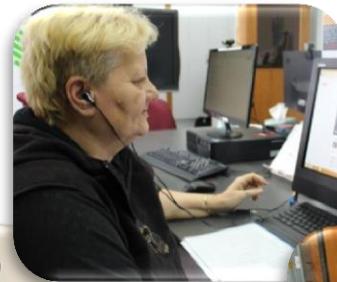




Circular Head Education and  
Training Consultative Committee  
*CHETCC...encouraging learning*

# *Learn for Life*

## **Circular Head Community Literacy Plan 2014 – 2019**



# **Circular Head Community Literacy Plan**

## **2014 – 2019**



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# **Circular Head Community Literacy Plan**

## **2014 – 2019**



### **Executive Summary**

The Circular Head Community Literacy Plan 2014-2019 has been developed by the Circular Head Education and Training Consultative Committee (CHETCC), a Special Committee of Circular Head Council. CHETCC is comprised of representatives from education and training providers as well as business, industry and community. The development of the plan was supported by 26TEN under funding from Skills Tasmania.

The plan builds upon previous work by CHETCC which has included working to secure funding for the Circular Head Trade Training Centre, holding annual 'Leading Learning' events (the Science Gig and Onwards and Upwards), the Mayor's Education Fund (a yearly bursary), the project 'Learning While Having Fun' (in partnership with Rural Health Tasmania), support to workers exiting the forest industry (Circular Head Training and Employment Project), holding an Opportunities and Options Expo and conducting a Community Literacy Audit (2013).

The '*Learn for Life*' Community Literacy Plan was developed with the input of people of all ages and backgrounds within the Circular Head community: young people, parents of young children, adult learners, other adult community members, teachers, community workers, business people and service providers. The consultation process involved: individual interviews (face to face and telephone), focus groups and a community forum.

Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication; it also has personal, social and economic dimensions.<sup>1</sup>

From the available data we know that less than half of adult Tasmanians aged 15-74 years have the literacy skills needed to cope with everyday life.<sup>2</sup> In Circular Head this means that between 3000 and 4000 people in this age group may benefit from support to improve their literacy skills. Research evidence available to us shows that the early years is the optimal time for learning literacy so we need to promote engagement with early learning programs by all families of young children.

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<sup>1</sup> Guidelines for Good Adult Literacy Work, revised 2005, [www.nala.ie](http://www.nala.ie)

<sup>2</sup> Australian Bureau of Statistics, Adult Literacy in Tasmania survey 2006.

# **Circular Head Community Literacy Plan**

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Less than half of the young people of Circular Head have been gaining year 12 qualifications (37%) which is a much lower level than other parts of Tasmania (59%) and far lower than for Australia as a whole (75%).<sup>3</sup>

If we want the best for our community, our young people and our future now is the time to act. The *Learn for Life* Community Literacy Plan sets a framework for this action within the Circular Head community for the next five years. It means that we need to work together to get the best results. This is not just the responsibility of educators or service providers. Everyone in our community has a role in challenging and changing strongly held community views (e.g. that you leave school at grade 10 or that you don't need to have literacy skills to get on in life). We need to motivate, harness the skills and energy of our community members, promote the help that is available to improve our literacy, measure and celebrate our successes. Communities around the world have shown that they can change their literacy levels by:

- Addressing the reasons for people to become motivated to improve their literacy skills
- Involving the target audiences in designing the strategies
- Finding and working with 'community motivators'- recognising that it cannot be done by service providers alone
- Including events and celebrations as part of the mix and embedding literacy in already occurring community events
- Providing opportunities for members of communities to 'tell their stories' to their peers to overcome embarrassment and bring the issue into the public domain
- Harnessing the powerful brands of sporting clubs and workplaces
- Using a variety of marketing platforms, including social media.

If we can make literacy and learning central to the life of our community we too will be able to provide a positive future for our children and our economy will prosper. The Plan harnesses the involvement of Council, local businesses, schools, volunteer groups, churches, community support organisations and sporting clubs to achieve the vision and aim.

