Circular Head Community Literacy Project

Circular Head Education and Training Consultative Committee

June 2013
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Introduction

Low levels of literacy have been identified as a significant development issue for Circular Head, affecting the ability of residents to lift themselves out of poverty and to lead more fulfilling lives, and impacting on the region’s capacity to realise its social, cultural and economic development goals.

The Circular Head Community Literacy Project (the Project) is an audit of literacy policies, programs, services and interventions and is an initiative of the Circular Head Education and Training Consultative Committee (CHETCC). The impetus for the project is a recognition by CHETCC of low levels of literacy* in the region, of the need to better understand the complexities surrounding the issue, and to find new and collaborative solutions.

CHETCC has identified poor literacy as a precedent to generational poverty and its consequent multiple indicators (health risk factors, disability, housing stress, low education retention, unemployment etc), effectively denying local residents the opportunity to achieve their potential and to fully participate in community life.

CHETCC also recognises the interdependence of literacy and economic development and its fundamental role in enabling or alternatively, hindering the community’s capacity to prosper. However, there are no ‘silver bullet’ solutions. Rather, CHETCC’s intention is to bring together people and planning processes and to join smaller opportunities together, to make a significant and lasting impact.

* For the purposes of this Project literacy is been described as: ‘listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information’ as per Guidelines for Good Adult Literacy Work
Rationale

CHETCC’s aim in commissioning the Community Literacy Project is the first phase of a larger, three-phase initiative that aims to make a real difference to social participation, education and work opportunities in the region for people marginalised by low literacy. The broader long-term initiative includes:

Phase One: Circular Head Community Literacy Project including the Community Literacy Audit

Phase Two: Development of a Circular Head Community Literacy Plan (2014-2019)

Phase Three: Implementation and Evaluation of the Circular Head Community Literacy Plan

CHETCC is seeking to position literacy as a community issue - one that is as much about social and economic inclusion, as it is about education. As such, the final phase of this Project flags CHETCC’s intention to implement a whole-of-community response to addressing the disabling impacts of low literacy attainment.

CHETCC aims to do this by ‘building on and bringing together’ (but not duplicating) existing programs and services; by utilising and developing local resources, knowledge and networks; and where required, by seeking out and drawing on new thinking, leadership and approaches.

CHETCC acknowledges that community organisations operating in the literacy environment differ in their insights, experiences and responses; that this diversity is as much an asset to the community as it is an impediment; and that this needs to be considered in its efforts to foster ownership, stewardship and success in any future collaborations. In developing the Community Literacy Plan, CHETCC does not seek to replace on-the-ground literacy resources but to maximise their reach, impact, measurability and longevity.

Methodology

The Circular Head Community Literacy Project represents the first phase of planning for a longer-term initiative aimed at strengthening:

- Literacy aspirations and attainment among residents
- Capacity of the community to build and sustain a supportive environment for literacy attainment
- Economic and social capital** in the region

Using a Knowledge Partnering*** approach, the Project seeks to understand the current ‘literacy landscape’ in Circular Head by documenting information about literacy attainment in the region as well as organisations, policies and programs delivering literacy support, as a precursor to exploring ideas for a joined-up response.

**Social Capital is loosely defined as a valued asset made up from “networks together with shared norms, values and understandings that facilitate cooperation within or among groups” (OECD, 2001a).

***Knowledge Partnering is a methodology for regional and community development that has been developed by Associate Professor Robyn Eversole, Director of the Institute for Regional Development, University of Tasmania

The Project follows a four-stage process broadly aimed at engaging stakeholders through:
**Stage One:**  *Information gathering* – providing stakeholders with objective and balanced information to assist in their understanding of literacy in Circular Head.

*Desktop Research (Information Scan - Part 1a)*  
Collation of relevant published data sources including reports, web sites and published data sets

*Desktop Audit (Service Providers – Part 1b)*  
Collation of locally-based literacy interventions (ongoing services), programs (on-going and fixed term) and projects (fixed term)

**Stage Two:**  *Stakeholder Survey (Survey Providers and Stakeholders - Part 2)*  
Analysis of literacy support and providers, awareness and satisfaction

**Stage Three:**  *Consultation* – obtaining stakeholder feedback on the information gathered, further analysis, options, insights and opinions

*Community Discussions (Stakeholder Feedback and Discussions - Part 3)*  
Focus group discussions highlighting relevant local issues and key messages and insights

**Stage Four:**  *Partnerships and Funding –Future development options*

*Partnership and Funding Scan (Partnerships and Funding - Part 4)*

**Scope**

Out of Scope:  The project brief does not include:

- Analysis of the adequacy or inadequacy of current literacy programs and services
- An analysis of stakeholders
- Consultation with current or prospective literacy clients
- The development of the Circular Head Community Literacy Plan

**A Place-Based Response**

**The Circular Head Community Literacy Plan** (the Plan) is the second planned phase of a CHETCC initiative aimed at generating solutions which will benefit Circular Head across educational, social, economic and cultural domains. It will encompass the broader issues and conditions identified in the first phase Circular Head Community Literacy Project, recognising the inter-relationship between literacy and its ‘brother’ barriers - poverty, geographical isolation, low educational attainment, intergenerational disadvantage, health risk factors, unemployment and so on.

The Plan will be framed around what is known and understood in Circular Head – that poor literacy is having a negative impact on the region’s current and future endeavours and a disabling effect on individuals, families and communities. Conversely, it will build on the strengths of the Circular Head community and the leadership of the Circular Head Council in supporting educational aspiration as being both critical to and transformative in building community prosperity. The recognition of literacy as a fundamental development issue with the capacity to influence the viability of the regional community(ies) is at the core of CHETCC’s commitment to planning a whole-of-community literacy response.
In seeking to develop the Plan, CHETCC’s intentions are consistent with Tasmania’s 2008 Social Inclusion Strategy:

…to provide opportunities … to participate in the social, economic and civic life of our State and be supported by a system that helps people to access support services, education and job opportunities, as well as social and community networks.

_A Social Inclusion Strategy for Tasmania, Tasmanian Government (October 2008)_

This implies a response that reaches beyond the community’s current literacy collateral - the programs, projects and services targeted to literacy ‘clients’ - to bring literacy into the mainstream and to position it as an integral and integrated focus of community life in Circular Head. The Plan will build on the work already being done at the local level and pull together the skills, knowledge and networks of people working within and beyond the region’s municipal boundary as a starting point to greater collaboration. It will aim to create an environment where literacy aspiration and attainment is supported throughout residents’ lifecycle; connecting up and strengthening services and putting in place accessible and achievable prevention and intervention strategies.

**The role of the Circular Head Training Consultative Committee (CHETCC)**

CHETCC has been a change leader in Circular Head for over a decade with the imprimatur of the Circular Head Council to lead and collaborate on educational initiatives in the community. It is chaired by the Mayor of Circular Head Council and has a representative membership that includes Council, local primary and secondary schools (public and private), LINC Tasmania, Tas TAFE and the University of Tasmania. It maintains a close working relationship with community service providers, business and industry and community members, co-opting them to projects as and when required.

CHETCC has recently demonstrated significant outcomes from its efforts to prioritise education as a development goal in Circular Head, attracting federal government funding for a trade training centre. Additionally, an agricultural college has recently been constructed in Smithton with both developments providing local opportunities for education, training and workforce development.

CHETCC recognises that investment in physical infrastructure and the provision of high quality teachers, tutors, mentors and accredited courses is a requisite for growing retention and meeting the current and future skills demands of employers. However literacy continues to be an issue for post-compulsory education access and retention, highlighting the need for a broader action plan that ensures that entry points are not barred by what can be an ‘invisible’ barrier.

CHETCC acknowledges that in order to improve literacy attainment in Circular Head, literacy needs to become ‘visible’ as a shared and celebrated community value; one that will require purposeful leadership and support from a broad spectrum of community and potentially, a pooling and sharing of resources.

Future literacy strategies will also need to demonstrate ‘mutual benefit’ to generate the required whole-of-community commitment and investment. To achieve this, the Circular Head community will need to be able to draw upon a range of internal and external supports to develop its capacity to instigate, govern, manage and sustain a literacy-focused and literacy-valued future.

CHETCC sees its role in this regard as an enabling organisation, taking account of the broad spectrum of issues and approaches to addressing low literacy across the community.
A Long-Term Literacy Agenda

The Circular Head Community Literacy Project and indeed CHETCC itself, represent a significant dollar and in-kind investment by Council in improving literacy. The intent in commissioning this Project as the first phase of a deliberate and longer-term literacy agenda, has been to verify current knowledge, know-how and insights; to understand the current conditions (internal and external) impacting on literacy outcomes; and to document current interventions.

