re-entrants											

4. Ter	n-year plan to achieve the Primary Reading Pledge objective 'close to zero children start grade 7 at	or belo	ow the	nationa	al minin	num sta	andard	for rea	ding'		
4.1	Kinder/Pre-school: Introduce grammar and phonology screener (GAPS) from 3.5 years of age. Instruction and intervention based on SoR structured literacy - oral language, vocabulary, comprehension.										
4.2	Prep students: PIP assessments. Instruction and intervention based on SoR, including oral language, phonological and phonemic awareness.										
4.3	Grade 1: Phonics Check, PAT assessment, Standardised assessment of language - phonological processing, word retrieval and letter-sound knowledge. Instruction and intervention based on SoR structured literacy.										
4.4	Grade 2: G1 Phonics screener follow up, PAT, Standardised assessment of language as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction and intervention based on SoR structured literacy, systematic synthetic phonics.										
4.5	Grade 3: NAPLAN/PAT, Standardised assessments as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction based on SoR structured literacy, Tier 2 and 3 intervention (as per Primary Reading Pledge) as required.										
4.6	Grade 4: PAT, Standardised assessments as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction based on SoR structured literacy, Tier 2 and 3 intervention as required.										
4.7	Grade 5: NAPLAN, PAT. Standardised assessments as required (as per G4). Instruction based on SoR structured literacy, Tier 2 and 3 intervention as per Primary Reading Pledge as required.										
4.8	Grade 6: PAT. Standardised assessment as required (as per G5). Tier 2 and Tier 3 intervention as required.										
4.9	Grade 7: NAPLAN, PAT. Standardised assessments as required (as per G6). Tier 2 and Tier 3 intervention as required.										
4.10	Grade 8: Standardised assessments as required (as per G7). Tier 2 and Tier 3 intervention as required.										
4.11	Mandate adoption of phonics screener by all primary schools by 2022										
4.12	All schools resourced with decodeable readers appropriate for stages of reading										
5. Fou	r-year plan to achieve at or near zero children leaving Secondary School in Grades 10 below the na	ational	minim	um stai	ndard (I	NMS) fo	or read	ing		 	
5.1	All Grade 7s screened* for oral language and literacy to identify children at-risk.										
5.2	Targeted and whole-class SoR structured literacy intervention		G7	G7- 8	G7- 9	G7- 10					

6. Fo	ur-year plan to achieve at or near zero adults or young people leaving justice programs below the	nation	al minir	num st	andard	(NMS)	for rea	ding		
6.1	All adults newly presenting to justice programs undergo standardised assessments of language,									
	phonemic awareness, reading comprehension and reading fluency									
6.2	All youths newly presenting to criminal justice system undergo standardised assessments of									
	language, phonemic awareness, reading comprehension and reading fluency									
6.3	All adults and youths requiring intervention receive support and instruction based on SoR									
	structured literacy intervention									
6.4	Expand to all adults in justice programs									
7. Fo	ur-year plan to achieve at or near zero adults leaving adult literacy intervention programs below t	he nati	onal mi	nimum	standa	rd (NM	IS) for 1	reading		
7.1	All adults newly presenting to these programs undergo standardised assessments of language,									
	phonemic awareness, reading comprehension and reading fluency									
7.2	All adults newly presenting to these programs receive support and instruction based on SoR									
	structured literacy intervention*									
8. In	vest in Professional Learning / Training to ensure effective implementation of strategies to achieve	100%	literacy	,						
Early	childhood/Kinder:									
8.1	Child and family centres, early childhood educators, Launch into Learning educators, playgroup									
	and other pre-school service providers in oral language and phonological awareness									
Prim	ary:									
8.2	Prep and Grade 1 Teachers - reading assessment and diagnosis (including phonics screener),									
	simple view of reading components, response to intervention as per Primary Reading Pledge.									
	GOAL: All Prep and Grade 1 teachers to have completed professional learning in structured									
	literacy and systematic synthetic phonics by end of 2023.									
8.3	Grade 2 Teachers - reading assessment and diagnosis (including phonics screener follow up).									
8.4	Grade 2-6 Teachers - SoR structured literacy intervention, response to intervention. GOAL: All									
	primary school teachers have completed PL in structured literacy and are actively practicing the									
	science of reading in the classroom by end of 2025.									
8.5	All Principals/Quality Teachers/Literacy Coaches - SOLAR, LETRS, Jocelyn Seamer or similar.									
	GOAL: All school leaders skilled and committed to whole-school implementation of structured									
	literacy, data-driven/response to intervention approach.									
Seco	ndary:									
8.6	All Secondary Teachers Professional Learning - Phonological and phonemic awareness,									
	structured literacy, systematic synthetic phonics and explicit vocabulary instruction									
	h/Adult:							,		
8.7	Professional learning for literacy coordinators state-wide, update training for volunteer literacy									
	tutors and upskill voluntary literacy tutors*									

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8.8	Professional learning for Libraries Tasmania Literacy Coordinators in Justice settings as per adult literacy plan										
8.9	Professional learning for Ashley School teams in SoR structured literacy intervention*										

9. All strategies: continuous improvement according to data-driven evidence