**Vision:** Circular Head: A community of learners

**Aim:** Circular Head residents have the literacy skills to achieve their learning and employment goals

<sup>3</sup> Australian Bureau of Statistics, Census of Population and Housing, 2011.

# **Circular Head Community Literacy Plan**

## **2014 – 2019**



The Plan is structured around five key goals, each of which has a number of associated strategies.

### **Goals:**

- A community which values all types of learning at all ages
- More young children and parents participate in early learning programs
- More students are fully engaged in years K-11 and complete year 12
- More young people and adults achieve in post school training and learning programs
- Our literacy, education and training services work together to provide quality services to the Circular Head community



A range of actions and initiatives have been identified to support each strategy together with responsible parties, timeframes, and suggested measurement tools.

The implementation of the plan will be driven by an action group made up of interested individuals from a range of backgrounds. The Plan provides for a number of levels of involvement for community members:

- The Action Group (coordinating and driving the actions)
- A network of 'Literacy and learning Ambassadors' (helping to promote, engage community members and implement strategies)
- Supporters of *Learn for Life* (organisations and individuals who are prepared to provide support through display of promotional materials, donations or other assistance)
- Community members involved as learners and as participants in events or other activities.
- Service providers (who are providing the range of services in the community and working with others on specific strategies).

Through the Plan we will share the benefits for family, work and community involvement that will come from improving literacy and continuing to learn. We aim to have success in reading, writing, maths and communication as highly valued as sporting success in our community.



# **Circular Head Community Literacy Plan**

## **2014 – 2019**

The Circular Head Education and Training Consultative Committee has identified that literacy is a key driver to improving opportunities in education, training, employment and personal growth for the people of Circular Head. This will in turn lead to an increased level economic growth and productivity in our region.

The '*Learn for Life*' Community Literacy Plan includes the implementation of a high profile campaign in the local community to get everyone on board. CHETCC will promote literacy and learning at community events so the message becomes a key component of community life. Monitoring achievements and celebrating successes across the next five years is central to the plan.

We have pleasure in commending the '*Learn for Life*' Community Literacy Plan to you.

**JAN BISHOP – CHAIR CHETCC**

**DARYL QUILLIAM - MAYOR**

# **Circular Head Community Literacy Plan**

## **2014 – 2019**



### **Introduction**

The Circular Head Education and Training Consultative Committee has developed The ‘*Learn for Life*’ Community Literacy Plan with input from people of all ages and backgrounds within the Circular Head community: young people, parents of young children, adult learners, other adult community members, teachers, community workers, business people and service providers. The consultation process involved: individual interviews (face to face and telephone), focus groups and a community forum.

The development of the plan was supported by the Circular Head Literacy Group, comprising:

- Yvonne Stone (CH Council)
- Sharalyn Walters (Trade Training Centre / Smithton High School)
- Sabena Lund (LINC Tasmania)
- Andrew Starick (Federation of State Primary Schools)
- Sarah Cuthbertson (Smithton High School)
- Dianne Quinn (Circular Head Christian School)

The first phase of the plan was undertaken by consultants Nicki Fletcher and Rosalie Maynard, who completed an audit of literacy and education stakeholders and services in Circular Head. This audit was funded by the Circular Head Council.

The second phase of the plan was funded by a 26TEN Skills Tasmania grant and undertaken by Janine Combes (Community Focus) who has extensive experience in community consultation and facilitation, program development, research and program development.

The Circular Head Education and Training Consultative Committee has identified that literacy is a key driver to improving opportunities in education, training, employment and personal growth for the people of Circular Head. This will in turn lead to an increased level economic growth and productivity in our region.

Consequently, the Circular Head Council is strongly committed to this project, demonstrated by their significant contributions to CHETCC in the last two budgets.