The aim now is to both develop and resource the second phase - a consolidated and coordinated community response. The Circular Head Community Literacy Plan (2014-2019) aims to reach across all spheres of government, community sector organisations, among volunteers, the business sector, education and academia and literacy clients.

Leveraging from this first phase Project, CHETCC has been able to obtain funding through the state government’s Skills Tasmania 26Ten Literacy Grants Program to begin the Plan. This funding is enabling CHETCC to expand its consultation to include low literacy residents, formally and ‘inclusively’ connecting them to the whole-of-community planning process and actively involving them in co-designing elements of the five-year Plan. The effectiveness of this approach in engaging adult learners has been well documented.

The core principle that adults “need to know” why before they engage in learning has led to the now generally accepted premise that adults should be engaged in a collaborative planning process for their learning. Indeed, one of the distinguishing characteristics of many adult learning programs is the shared control of program planning and facilitation. Even in learning situations in which the learning content is prescribed, sharing control over the learning strategies is believed to make learning more effective.”

CHETCC is using an action research process to test ideas and interventions and to better understand and engage with its target audience. The 26Ten funding is being used to provide new/re-modeled and/or supplemented literacy programs that enhance residents' access to literacy support and actively involve them in reviewing and evaluating the efficacy of these programs. This ‘ground-up’ development knowledge will be used to inform critical strategies in the Plan, focusing on actual barriers and opportunities for projects, programs and interventions.

… there’s a “development process” in building leadership in participatory action research processes. Residents become involved, become recognised by others, and recognise that too they themselves can act in ways they had not before. Here the residents are learning from acting together as they bring issues before public bodies, organize neighbourhood attention to issues, lead meetings – and so develop skills, confidence, and ownership in the planning and organizing process.

In recognising the complexity of holistically addressing literacy in Circular Head, CHETCC must also look beyond on-the-ground programs and services to develop a highly integrated Literacy Plan – one that encompasses evidence-based policies, effective new approaches and measurable targets and outcomes.

To this end, CHETCC is seeking additional resourcing to build a literacy platform that will connect local know-how with expert knowledge, create a linked-up community of literacy providers and practice and support and encourage the aspirations, capability and prosperity of all Circular Head residents.
Elements of a Literacy Plan

CHETCC’s aim is to develop an action plan tightly focused on literacy and tailored to local needs, opportunities and circumstances identified through the Project and audit.

The plan will apply a whole-of-community lens to literacy in the region by:

- Determining and establishing the internal and external partnerships required to address literacy more holistically
- Accessing expertise and/or research to identify successful whole-of-community models and approaches that could be implemented
- Identifying any gaps in literacy inclusion and co-develop with current providers and clients, responses for affected groups and individuals
- Advocating and acting on systemic issues (such as access, affordability, social isolation) impacting on affected communities, groups and individuals
- Identifying and addressing structural and bureaucratic barriers to effecting a community-based response
- Ensuring that needs and solutions are agreed upon and based on collaboration between tiers of government, the local community and other relevant agencies, organisations and sectors

The plan will be framed around:

- Agreed outcomes, objectives, indicators and targets
- Actions, investments, accountability
- Roles, responsibility and governance
- Monitoring, reporting and evaluation

Next Steps

The aim of the Circular Head Community Literacy Plan (2014-2019) is to develop a comprehensive place-based approach to support residents to achieve their literacy goals and potential. As such, the Plan will address major barriers to literacy inclusion in Circular Head and prioritise actions accordingly. Lifelong learning will be the primary focus.

CHETCC will continue to take a leadership role in this regard, coordinating and driving a whole-of-community literacy agenda inclusive of the 26Ten project. However, it will need additional funding to fulfill its broader vision.

By commissioning research and consultation though this Project and in resisting the temptation to simply add another program to existing local literacy services and support, CHETCC has acknowledged that ‘more of the same’ is not providing the direction or solution required. Instead, CHETCC is seeking to develop a Plan that will enable the community to ‘join up’, ‘build on’ and ‘partner with’ – to provide effective response to an issue that continues to be at its core.

This is standard practice for social inclusion policy makers and practitioners but in reality, can be difficult to achieve in communities with established ‘ways of doing things’, complex and overlapping issues and
individual and organisational relationships that are defined by their own histories. CHETCC therefore recognises the merit in seeking an ‘outside in’ perspective and in this regard, drawing upon external and expert knowledge to complement local insights and expertise. CHETCC also acknowledges the ambitious nature of the Plan and the critical role that civic, business, education and community leaders and organisations will play in achieving the desired literacy outcomes.

**Stages, Key Tasks and Milestones**

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<thead>
<tr>
<th>Date</th>
<th>Stage/Phase</th>
<th>Key Tasks</th>
<th>Milestone/Deliverable</th>
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<tbody>
<tr>
<td>April – June 2013</td>
<td>Phase One</td>
<td>Complete desktop research, service provider audit, survey, feedback and report Explore partnership and funding options</td>
<td>Audit and report Completed end June 2013</td>
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<td>Circular Head Community Literacy</td>
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<td>Project</td>
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<td>April 2013 – March</td>
<td>Phase Two</td>
<td>Incorporate into 26Ten Literacy Program project Develop brief and employ project staff/consultants Design and implement project Document outcomes and input Incorporate into Literacy Plan development Develop 'expert' relationships and partnerships</td>
<td>Project funded, designed, evaluated and reported Completed by March 2014</td>
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<td>March 2014</td>
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<td></td>
<td>Part 1 Practitioner-based research</td>
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<td>with literacy clients &amp; community</td>
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<td>July 2013 – March</td>
<td>Phase Two</td>
<td>Seek funding Consolidate local and external partnerships Establish governance structure and advisory group(s) Commission expertise as required and consult with stakeholders Formulate and finalise plan Seek funding for implementation Report to funding body(ies), partners and stakeholders</td>
<td>Additional resourcing secured Expert/stakeholder advisory groups established Plan designed and reviewed Funding application completed Completed by April 2014</td>
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<td>Part 2 Development of whole-of-community Literacy Plan</td>
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<td>Literature Plan</td>
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<td>May 2014 – May 2019</td>
<td>Phase Three</td>
<td>Seek funding Establish local and external partnerships Establish governance/management structure Engage external evaluator Implement the Plan Manage, monitor and evaluate outcomes as required Report to funding body(ies), partners and stakeholders</td>
<td>Circular Head Community Literacy Plan designed, delivered and implemented Completed by May 2019</td>
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<td>Implementation of Circular Head</td>
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<td>Community Literacy Project</td>
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Stage One
Desktop Research - Information Scan
Part 1a
A profile of literacy relevant to the Circular Head region has been compiled using recent statistical information (i.e. reports based on data back to the 2006 Census). Given there is such a focus on literacy, with so many different strategies and programs operating Australia-wide as well as Tasmania-wide, this document is intended as a scan of some of the available and relevant information, and not an exhaustive literature review.

Information has been roughly divided into the following groupings, reflecting the literacy support areas identified within the Circular Head community:

- Early Childhood
- School Years
- Training and Work and
- Community

Some information sources cover a range of categories, and there is inevitable overlap, particularly in the areas of School Years, Training and Work and Community. In many instances, data specific to Circular Head (or to the North West region of Tasmania) was not easily available from key sources, such as the Australian Bureau of Statistics and the Tasmanian Department of Education, without extra cost or specific technical data manipulation expertise. It may be possible to access additional data if required.

The ABS has advised that the 2011 Census includes the variables:

- Type of Educational Institution Attending (TYPP)
- Highest Year of School Completed (HSCP)
- Non-School Qualification: Level of Education (QALP)

A quotation can be obtained to extract data from the 2011 Census, or information can be extracted via the ABS’s free TableBuilder Basic online service. Using this service would require registration and an investment in time.

The ABS advises the most useful database will be *2011 Census - Education and Qualifications* which will allows cross-tabulation of a range of geographies (eg. LGA or Postal Area as well as standard ABS geography) with those variables.

However, it may be reasonably assumed, given the low literacy levels acknowledged throughout Tasmania in a range of the reports mentioned in this document, that statistics relating specifically to the Circular Head region would be on a par, or lower than state-wide figures, due to the area’s lower socio-economic indicators (e.g. NAPLAN’s ICSEA, support for local schools through the national Smarter Schools National Partnerships, including for Low SES School Communities etc) and factors associated with the community’s relative geographical isolation. However some data e.g. from NAPLAN relating to individual Circular Head schools suggests this is not always the situation, with some schools performing well when compared with similar schools around Australia.
Early Childhood

Program/Resource

Launching into Learning (LiL)
Launching into Learning is based on the belief that parents are their children’s first, ongoing and most influential teachers, and have a powerful impact on their early learning.

This program provides resources to schools to develop and lead initiatives with families and communities to support early learning prior to Kindergarten. It was introduced in 2007.

Schools focus on the needs of their community and make connections with other local services and agencies in their area. The curriculum is underpinned by the national Early Years Learning Framework.

In 2012 all government primary and combined schools in the state received funding to provide the program.

In addition, Kindergarten in all schools is being progressively increased from 10 to 15 hours per week.

Findings

There is strong evidence that investment in early childhood learning programs pays dividends in terms of students’ cognitive development and enthusiasm to engage in lifelong learning.

The successful Launching into Learning (LiL) program, clearly demonstrates the effectiveness of working in partnership with parents before their children begin Kindergarten.

The LiL Longitudinal Study reveals that the program has made a significant difference to participating children’s literacy and numeracy skills with the most significant performance gains occurring in children from more disadvantaged socioeconomic backgrounds.

This has been measured by a reduction in the numbers of students scoring below minimum standards on the Prep on-entry assessment (Performance Indicators in Primary Schools – PIPS) and the increase in the number of LiL participants achieving all markers on the Kindergarten Development Check (KDC).

The size of these improvements has matched or exceeded results from the previous year’s program.

In addition to improving the immediate educational outcomes for children, the LiL program also produces additional positive effects for the community. Through actively involving parents, LiL provides them with the necessary skills and resources needed to facilitate their child’s educational development. The LiL program also helps parents build substantial ongoing

Information Source

Tasmanian Government

Report/Study

Tasmanian Department of Education: Annual Report 2010-2011


(Including Appendix: Tasmanian Education Summary 2010 – Government Schools)

Launching into Learning Longitudinal Study: Data findings in 2011 from the 2009 program

Related Documents

National Quality Framework for Early Childhood Education and Care

Kids Come First Update 2013
support networks.

**Program/Resource**

**Australian Early Development Index (AEDI)**
The AEDI is a measure of how young children are developing in Australian communities, prior to them entering their first year of formal school.

The five areas (domains) of early childhood development measured in the AEDI are closely linked to the predictors of adult health, education and social outcomes:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge

The data shows the proportions of children in these five domains who are:

- developmentally “on track”
- developmentally “at risk”
- and developmentally “vulnerable”

The AEDI highlights how these key areas contribute to a child’s success at school and their preparation for life in general.

**Findings**

The AEDI comparative results tool for the Circular Head community shows that the proportion of children who are developmentally vulnerable in this domain is higher in 2012 than in 2009. But when other factors are taken into account (including the size of the community) *this is not seen as a significant change over this time*.

The table below includes differences between Circular Head (yellow), Tasmania-wide (orange) and Australia-wide (blue) data for the two domains with the most obvious links to literacy levels. Results are reported for the communities where children live, not where they go to school. (Note: The lower the level, the more children who are developmentally ‘on track’).

**Information Source**
The Australian and State and Territory Governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Childrens Research Institute, and the Telethon Institute for Child Health Research, Perth

**Report/Study**


AEDI Results 2012 Community Profile: Circular Head Community  http://maps.aedi.org.au/lga/tas/61210
AEDI data shows that Circular Head has a higher proportion of children “developmentally vulnerable” in the two key literacy domains. It also has a higher % of children who are considered vulnerable on two or more AEDI domains.

Data for the Circular Head region also shows there is a higher proportion of children not on track for the language and cognitive skills (school-based) domain compared to Tasmania as a whole, and also nationally.

Overall, AEDI data shows that Tasmania is doing well, confirming the significant investment made as a State in birth-to-five programs over recent times.

And nationally, the language and cognitive skills domain has showed the greatest positive change of all the domains between 2009 and 2012 (from 8.9% showing vulnerability in 2009 down to 6.8% in 2012).

However, AEDI data also reveals significant gaps in outcomes, confirming that across all sections of the community there are children and families who need additional support to achieve the developmental milestones we want for children as they start school.

AEDI reports are provided for individual schools, and data is presented every three years.

**Indigenous Children:**
Nationally, the majority of Indigenous children are developmentally on track on all the AEDI domains. However Indigenous children are more than twice as likely to be developmentally vulnerable than non-indigenous children.

The Circular Head community has 17.9% Indigenous children compared with 7.3% across Tasmania.

During 2009, the proportion of Tasmanian Aboriginal children who were developmentally vulnerable was 14.3 per cent, as compared with 28.6 per cent of Aboriginal children across Australia as a whole. (Data from AEDI, March 2011)
Program/Resource

Kids Come First Outcomes Framework
The Kids Come First Framework is a tool for informing local services and organisations about how children, young people and their families in their areas are faring.

The two indicators relevant to literacy from the Kids Come First Outcomes Framework are:

Indicator 6. Optimal Language and Cognitive Development
The importance of early literacy and numeracy is increasingly being recognised, leading to a strong focus on developing these skills from birth and not just from the commencement of formal schooling.

Poor literacy and numeracy skills can severely affect children’s ability to engage in school, to be successfully employed, and to fully participate in society.

Indicator 29. Children Attend and Enjoy School:
School attendance rates for Years 5 and 7 (Government schools only)
Attendance at school provides children and young people with the opportunity to develop the basic skills for learning as well as a range of social skills.

Children who are regularly absent from school may miss critical stages of educational development and experience long-term difficulties with their learning.

The Department of Education is taking a multi-faceted approach to improving attendance.

Findings

6. Optimal Language and Cognitive Development
Are children in Prep achieving expected outcomes in literacy and numeracy?
- Since 2004 there has been an improvement in the percentage of Prep students achieving expected outcomes.
- Reading rates have increased from 81.6% in 2004 to 85.3% in 2011.

The improvement seen in Outcome 6 corresponds with the introduction in 2007 of the Launching into Learning (LiL) program.

Information Source

Tasmanian Government

Report

Kids Come First Update: Selected Outcomes for Children and Young People in Tasmania

Tasmania's Literacy and Numeracy Framework (2012–2015)
Tasmania’s Literacy and Numeracy Framework (2012–2015) also sets out the Department of Education’s approach to equipping all learners, both children and adults, with the literacy and numeracy skills required to improve their life chances.

29. Children Attend and Enjoy School:
School attendance rates for Years 5 and 7
(Government schools only)
What are school attendance rates doing?
There has been a slight decline in student attendance rates from 2004 to 2009. The figures for 2010 show an improvement over the 2009 rates.
Program/Resource

**Tasmania Together**
(This Board was superseded by the Department of Premier and Cabinet’s, the Tasmania Together Unit in December 2012).

The relevant benchmark is:
**Goal 3:** High quality education and training for lifelong learning and a skilled workforce
**Standard 3.1 Support improved levels of literacy and numeracy**
**Benchmark 3.1.1 Early childhood development**
The key performance indicator set for this benchmark is:
- Proportion of children who are developmentally vulnerable in their language and cognitive skills (inc literacy and numeracy) upon entering full-time school.

Children with basic proficiency, and interest, in literacy and numeracy are more likely to take advantage of opportunities offered through school and transition successfully into the workplace.

**Findings**
A progress measure beyond the baseline measurement is not yet available.

Tasmania was ranked 5 out of the 8 Australian States and Territories. The target is for Tasmania to exceed the national value by 2015 and be the best performing State by 2020. (The next expected data release is in March 2013.

Program/Resource

**Child and Family Centres**

Led by the Department of Education, Child and Family Centres are being established across the State for families with children up to five years.

Their purpose is to improve the health, well being, education and care of Tasmania’s very young children by supporting parents and making services in the local community more accessible and connected.

Eleven centres will be in place by mid-2013.
Socio-Economic Indexes for Areas

Socio-Economic Indexes for Areas (SEIFA) is a product developed by the Australian Bureau of Statistics (ABS) that ranks areas in Australia according to relative socio-economic advantage and disadvantage.

The indexes are based on information from the five-yearly Census, including the Index of Advantage/Disadvantage Index of Education and Occupation. Each index summarises a different aspect of the socio-economic conditions in an area.

Data updated in 2008 is available to LGA area level (reported in 2006 from 2001 data), but requires skilled interpretation, beyond the expertise of the consultants.

Information Source
Australian Bureau of Statistics

Report
(ABS Socio-Economic Indexes for Areas)

Further Information
School Years

Program/Resource

National Assessment Program – Literacy and Numeracy (NAPLAN)
NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9 and has been an everyday part of the school calendar since 2008.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken in May, interim results provided in September, and final estimates released in December.