# **Circular Head Community Literacy Plan**

## **2014 – 2019**



**Vision:** Circular Head: A community of learners

**Aim:** Circular Head residents have the literacy skills to achieve their learning and employment goals

### **Goals:**

1. A community which values all types of learning at all ages
2. More young children and parents participate in early learning programs
3. More students are fully engaged in years K-11 and complete year 12
4. More young people and adults achieve in post school training and learning programs
5. Our literacy, education and training services work together to provide quality services to the Circular Head community



# **Circular Head Community Literacy Plan**

## **2014 – 2019**



### **Goals & Strategies**

#### **1. A community which values all types of learning at all ages**

- Form a Community Literacy & Learning Action Group
- Develop and implement a local social marketing campaign to create cultural change
- Develop a network of local Ambassadors to promote the value of formal learning and literacy
- Develop a network of local supporters (businesses & organisations) as advocates for the campaign
- Develop methods for measuring changes in community attitudes
- Hold community events which promote literacy or recognise and value learning achievements



#### **2. More young children and parents participate in early learning programs**

- Form a Working Group which focuses on early years learning and literacy
- Promote community understanding of 'Parents as Children's First Teachers'
- Consider forming a new parents' group which embeds literacy as part of other activities

#### **3. More students are fully engaged in years K-11 and complete year 12**

- Work with young people to develop resources which will change the attitudes of young people about the value of learning and literacy
- Consider strategies to increase student engagement at school across the years
- Provide increased access to literacy support at school and outside of school
- Foster partnerships with local sports, employment and community groups to make the links between literacy and numeracy skills and areas of interest and future employment

# **Circular Head Community Literacy Plan**

## **2014 – 2019**



- Work with career development officers and pathway planners to promote the importance of literacy skills for future employment
- Create opportunities for peer mentoring among young people and children
- Offer joint professional learning opportunities for local educators in relation to supporting literacy skills development

### **4. More young people and adults achieve in post school training and learning programs**

- Increase the number of training and learning courses available to Circular Head residents
- Build digital literacy skills within the community
- Promote adult literacy services
- Monitor the number of residents participating in post school training and learning programs



### **5. Our literacy, education and training services work together to provide quality services to the Circular Head community**

- Engage a part-time Coordinator to support the implementation of the plan
- Support sectors to work together to implement programs, undertake joint marketing and measurement
- Build community access to local organisations
- Community feedback is used to improve service responsiveness
- Review the Plan and identify future priorities.

# **Circular Head Community Literacy Plan**

## **2014 – 2019**



### **Who's involved?**

- Circular Head Literacy Action Group
- Circular Head Education & Training Consultative Committee (CHETCC)
- Community members and parents
- Sporting clubs and groups
- Early years education providers - Launching into Learning, Learning Treasures Program (Peter Chanel Primary School), HIPPY (Home Interaction Program for Parents and Youngsters), Circular Head Aboriginal Corporation, Giggles Early Learning, Circular Head Child Care Centre, Family Day Carers, Mothers of Preschool children
- Schools, Circular Head Trades Training Centre (CHTTC)
- Post-school – TasTAFE, LINC Tasmania, CHTTC, Agritas, other RTOs
- Service providers – Circular Head Council, Rural Health, Wedge Street Community House, Wyndarra, CHAC (Circular Head Aboriginal Corporation), Child Health Centres, LINC Tasmania, Smithton Digital Hub
- Adult literacy service providers – LINC Tasmania, AMEP (Adult Migrant English Program), 26TEN, SEE Program (Skills for Education and Employment)
- Businesses
- Media (Circular Head Chronicle, Advocate, 7BU, Coast FM)
- Community groups (e.g. Rotary, Soroptimists, Lions, Leo)