NAPLAN is made up of tests in the four areas (or “domains”) of:
- Reading
- Writing
- Language Conventions (spelling, grammar and punctuation)
- Numeracy

The second lowest band on the achievement scale represents the national minimum standard expected of students at each year level. Students whose results are in the minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level.

Findings

Nationally:
Across Australia as a whole, a number of small improvements in Reading achievement are observed from 2008 to 2012 in Year 3 and Year 5.

The largest and most consistent are improvements in Year 3 Reading achievement, mainly through improvements from 2008 to 2009 that were subsequently maintained. These are evident in all jurisdictions except South Australia and the Northern Territory.

In Year 5 the national improvement from 2008 to 2012 was smaller and only significant in three jurisdictions: Queensland, Tasmania and the ACT.

Improvement for Year 7 students was only evident in Western Australia.

In Tasmania:
Tasmanian Years 3 and 5 students showed a small but statistically significant improvement across the period 2008 to 2012.

Years 7 and 9 showed no significant difference in mean results, statistically, across this period.

Information Source
Australian Curriculum, Assessment and Reporting Authority (ACARA)

Report
NAPLAN National Report 2012

Further Information

Further Information
Data specific to Tasmania in the Reading domain is provided in Table TS.R19: Achievement of Students in Reading, Tas, 2008–2012,


Note: NAPLAN also provides extensive data about the performance of Indigenous students and on participation.
However, there was no significant difference in mean results, statistically, for all year groups (Years 3, 5, 7 and 9) across the period 2011 – 2012.

Geolocations:
Results for Australia overall, show a consistent pattern showing highest mean scores from students in metropolitan geolocations, down to lower scores for students from remote locations (and this applies across all five NAPLAN achievement domains).

Smithton, Edith Creek, Forest and Stanley are classified as ‘Provincial’ in geolocation by NAPLAN (as are schools in Burnie and Launceston). Redpa is classified as “Remote” (Queenstown is classified ‘Remote’ with King Island ‘Very Remote’).

For Year 3 in Tasmania there is very little difference in performance (mean scores, achievement bands or the percentage of students who achieved at or above the national minimum standard) for any geolocation – from metropolitan to remote.

In Year 5 in Tasmania there was no difference in mean scores for any geolocation, across all measured domains.

In Year 7 - the differences between geolocations are smaller than in other states.

In Year 9 in Tasmania, there is a difference between the percentage of students meeting national minimum standards (NMS) in reading in provincial compared to metropolitan areas, but this is not seen to be statistically significant. (90.9% at or above NMS in metropolitan, 89.2% in provincial geolocations.)

Program/Resource

MySchool website
Provides information about each school, as well as results from NAPLAN that can be compared with results from schools serving students from (statistically) similar backgrounds across Australia.

Each of the NAPLAN assessment scales is reported along a ten-band scale.

An Index of Community Socio-educational Advantage (ICSEA) has also been developed to enable fair and meaningful comparisons of student performance in literacy and numeracy of students in a given school with that of schools serving students from similar backgrounds.

An ICSEA value is assigned to each school. Median ICSEA is 1000 (less than 1000 means more educationally
disadvantaged background; more than 1000 means more educationally advantaged background).

Findings

NAPLAN ICSEA Comparisons

<table>
<thead>
<tr>
<th>Circular Head School</th>
<th>ICSEA value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smithton High School</td>
<td>865</td>
</tr>
<tr>
<td>Smithton Primary School</td>
<td>876</td>
</tr>
<tr>
<td>St Peter Chanel Primary School</td>
<td>892</td>
</tr>
<tr>
<td>CH Christian School</td>
<td>913</td>
</tr>
<tr>
<td>Stanley Primary School</td>
<td>937</td>
</tr>
<tr>
<td>Edith Creek Primary School</td>
<td>926</td>
</tr>
<tr>
<td>Forest Primary School</td>
<td>950</td>
</tr>
<tr>
<td>Redpa Primary School</td>
<td>965</td>
</tr>
</tbody>
</table>

Tasmanian Schools by Comparison

| Burnie High School                     | 937         |
| Burnie Primary School                  | 960         |
| Marist Regional College, Burnie        | 1011        |
| The Friends School, Hobart             | 1167        |

Guide to understanding 2012 Index of Community Socio-educational Advantage

**Program/Resource**

**Tasmania’s Education Performance Report 2011 for Government Schools - Literacy and Numeracy.**

This report refers to the comprehensive data now provided in the NAPLAN National Report.

**Information Source**

Tasmanian Education Department

**Further Information**


Tasmania’s Education Performance Report 2011 – Government Schools Literacy and Numeracy Testing


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**Program/Resource**

**Tasmanian Department of Education School Improvement Report 2011**

Includes detailed reporting against a range of measurements for each individual government school – from pre-Kinder Checks (KDC) and Prep Early Literacy tests (PIPS) to student participation and retention data.

Parameters are rated against scales of trending up or down, and from “Concern” to “Excellent”.

NAPLAN is referred to for literacy and numeracy progress.

**Information Source**

Tasmanian Education Department

**Further Information**

**Program/Resource**

**Tasmanian Qualifications Authority (TQA)**
2011 Year 12 attainment profiles are available for individual schools, and for comparison with performances in the same sector and state-wide and across the years since 2007.

Profiles can vary from year to year depending on number of students/ the abilities of a particular year group/ and whether students of higher/lower ability are more likely to enrol at the particular school. Care is needed in interpretation taking these variables into account.

Surveys of Early Leavers and Post Year 12 destinations have been undertaken and are currently being analysed to inform planning for future early intervention strategies.

**Information Source**
Tasmanian Qualifications Authority website

**Report**
**Attainment Data Profiles for Year 12 students**
(plus information re VET attainment)

**Further Information**

**Information Source**
Sabena Lund
26TEN Literacy Coordinator Smithton

**Further Information**
**Australian Core Skills Framework**
Training and Work

Program/Resource

LINC 26TEN Literacy Service

In 2013, Circular Head has 19 active volunteer literacy tutors working with the LINC, with clients involved in the 26TEN literacy support program. Fifty-two clients accessed this program in 2011-2012.

LINC Tasmania’s Literacy Skills Development Program also supports the delivery of a range of learning programs across the network. Of these, some are demonstrating success and state-wide relevance e.g. the Learn to Learn, Ready Set Go and Making Ends Meet programs.

Card and licence type programs continue to be popular, successfully engaging and meeting the needs of male learners in particular, including those in regional areas seeking targeted literacy support to achieve employment outcomes.

All projects funded through the Skills Development Program aim to deliver practical and personal learning outcomes through learning strategies designed specifically for adults.

Findings

Percentage of LINC literacy support students achieving outcomes in 2011-2012: Smithton LINC and across Tasmania

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Smithton LINC</th>
<th>State-wide LINC Tasmania</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students receiving one-to-one literacy support</td>
<td>52</td>
<td>988</td>
</tr>
<tr>
<td>No. of volunteer literacy tutors</td>
<td>19</td>
<td>529</td>
</tr>
<tr>
<td>Increased at least one level of the Australian Core Skills Framework (ACSF)</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>Commenced further education or training</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Commenced paid employment</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Took up volunteer or unpaid work</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Made significant gains in literacy or numeracy that did not register as increases up a level of the ACSF</td>
<td>26%</td>
<td>Not known</td>
</tr>
<tr>
<td>Gave indications of increased confidence and self esteem, but this was not formally assessed</td>
<td>26%</td>
<td>Not known</td>
</tr>
<tr>
<td>Other – only attended for a short time or achieved a short – term goal to e.g. pass the learner driving test.</td>
<td>13%</td>
<td>Not known</td>
</tr>
</tbody>
</table>

Information Source

Sabena Lund
26TEN Literacy Coordinator (Mon-Thurs)
6452 3307
Sabena.lund@education.tas.gov.au
Nelson St, Smithton
Program/Resource

Tasmania Together Progress Board (The Board was superseded by the Department of Premier and Cabinet's Tasmania Together Unit in December 2012)

The relevant benchmark is:

Goal 3
High quality education and training for lifelong learning and a skilled workforce
Standard 3.2 Participate in lifelong learning to develop skills and support community and business.

Benchmark 3.2.2 Retention from Year 10 to 12
The retention rate from Year 10 to 12 in Tasmania has decreased slightly. The data trend is inconsistent. And while participation in post-secondary education and training has increased, the data trend here is also inconsistent.

Benchmark 3.2.3 Participation in post-secondary education
Participation in post-secondary education and training has increased. The data trend is inconsistent.

Information Source
Tasmania Together Report
Tasmania Together Progress Board Report 2012

Further Information
Community

Program/Resource

**Australian Bureau of Statistics (2006) Adult Literacy and Life Skills Survey**

Now superseded by Programme for the International Assessment of Adult Competencies (PIACC).