# Circular Head Community Literacy Plan

## 2014 – 2019



### 1. A community which values all types of learning at all ages

What / Strategy	How / Action	Who	When	Measures
Form a Community Literacy Action Group	Promote the opportunity to participate in a community action group to organisations and individuals	CHETCC	July 2014 onwards	Broadly based promotion occurs across local media and organisations
	Create Terms of Reference and protocols for the Action Group	Literacy Group- CHETCC	June 2014	Terms of reference and protocols are developed and implemented
	Identify potential participants and invite them to join existing CHETCC Literacy Group	CHETCC	July 2014 onwards	An Action Group comprised of a diverse range of people is formed
	Launch the Action Group in local media	CHETCC	July-August 2014	Launch of the Action Group is undertaken
	Review progress against Learn for Life on an annual basis and promote achievements to the local community	Action Group CHETCC	July 2015 July 2016 July 2017 July 2018	Annual review of strategies and actions is undertaken by the Action Group and reported to CHETCC
Develop a local social marketing campaign to create cultural change	Identify local campaign messages	Action Group	September–November 2014	A set of campaign messages has been developed for use in the social media campaign



# Circular Head Community Literacy Plan

## 2014 – 2019

	Identify opportunities to embed the 'literacy message' into existing community and business events	Action Group	Ongoing	The number of community and business events which include literacy promotion elements
	Use a variety of methods to reach target audiences including: social media, radio and electronic signage	Action Group	Ongoing	The range of methods used for the social media campaign
	Link local slogans to the 26TEN campaign to promote engagement with these resources	Action Group LINC	September- November 2014	26TEN branding is used in conjunction with local campaign messages and slogans
	Identify people who would be prepared to tell their story about improving literacy and re-engagement with learning	Action Group	Ongoing	Number of local people involved in 'telling their story' as part of Learn for Life
Hold community events which promote literacy or recognise and value learning achievements	Plan and run new community events which have a specific literacy focus (e.g. Literacy Trails, Get Caught Reading Month) and maintain current commitments (e.g. Onwards and Upwards, Opportunities Expo)	Action Group CHETCC	Annually	Number and type of community events conducted which have a specific literacy focus



# Circular Head Community Literacy Plan

## 2014 – 2019

Develop a network of local Ambassadors to promote the value of formal learning and literacy	Develop role statements for Ambassadors within <i>Learn for Life</i>	Literacy Group CHETCC	June 2014	Clear role statements are in place to guide the work of Ambassadors
	Identify people from a range of backgrounds who would be prepared to act as Ambassadors	Action Group	July 2014 onwards	The number of active Ambassadors involved in <i>Learn for Life</i>
	Enlist the support of the Ambassadors in a range of promotional activities including: events, expos, and outreach to community settings	Action Group	Ongoing	Range of activities within which Ambassadors are involved
Develop a network of local supporters (businesses & organisations) as advocates for the campaign	Work with the Circular Head Progress Group and Business group to ensure that literacy is embedded in programs and events	Action Group  Circular Head Progress Group	Ongoing	Number of business and organisational supporters for <i>Learn for Life</i>
Develop methods for measuring changes in community attitudes	Develop and conduct a survey of community attitudes towards learning and literacy; and awareness of available programs and the campaign messages.	Action Group	Pre and post implementation of the Plan:  July-September 2014 and July 2019	Changes in: the level of importance afforded to literacy and learning by community members; in awareness of literacy and education options and; awareness of campaign messages.



# Circular Head Community Literacy Plan

## 2014 – 2019

### 2. More young children and parents participate in early learning programs

What / Strategy	How / Action	Who	When	Measures
Form a Working Group which focuses on early years learning and literacy	Identify priorities for action by the Early Years Learning and Literacy Group	Early years education providers, Child Health Centres	August 2014	A set of priorities have been developed to guide the Working Group
Promote community understanding of 'Parents as Children's First Teachers'	Promote existing parent and child learning programs, with a focus on parents who are not actively involved in formal learning opportunities with their children	Early years education providers  Community and health services organisations  Circular Head Council	July 2014 onwards	Number of parents and children attending parent and child learning programs
	Engage parents of young children in events which have a literacy focus	Action Group  Early Years Learning and Literacy group	January 2015 onwards	Number of families with young children involved in events with a literacy focus
	Consider new programs (e.g. Glenorchy Council's Steps to the Future Program)	Action Group  Early Years Learning and Literacy group  Community and health service organisations	June 2015 onwards	Number of new participants engaged in parent/child learning programs
	Ensure early learning programs are included in all promotional materials developed as part of <i>Learn for Life</i>	Action Group  CHETCC	June 2014	Availability and active promotion of materials specifically directed to parents of young children