Literacy assessed by both prose literacy and document literacy, defined as:

**Prose literacy** - the ability to understand and use information from various kinds of narrative texts, including texts from newspapers, magazines and brochures.

**Document literacy** - the knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.

Findings

The literacy skills of Tasmanians aged 15-74 years were consistently assessed as being below the national average in all literacy domains (prose and document).

Tasmania had the highest proportion of people aged 15 to 74 at Level 1 (the lowest level) of all the states and territories for each literacy scale (prose and document).

According to the 2006 ALLS, around half of Tasmanians were assessed as having adequate prose (51.0%) and document literacy skills (49.3%), compared with 53.6% and 53.2% respectively for Australia.

(This meant that they had sufficient prose literacy skills to understand and use information from e.g. newspapers, magazines and brochures; and sufficient document literacy skills to locate and use information contained in e.g. job applications, payroll forms, transportation schedules, maps, tables and charts.)

While Tasmania had the lowest adult literacy skills in Australia, according to the 2006 Adult Literacy and Life Skills Survey, improvement was evident in document literacy skill levels when compared with results of the 1996 Survey of Aspects of Literacy.

Some of the differences between states and territories in literacy performance may be due to differences in the socio-demographic characteristics of their populations (an ageing population), labour force status, patterns of migration and educational attainment.

Information Source

Australian Bureau of Statistics

Report

**Australian Bureau of Statistics (2006) Adult Literacy and Life Skills Survey**

Catalogue no. 4228.0, Summary Results

There was a strong association between educational attainment and achieved literacy levels. Tasmania also has the lowest retention rate (65.3%) of students progressing from Year 10 to Year 12 (75.6% for Australia), and usually has a higher unemployment rate than the national average.

Those who had completed a greater number of years of formal education achieved higher literacy scores across all scales.

There were marked differences in skill levels across all scales between those people who had completed Year 12 or equivalent and those who had completed only Year 10 or below. This highlights the importance of improving retention rates of students in Tasmania to progress beyond Year 10.

Further, those with sufficient literacy skills were more likely to be employed and earn higher incomes.

Across all the scales (literacy, and including numeracy problem solving and health literacy), those employed had the highest proportion with scores of Level 3 or above.

**Program/Resource**

**Australian Bureau of Statistics Programme for the International Assessment of Adult Competencies (PIACC), Australia 2011-2012**

Supersedes and provides continuity to the previous Adult Literacy and Life Skills Survey (ALLS) 2006 and Aspects of Literacy: Assessed Skills Levels, Australia 1996.

PIAAC provides information on knowledge and skills of 15 to 74 year olds in three domains: literacy, numeracy and problem solving in technology-rich environments.

PIAAC results will assist in answering questions concerning whether Australians have the literacy skills required for meeting the increasingly complex demands of everyday life and work.

(Note: PIACC data is not directly comparable to ALLS data as only one measure of literacy is used in PIACC.)

**Findings**

Approximately 44% of Australians had literacy skills at Levels 1 or 2, on a scale of 1 to 5, with Level 1 being the lowest skill level.

A further 39% had skills at Level 3 ("the minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy“ i.e. able to cope with everyday literacy), and 17% at Level 4/5 (good literacy skills).

By comparison, more people in Tasmanian were at Levels 1 or 2 (49%), with 7% at Level 3, and 15% at Level 4/5.
**Program/Resource**

**Tasmanian Government Tasmania Together Progress Board Report 2012**

(This Board was superseded by the Department of Premier and Cabinet’s, the Tasmania Together Unit in December 2012).

The relevant benchmark is:

**Goal 3**
High quality education and training for lifelong learning and a skilled workforce

**Standard 3.1 Support improved levels of literacy and numeracy**

**Findings**

*Benchmark 3.1.4 Proportion of persons (15-74) who are considered functionally literate*

Proportion of Tasmanians aged 15-74 with Level 3, 4 or 5 prose literacy skills

There has been no significant change in the proportion of Tasmanians with functional prose literacy and functional document literacy skills.

The 2010 target has not been met

(A progress measure beyond the baseline data is not yet available for health literacy skills.)

**Program/Resource**

**Tasmanian Voices: Adult Motivations for Learning Core Skills 2011**

**Findings**

The overall response suggests that although there are many motivated people engaged in literacy programs, there is a need for the development of a range of program models to attract those who are currently disengaged.

The research indicates that providing a variety of innovative delivery options will go a long way towards keeping engaged people motivated and attracting disengaged people into literacy programs.

**Information Source**

Tasmanian Government Tasmania Together Report


Further Information


More information is available from the ABS published results in ABS Cat. 4228.0.

Tasmanian Voices: Adult Motivations for Learning Core Skills 2011

Stage One

Desktop Audit - **Service Providers**

Part 1b
Early Childhood

Services Map
Early Childhood

**Provider**
Smithton LINC

**Program**
Library - Rock and Rhyme

**Activities**
- Interactive sessions for young babies aged 0–24 months with their parents or carers.
- A mix of movement, music and story reading. Sessions are flexible, aim is for a happy environment, providing interaction for parents as well as promoting a love of the library and a love of reading.

**Target Group**
Babies 0-24 months

**Frequency of Delivery and Usage**
Weekly, 20-30min sessions
Average of 59 children, 41 adults per week

**Evaluation**
Very popular program. Participant nos. monitored as part of state-wide evaluation.

**Funding**
LINC Tasmania ongoing

**Links to other Programs**
Links parents/carers to other LINC services and programs

**Cost**
Free

**Contact Details**
Denice Johnston
Library Technician
6452 1850
Smithton.Library@education.tas.gov.au
Nelson St, Smithton

---

**Provider**
Smithton LINC

**Program**
Library - Storytime Sessions

**Activities**
- Stories for pre schoolers

**Target Group**
2-5 years

**Frequency of Delivery and Usage**
Weekly sessions, straight after Rock & Rhyme
Average of 37 children, 29 adults stay for the story session.

**Evaluation**
Very popular program. Participant nos. monitored as part of state-wide evaluation.

**Funding**
LINC Tasmania ongoing

**Links to other Programs**
Links parents/carers to other LINC services and programs

**Contact Details**
Denice Johnston
Library Technician
6452 1850
Smithton.Library@education.tas.gov.au
**Provider**
Smithton LINC

**Program**
Library - Baby Book Packs

**Activities**
- Designed to introduce parents to books suitable for 3 different age groups.
- Colourful bookbags containing books on loan from the LINC.
- "Babies who read will succeed."
- Aims for repeat visits and to increases parents' confidence in suitable reading for their children.

**Target Group**
0-1 years
1-2 years
2-3 years

**Usage**
Good uptake

**Evaluation**
Nos. of packs issued

**Funding**
LINC Tasmania ongoing

**Links to other Programs**
Links parents/carers to other LINC services and programs

**Cost**
Free

**Contact Details**
Denice Johnston
Library Technician
6452 1850
Smithton.Library@education.tas.gov.au
Nelson St, Smithton

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**Provider**
Smithton LINC

**Program**
Bookstart (discontinued during 2013)

**Activities**
- Reading information packs provided to parents, previously delivered by LINC Tasmania in cooperation with Child Health centres and Child and Family centres.

**Target Group**
Newborns

**Frequency of Delivery and Usage**
Provided to parents at their newborn’s 4-week health check.

**Evaluation**
LINC Tasmania state-wide evaluation

**Funding**
LINC Tasmania plus Child Health funding

**Links to other Programs**
Links parents/carers to other LINC services and programs

**Cost**
Free

**Contact Details**
Sabena Lund
26TEN Literacy Coordinator
6452 3307
Sabena.lund@education.tas.gov.au
Provider
Child Health and Parenting Service

Program
Early intervention and referral service.

Activities
- Routine growth/development assessments from birth plus support and health/practical parenting information for families.
- Referral to other services as required (e.g. speech therapy/hearing/language development problems).
- Encouragement for parents to read with babies from birth. (All new parents are provided with information re library services and encouraged to visit the LINC.)
- Low literacy parents referred to literacy support providers.

Note: The Bookstart program previously undertaken in partnership with LINC has now ceased. Smithton was an area identified for this program and it was seen as a really good way of getting new parents to access the LINC and feel at ease in that environment.

Target Group
All new parents plus children at various routine childhood assessments.

Frequency of Delivery and Usage
All new mothers, with ongoing contact.

Evaluation
Ongoing service

Funding
State Government

Links to Other Programs
Multi links to many other agencies.

Cost
Free

Contact Details
Rosemary Bishop
6452 4689
74 Brittons Rd, Smithton

Provider
Rural Health Tasmania
(part of Tasmania Medicare Local from July 2013)

Program
HIPPY Program (Home Intervention Program for Parents and Youngsters)

Activities
- Brings education into everyday situations, preparing children to become school-ready and nurturing a love of learning.
- Trained tutors make home visits, with parents learning alongside their children

Target Group
Parents who need some help, with children 3.5-4.5 years old

Frequency of Delivery and Usage
Fortnightly home visits over a two-year period.

Evaluation
Circular Head one of six pilot areas and very popular. Now more than 100 programs running across Australia with ongoing funding. 35 new families each year.

Funding
Ongoing DWEER funding as part of an Australia-wide program

Cost
Free

Contact Details
Leanne Marsden
HIPPY Program Manager
6452 1266
hippy.smithton@ruralhealthtas.com.au
Provider
Early Childhood Education & Care Services

These services are encouraged to follow Australia-wide learning frameworks and to embed literacy in their programs, as described here for Giggles Early Learning.

Giggles Early Learning

Program
Literacy programs embedded in all activities

Activities
• The Centre follows the Australia-wide Early Years Learning Framework and "My Time, Our Place - Framework for School Age Care in Australia " curriculum framework which builds on the Early Years Learning Framework to cover the age range of the children and young people who attend school age care settings.

• A "Transition to School" program is offered each day to all children who don't have a sleep (literacy in various forms - stories, writing, drama, speaking etc).

Target Group
Birth to school children.

Contact Details
Linda Wooldridge
Director and Educator
6452 1150
gigglesearlylearning@gmail.com
19 Smith St, Smithton
Provider
Government Schools

Program
Launching into Learning (LiL)

Activities
- Pre-Kinder school-based program involving teachers, parents/carers/grandparents to support children's early development and learning
- Based around the Australia-wide Early Years Learning Framework.
- LiL supports parents as their child’s first and often most influential teachers, and provides early links between families and local early years services and agencies.

Target Group
Pre-Kinder children and their parents/carers

Frequency of Delivery and Usage
Weekly during school terms
Offered in all five Circular Head government primary schools (at Smithton, Stanley, Forest, Edith Creek and Redpa).

Evaluation
Ongoing longitudinal study 2007-2014 with Progress Report 2011. NAPLAN will be used to further follow progress. Refer to Information Scan for further detail.

Funding
State Government to all Government schools

Links to other Programs
Provides background for primary school

Cost
Free

Contact Details
Andrew Starick
Principal Forest Primary School and CHETCC member
6458 3141
andrew.starick@education.tas.gov.au

Provider
St Peter Chanel Primary School

Program
Learning Treasures

Activities
- Play-based learning program involving parents for pre-Kinder children.

Target Group
Birth-Kinder

Frequency of Delivery and Usage
1-2 hrs weekly, 8 weeks per term
Good usage by parents

Links to other Programs
Flow-on to Kinder

Contact Details
Gregg Sharman
Principal
6452 1431
0439 319 159
spc@catholic.tas.edu.au
Sampson Ave, Smithton
School Years

Services Map
School Years

**Provider**

**Government Schools**

**Program**

Raising the Bar Closing the Gap

**Activities**

- Initially piloted in low SES schools including Smithton Primary School
- An initiative under the Department of Education Literacy and Numeracy Framework (2012 – 2015), reflecting the intention to reduce the impact of socio-economic background on literacy and numeracy performance.
- Assists identified schools to develop a whole-of-school approach to literacy and numeracy improvement.

**Target Group**

Primary School students K-6

**Frequency of Delivery and Usage**

Throughout the school year.

School-wide literacy focus across the curriculum.

*Smithton Primary School is also a partner in the Australian Government’s Smarter Schools National Partnership for Low Socio-economic Status (SES) School Communities.*

**Evaluation**

Through the Tasmanian Department of Education’s Educational Performance Services (EPS), plus NAPLAN (Year 3/5)

**Funding**

State government funding to extend initial partial funding by the Commonwealth Department of Education, Employment and Workplace Relations (DWEER) of 2 year pilots.

**Contact Details**

Andrew Starick
Principal, Forest Primary School and CHETCC member
6458 3141
andrew.starick@education.tas.gov.au

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**Provider**

**Smithton High School**

**Program**

Raising the Bar Closing the Gap 7 Up (complements the primary-school program).

**Activities**

As for Raising the Bar Closing the Gap.

**Evaluation**

As for Raising the Bar Closing the Gap, plus NAPLAN (Years 7/9), plus internal assessments

**Funding**

State government funding for 12 months in 2013, with a possible 12 month extension.
Target Group
High School students 7-12

Frequency of Delivery and Usage
Throughout the school year.
School-wide literacy focus across the curriculum

Provider
St Peter Chanel Primary School

Program
Literacy support is built into the normal curriculum across the whole school.

Activities
• The school has a target in 2013 to improve teachers' ability to interpret data from to better inform best teaching practice.
• Progressive Achievement Testing (PAT) data is used along with NAPLAN to inform individual literacy plans.
• "Students' needs are met through quality literacy plans/curriculum rather than as add-on programs."
• The school has access to NW Curriculum Officers to connect with best education practice in other Catholic schools in the region.
• High priority being given to embedding ICT into the curriculum.

Target Group
K-6

Frequency of Delivery and Usage
Throughout the school year

Contact Details
Sarah Cuthbertson
Assistant Principal Smithton High School and CHETCC member
6452 1376
sarah.cuthbertson@education.tas.gov.au

Evaluation
Catholic schools' PAT assessment plus NAPLAN (Years 3/5)

Contact Details
Gregg Sharman
Principal
6452 1431
0439 319 159
catholic.tas.edu.au
Sampson Ave, Smithton
Provider
Circular Head Christian School

Program
Literacy support is built into the normal curriculum across the whole school.

Activities
- Individual Learning Programs (IEPs) identify students needing more targeted programs from K-12, with twice weekly one-on-one sessions for students with severe disabilities.

Target Group
K-12

Frequency of Delivery and Usage
Throughout the school year.
Circular Head Christian School is also a partner in the Australian Government’s Smarter Schools National Partnership for Literacy and Numeracy.

Evaluation
NAPLAN Yrs 3/5/7/9 plus biannual in-house testing using Christian School Network assessment tools.
Partner in the Australian Government’s Smarter Schools National Partnership for Literacy and Numeracy

Contact Details
Patrick Bakes
Principal
6452 23799
pbakes@chcs.tas.edu.au
48 Nelson Street, Smithton

(Ara Popowski for literacy program information)

Provider
Tasmanian e-School

Program
Online classes or paper-based work units with a weekly individual phone lesson. D of E curriculum.

Activities
- Students who are two or more years behind their year level have an Individual learning Plan (ILP).
- All students have access to additional Literacy Support programs as required.
- Aboriginal and Torres Strait islander students who are assessed at below National standard in the NAPLAN testing are eligible for tutoring assistance under the Aboriginal Tutorial Assistance Scheme (ATAS).

Target Group
Students have to meet criteria of isolation (50km from local school) or exceptional circumstances. Currently four students enrolled with Circular Head postcodes.

Evaluation
Normal Department of Education evaluation processes

Funding
State Government

Contact Details
Lisa Verrier
Project Officer EdTALK
(Mon-Wed)
Tasmanian eSchool
Rosny Park
6282 8115 / 0428 039 513
Provider
Government Schools

Program
Aboriginal Tutorial Assistance Scheme (ATAS)

Activities
- Extra assistance to eligible ATSI students.
- Valued at approximately $1200 per student per year which equates to one half-hour tutorial per school week.

Target Group
ATSI students who are assessed at below the National Minimum Standard in NAPLAN testing are eligible for tutoring assistance under this scheme.

Frequency of Delivery and Usage
Refer to CHAC for this information.

Contact Details
Lisa Verrier
Project Officer EdTALK
(Mon Tues Wed)
Tasmanian eSchool
6282 8115 / 0428 039 513
Training and Work

Services Map
Training and Work

**Provider**
Smithton LINC

**Program**
Smithton LINC 26TEN Literacy Service

The Tasmanian Adult Literacy campaign, 26TEN, was launched in October 2012 as part of the Tasmanian Adult Literacy Action Plan.

**Activities**
- 26TEN is a network of organisations and individuals working together to improve adult literacy in Tasmania.
- It includes an online portal: the 26TEN website which helps link people seeking literacy support to local services.
- A26TEN toll free phone service is also available.
- One-to-one support or small group learning provided by the coordinator and trained volunteer tutors at the Smithton LINC.