# Circular Head Community Literacy Plan

## 2014 – 2019

Consider forming a new parents' group which embeds communication and learning as part of other activities	Source funding to support the group's activities	Early years Learning and Literacy Group CHETCC	2016	Adequate resources are available to support the operation of the new parents' group
	Promote the group to new parents through Child Health Services, the Smithton District Hospital and other community and health services	Action Group Early Years Learning and Literacy Group	2016	Parent and child learning programs are promoted through all health and community services in contact with young families



# Circular Head Community Literacy Plan

## 2014 – 2019

### 3. More students are fully engaged in years K-11 of schooling and complete year 12

What / Strategy	How / Action	Who	When	Measures
Work with young people to develop resources which will change the attitudes of young people about the value of learning and literacy	Identify and work with a group of young people to create a youth focussed promotional tool about valuing learning and literacy  Source appropriate skills and funding and develop the resource (e.g. in film, music, animation)	Action Group Young people Schools Circular Head Youth Leaders Group Arts practitioners or organisations	August 2014-May 2015	A youth focussed promotional tool is created and launched
	Consider how the year 10 'leavers dinner' could be re-branded to a transition celebration event		September- November each year	The year 10 celebration has been re-branded to be a transition event rather than a leaving school event
Consider strategies to enhance students' engagement at school across the years	Increase the availability of community or peer mentors to work individually with selected students  Research other ways of	Action Group Community mentors Schools	February 2015 onwards	Number of students working with community or peer mentors  Increased student engagement at school



# Circular Head Community Literacy Plan

## 2014 – 2019

	fostering continued engagement with formal schooling  Link in with community wide strategies being implemented as part of this Plan to encourage parents to value formal learning			
Provide increased access to literacy support in and outside of school	Identify specific gaps and develop strategies to address them (e.g. increased number of mentors, after school programs, use of IT based literacy support tools)	Action Group School support staff	March 2015 onwards	Gaps in access to literacy support for students identified and strategies developed to address them
	Work with school support staff to promote available literacy support options to students	Action Group School support staff	March 2015 onwards	
	Work with Registered Training Organisations (RTOs) and other training providers to ensure that literacy is embedded in formal training programs	RTOs and other training providers	March 2015 onwards	Gaps in access to literacy support for students identified and strategies developed to address them



# Circular Head Community Literacy Plan

## 2014 – 2019

Foster partnerships with local sports, employment and community groups to make links between literacy and numeracy skills and areas of interest and future employment	Hold discussions with local sports, employment and community groups to identify how they may be involved in engaging young people in literacy skills development	Action Group	November 2014 onwards	Number of sports, employment and community groups involved in the Literacy Plan activities
	Develop specific strategies involving these groups (e.g. students writing articles about local football matches, employer forums with young people)			Range of activities undertaken to promote literacy which involve these groups
Work with career development officers and pathway planners to promote the importance of literacy skills for future employment	Hold a meeting with career development officers, pathway planners and action group members to identify effective ways to promote literacy skills to students	Action Group Pathway Planners Career Officers	March 2015 onwards	A range of strategies have been developed to promote literacy skills development to students
Create opportunities for peer mentoring among young people and children	Implement the Smithton High School Mentoring Program: - train Smithton High School Grade 9/10 students to	Action group Schools Students	July 2014	Qualitative/Quantitative data from stakeholders.