**Target Group**
Adult learners

**Frequency of Delivery and Usage**
Weekly 52 students in 2011-2012. 51 participants in total.

**Evaluation**
Based on the Australian Core Skills Framework (ACSF)
- 8% increased at least one level of the Australian Core Skills Framework, 17% commenced further education or training & 10% commenced volunteer (2%) or paid work (8%).
- 14 students (26%) made significant gains in literacy or numeracy that did not register as increases up a level of the ACSF.
- 14 students (26%) gave indications of increased confidence and self esteem, but this was not formally assessed.
- Remaining students achieved short-term goals (e.g. learner driving licence test) or only attended for a short time.

**Funding**
State government till 2015 under Tasmania's Adult Literacy Plan 2010-2015

**Links to other Programs**
Easy access to other LINC, OAC and Digital Hub programs.

**Cost**
Free

**Contact Details**
Sabena Lund
26TEN Literacy Coordinator (Mon-Thurs)
6452 3307
Sabena.lund@education.tas.gov.au
Nelson St, Smithton
**Provider**
**Smithton LINC**

**Program**
LINC Tasmania’s Literacy Skills Development Program 2011-2012

**Activities**
Additional programs run in 2011-2012:
- Ready, Set, Go (work readiness program)
- Skills for Life, Skills for Work
- Senior First Aid
- White Card for Construction
- Forklift Licence
- MAST Boat Licence
- Chainsaw use for women

All projects aimed to deliver practical and personal learning outcomes with learning strategies designed specifically for adults.

**Target Group**
Adult learners

**Frequency of Delivery and Usage**
Variable
51 participants in total

**Evaluation**
State-wide evaluation undertaken of Ready, Set, Go. Detailed evaluations not done for other programs – the main outcomes being attainment of relevant tickets (e.g. boat licence).

**Funding**
State Government

**Links to other Programs**
Easy access to other LINC, OAC and Digital Hub programs

**Cost**
Free

**Contact Details**
Sabena Lund
26TEN Literacy Coordinator (Mon-Thurs)
6452 3307
Sabena.lund@education.tas.gov.au
Nelson St, Smithton

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**Provider**
**Online Access Centre (OAC)**

**Program**
Computers 4 Learning 4 Life (C4L4L formerly e-Learn)

**Activities**
- Online accredited course offered by the Polytechnic in partnership with LINC Tasmania.
- Basics of learning how to use a computer, word processing, spreadsheets and searching the internet.
- Supported flexible learning - study at home or use computers at the LINC or OAC, with support from LINC staff and trained volunteers.
- Successful completion of all 4 units gives a nationally accredited statement of attainment in four units of Certificate I in Information, Digital Media and Technology (ICA10111).

**Evaluation**
LINC Tasmania state-wide evaluation of C4L4L. Certificate courses as per national framework.

**Funding**
State-wide program funded by State Government.

**Links to other Programs**
Students can go on to complete ICA10111. Easy access to other LINC programs.

**Cost**
Free
Target Group
All ages, mostly mature age seeking to upskill.

Frequency of Delivery and Usage
- Self-paced over 10-12 consecutive weeks.
  Intake 3 times per year
  4 units must be completed within 2 years
- 8 students completed all 4 units (100% completion for this intake)

Provider
Online Access Centre (OAC)

Program
Additional 2 units in ICA10111
(PowerPoint and Electronic Appliances)

Activities
- Offered from time to time, depending on demand.
- Completion gives full Certificate qualification

Target Group
All ages, mostly mature age seeking to upskill.

Frequency of Delivery and Usage
- Self-paced over 10-12 consecutive weeks
- Intake 3 times per year.
- 4 units must be completed within 2 years.
Dependent on computer availability (those at the OAC, plus those at the LINC and the Digital Hub).

Evaluation
As per national framework

Funding
Statewide program funded by State Government.

Links to other Programs
Easy access to other LINC programs.

Cost
Free

Contact Details
Sally Stanley
OAC Manager
6452 5001
sallystanley@education.tas.gov.au
Nelson St, Smithton

Certificate 1 in Business Administration
(Not strictly a literacy program, but seen as learning with a purpose while continuing to improve computer literacy.)

Activities
- Online course tailor-made for OAC.
- Gives students flexibility to self-pace, with good support available (compared to set study days at Polytechnic).
- Students are also rostered on phone/reception duties and given other mini-projects to provide real work experience (a local initiative).

Evaluation
As per national framework

Funding
Statewide program funded by State Government.

Links to other Programs
Progression to Cert 2 plus other OAC and LINC programs.

Cost
Paid by students

Contact Details
Sally Stanley
OAC Manager
6452 5001
sallystanley@education.tas.gov.au
Nelson St, Smithton
Target Group
All ages, mostly mature age seeking to upskill.

Frequency of Delivery and Usage
- Self-paced over 10-12 consecutive weeks.
- Intake 3 times per year.
- 4 units must be completed within 2 years.
- Currently 10 students ("inundated" as only 4 computers at the OAC)

Provider
Online Access Centre (OAC)

Program
Certificate 2 in Business Administration
(Not strictly literacy, but learning with a purpose and continuing to improve computer literacy.)

Activities
- Continuation of Cert 1 as above

Target Group
All ages, mostly mature age seeking to upskill.

Frequency of Delivery and Usage
- Self-paced over 10-12 consecutive weeks.
- Intake 3 times per year.
- 4 units must be completed within 2 years.

Provider
Online Access Centre (OAC)

Program
Computer literacy sessions

Activities
- Mostly one-on-one sessions, basics of how-to-use computers.
- Also job seekers needing resumes and email accounts.
- Assisted by trained volunteers (all must have completed C4L4L).
Target Group
Mostly 50+

Frequency of Delivery and Usage
According to demand and computer/staff/volunteer availability
Variable but popular

Provider
Smithton Digital Hub (part of the NBN)

Program
Range of information sessions and programs to improve Online and Digital Literacy Skills.
Also works closely with the Australia-wide Digital Enterprise Program for small business and not-for-profit organisations.

Activities
- Small group or one-on-one training for basic computer skills.
- Info sessions according to demand, customer-driven, largely around lifestyle and needing to be digital-savvy.
- Designed to build confidence in computer use.
- No accredited courses provided.
- Open weekdays 10am-4pm.
- 1 casual plus 3 volunteers to assist.

Target Group
Mainly 40years+, including job seekers referred by job service agencies.

Frequency of Delivery and Usage
- Self-paced
- Growing since official opening in mid-February.
- 89 one-on-one sessions in March (twice the contracted number) plus 13 group sessions averaging 5 participants. (Approx. 40% are repeat users.)
- Plus, spare computers are used by OAC clients.

Contact Details
Sally Stanley
OAC Manager
6452 5001
sallystanley@education.tas.gov.au
Nelson St, Smithton

Evaluation
Participant nos. part of KPIs across Australia

Funding
Australian Government

Links to other Programs
Initial knowledge gained leads to interest in additional computer skills.
A "domino effect in learning". Works closely with the LINC and OAC, with flow-on to their programs.

Cost
Free

Contact Details
Jacki Langton
Digital Hub Project Officer/Trainer
6311 1791 (VOIP)
jalangton@circularhead.tas.gov.au

Sally Stanley
Trainer and Program Developer
sstanley@circularhead.tas.gov.au
Nelson St, Smithton
Provider
Australian Government DWEER
(Department of Education, Employment and Workplace Relations)

Program
Australia-wide Language, Literacy and Numeracy Program (LLNP)

Local DWEER Employment Coordinators match employers/job seekers/training to local providers of literacy support services.

Activities
- The program provides language, literacy and numeracy assistance to those job seekers who are experiencing significant disadvantage in the labour market due to low levels of language, literacy and/or numeracy.
- Around Australia, registered training organisations have been contracted to deliver assessment and training services under the LLNP.
- These include community organisations, TAFEs, private providers, and universities.

Target Group
- All participants must be of working age (generally 15 to 64 years), be registered with Centrelink and not a full time student.
- Participants must also satisfy eligibility criteria relating to benefit and visa status.

Evaluation
Participant learning outcomes are reported against the Australian Core Skills Framework (ACSF).

Funding
Australian Government - ongoing

Contact Details
Tasmanian Office, Department of Industry, Innovation, Science, Research and Tertiary Education
llnptas@innovation.gov.au

Provider
Australian Government DWEER
(Department of Education, Employment and Workplace Relations)

Program
Australia-wide Workplace English Language and Literacy Program (WELL)

Activities
- Aims to assist organisations to train workers in English language and literacy training linked to job-related workplace training.