# Circular Head Community Literacy Plan

## 2014 – 2019

	mentor Grade 5/6 students in reading strategies & comprehension - match Grade 9/10 students with Grade 5/6 students from their cluster Primary School Consider other opportunities to develop peer mentoring in schools			
	Consider other opportunities to develop peer mentoring in schools	Action group	Ongoing	
Offer joint professional learning opportunities for local educators in relation to supporting literacy skills development	Identify potential educators who can deliver programs locally and source funds to provide the opportunities to staff across all local schools	Action Group	Ongoing	Number of literacy related professional learning opportunities offered for local educators



# Circular Head Community Literacy Plan

## 2014 – 2019

### 4. More young people and adults achieve in post school training and learning programs

Increase the number of courses available to Circular Head residents	Hold a meeting of schools and post school training providers to identify the courses needed and establish a working group to address the gaps identified (e.g. bridging courses)	Action Group Schools Post school education and training providers	May 2015 onwards	Educators across all schools and further education sectors have met to identify needs and potential strategies  New bridging courses have been implemented
	Investigate how to provide group programs for adults (e.g. short courses in first aid, forklift skills) and other programs relevant to the community (e.g. AMEP, SEE, English conversation for migrants)	Adult Literacy Post school education and training providers	May 2014 onwards	Number of group programs and participants
	Seek funding to provide adult education and leisure courses to provide an entry for adults into further learning	Adult Literacy Post school educators and training providers Other service providers	Jan 2015 onwards As opportunities arise	Number of group programs and participants
Build digital literacy skills within the community	Provide more support to students studying online - Identify existing options for support	Action Group Students Post school education and training providers	June 2015 onwards	Analysis of support options available to students studying online completed



# Circular Head Community Literacy Plan

## 2014 – 2019

	<ul style="list-style-type: none"> <li>- Cost and seek funds to develop new support options</li> </ul>	Action Group Students Post school education and training providers	June 2015 onwards	New strategies to address support needs have been developed and funding sourced to deliver them
	Consider options to retain the Smithton Digital Hub in the community	Action Group	June 2014 onwards	This issue has been considered by the Action Group and options have been investigated.
Promote local adult literacy services	Arrange visits by literacy tutors and ambassadors to workplaces, sports clubs etc	Adult literacy providers	Ongoing	Number of venues visited by adult literacy providers
Monitor the number of residents participating in post school training, learning and literacy programs	Source and analyse data about post school participation in training, learning and literacy programs	Action Group	Annually	Data has been analysed and used to plan forward strategies



# Circular Head Community Literacy Plan 2014 – 2019

## 5. Our literacy, education & training services work together to provide quality services to Circular Head

<b>What / Strategy</b>	<b>How / Action</b>	<b>Who</b>	<b>When</b>	<b>Measures</b>
Engage a part-time Coordinator to support the implementation of the plan	Determine the role and duties of the Coordinator  Engage a suitable person for the role	Action Group CHETCC/ Circular Head Council	July 2014	The Coordinator has been engaged
Support sectors to work together to implement programs and undertake joint marketing and measurement	Establish specific working groups with cross sector participation to develop new programs, develop joint marketing approaches and measure progress in relation to changes in literacy and education attainment levels	Action Group Working Groups with cross sectoral representation	September 2014 onwards	A joint marketing plan has been developed  Literacy data across sectors is collated and reviewed annually  Joint programs are developed and evaluated
Build community access to local organisations	Deliver literacy awareness and plain English workshops	26TEN	June 2014 onwards	Number of workshops and participants
	Enhance organisational communications using plain English	Action Group 26TEN Service providers Community groups Businesses	June 2014 onwards	Number of organisations redeveloping communications in plain English



# Circular Head Community Literacy Plan

## 2014 – 2019

Community feedback is used to improve service system responsiveness	Consider how best to collect community feedback about how the literacy and learning service system is viewed by local residents <sup>4</sup>	Action Group	March 2015 onwards	A suitable method to collect community feedback is developed and implemented
Review progress in relation to the Literacy Plan and decide on future priorities	The Action Group compiles progress data and holds a planning session to review achievements and potential future directions	Action Group	January 2019	A new Literacy Plan for 2019 onwards has been developed

<sup>4</sup> This could include an annual survey of residents which includes questions on awareness of available literacy and education services, accessibility and community attitudes to learning, training and literacy.



Circular Head Education and  
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*The Circular Head Education and Training Consultative Committee  
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