Funding
Australian Government – ongoing.
Available on a competitive grants basis to relevant organisations for English language and literacy training.
Provider
Circular Head Trades Training Centre

Program
Year-long courses in Auto/Construction and Natural Resources

Activities
• No specific literacy programs outside the RTO course structures, other than where specific literacy support is gained as part of particular funding applications.
• Some assistance is provided by LINC volunteer tutors - mostly to mature age students.
• Once Agritas is operational, CHCS will offer Cert 1 in Agriculture, with students going on to Agritas for Cert 2 and upwards.

Target Group
Year 10 to Mature Age

Frequency of Delivery and Usage
• 23 students in Auto/Construction
• 13 in Natural Resources in 2013

Evaluation
RTOs provide assessment frameworks (Smithton Polytechnic and Seafood Tasmania)

Funding
Australian Government

Links to other Programs
Agritas

Cost
Free

Contact Details
Sharalyn Walters
Manager, Smithton High School Trades Training Centre
6452 4988
sharalyn.walters@education.tas.gov.au

Provider
Circular Head Trades Training Centre

Program
Short courses e.g. Automotive for Women, Welding

Activities
• No specific literacy programs outside the RTO course structures, other than where specific literacy support is gained as part of particular funding applications.
• Some assistance is provided by LINC volunteer tutors - mostly to mature age students.

Target Group
Mature age students

Frequency of Delivery and Usage
Enrolments currently being taken.

Funding
Australian Government

Contact Details
Sharalyn Walters
Manager, Smithton High School Trades Training Centre
6452 4988
sharalyn.walters@education.tas.gov.au
Provider
Smithton Campus, Polytechnic
(TAFE Tasmania from July 2013)

Program
Various programs for vocational students

Activities
- An initial assessment of students enrolled in vocational courses aims to help teachers provide relevant in-class support, but no ongoing specific literacy support is provided.
- (The Burnie Polytechnic delivers a training program for LINC literacy support volunteers – which involves a skill set from the Certificate IV Community Services Training Package. There are 3 Circular Head students in the current Burnie training group).

Target Group
Mainly vocational students

Frequency of Delivery and Usage
- Total of 51 students currently at the Smithton Polytechnic:
  - 13 Certificate 2 Community Services, 14 Certificate 2 Hospitality
  - TTC-10 Certificate 2 Construction, 14 Certificate 1-2 Automotive
  - Information was not available for students with Circular Head postcodes who are enrolled at the Burnie Polytechnic

Evaluation
As per national framework

Funding
State Government

Links to other Programs
Multi links

Provider
Rural Health Tasmania

Program
Learning While Having Fun

Activities
- A diverse, fun, interactive program, to enable learning in areas of client interest and community need
- 3 year funding 2010-2013, concluding in May 2013
- Cooking and gardening, plus basic computing sessions. e.g. Kitchen Capers - a 3month cooking and gardening program

Target Group
People needing to upskill post-school, predominantly 25-45 age group.

Frequency of Delivery and Usage
Excellent usage- 1000's have participated, 300 in April 2013 alone.

Evaluation
Via assessments and data collection. A final report is being prepared. Popularity attributed to a gap in basic courses on offer.

Funding
Tasmanian Community Fund through the "Building Tasmania as a Learning Community" initiative

Cost
Free

Contact Details
Rob Hill
Literacy Manager
0458 555 722


**Provider**
Mission Australia

**Activities**
- Clients are referred to LINC programs.
- Attendance is part of Centrelink payment requirement.

**Target Group**
School leavers upwards

**Frequency of Delivery and Usage**
Approximately 6 current clients

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**Provider**
Advanced Personnel Management
(Specialises in disability employment services)

**Activities**
- Clients are referred to LINC programs
- Attendance is part of Centrelink payment requirement

**Target Group**
School leavers upwards, predominantly 40+ age group

**Frequency of Delivery and Usage**
One current participant

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**Provider**
Ability Employment Tasmania Inc.
(Specialises in disability employment services)

**Activities**
- Clients are referred to LINC programs
- Attendance is part of Centrelink payment requirement

**Target Group**
Disabled job seekers

**Frequency of Delivery and Usage**
According to need

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**Evaluation**
Attendance and progress

**Funding**
Tasmanian Community Fund through the "Building Tasmania as a Learning Community" initiative

**Contact Details**
Emily Madden
Employment Advisor
6452 2833
maddenem@missionaustralia.com.au
19a Smith St, Smithton

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**Evaluation**
Attendance and progress

**Contact Details**
Joanne Shires
joanne.shires@apm.net.au

Suzy Levy
Senior Consultant North West
6452 2610
suzy.levy@apm.net.au

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**Evaluation**
Attendance and progress

**Contact Details**
Kelsey Gleeson
6432 3448
kelsey.gleeson@abilityemployment.com.au
Burnie Plaza Arcade, Burnie
Provider
Forest Industries Employment & Training Services

Activities
• Clients are referred to LINC programs
• Attendance is part of Centrelink payment requirement

Target Group
Workers previously employed in the forestry industry seeking new jobs.

Frequency of Delivery and Usage
Three current clients

Evaluation
Attendance and progress

Contact Details
Rodney O’Halloran
0448 654 384
Smithton

Provider
Circular Head Aboriginal Corporation (CHAC)

Program
Indigenous Employment Program

Activities
• Provides employment assistance, mentoring and informal literacy support to clients seeking employment and to those currently in employment.
• Free service

Target Group
Unemployed

Contact Details
Di Baldock
d.baldock@CHAC.com.au
10 King St, Smithton
165 Nelson St, Smithton
Community

Services Map

- RURAL HEALTH
  - Learning While Having Fun
- LINC 26 TEN
  - literacy service
- OAC
  - Computers 4Learning 4Life
- CHAC
  - Literacy & employment support programs
- DIGITAL HUB
  - Online & digital literacy programs
- OAC
  - Cert 1/2 Business Administration
Community

Provider
Circular Head Aboriginal Corporation (CHAC)

Program
Communities for Children Indigenous Parenting Services

Target Group
Parents and single parents seeking to return to work.

Activities
Enhances positive early development of Aboriginal children under the age of five. Learning through play and development of social, emotional and physical skills while parents and caregivers develop social and support networks.

Cost
Free

Provider
Circular Head Aboriginal Corporation (CHAC)

Program
Parent and Community Engagement Program (PaCE)
This program aims to achieve better education outcomes for children.

Target Group
Aboriginal families

Activities
Support and advocacy for parents. Assistance with parent teacher interviews, school retention issues, adult literacy.

Links to other programs

Funding Source
Department Families, Housing, Community Services and Indigenous Affairs

Contact Details
Di Baldock
d.baldock@CHAC.com.au
10 King St, Smithton
165 Nelson St, Smithton

Provider
Circular Head Aboriginal Corporation (CHAC)

Program
Parent and Community Engagement Program (PaCE)
This program aims to achieve better education outcomes for children.

Target Group
Aboriginal families

Activities
Support and advocacy for parents. Assistance with parent teacher interviews, school retention issues, adult literacy.

Funding Source
Department of Education, Employment and Workplace Relations (DEEWR)

Contact Details
Kristy Wilson
Circular Head Aboriginal Corporation
Mobile: 0427 133 123

Kelly
Circular Head Aboriginal Corporation
Mobile: 0409 645 939
Provider
Circular Head Aboriginal Corporation (CHAC)

Program
Integrated Family Support Services

Target Group
Aboriginal families

Activities
A self-referral program for people in need of support around day-to-day issues including parenting, budgeting and referrals to other organisations.

Links to other programs
Integrated Family Support Services (Mission Australia and Gateway Services)
Family Support Program (Department of Families, Housing, Community Services and Indigenous Affairs).

Cost
Free
Appendix 1: How are students identified for extra literacy support?

A number of assessment tools are used to assist in the identification of students requiring extra literacy support both when they start school and throughout their school years.

These tools include:

- Kindergarten Development Check (KDC) – for Kindergarten children
- Performance Indicators in Primary Schools (PIPS) – to assess the progress of students entering primary school
- AEDI (Australian Early Development Index) data, collected on students in their first year of full-time school
- National Assessment Program – Literacy and Numeracy (NAPLAN) in Year 3/5/7/9
- Trends in International Mathematics and Science Study (TIMSS)
- Programme for International Student Assessment (PISA).

Pre Kinder and Primary School: Evaluation of literacy is done using a combination of assessment tools including KDC, PIPS and AEDI, then through internal assessments and NAPLAN results Years 3/5.

High School: Ongoing monitoring follows from earlier primary school assessments plus assessments from Year 7 onwards including NAPLAN results Years 7/9.

Appendix 2: Circular Head students attending schools outside the Circular Head region

A number of Circular Head students travel to Marist Regional College or Hellyer College in Burnie for their Year 11 and 12 education.

2013 attendance:

<table>
<thead>
<tr>
<th></th>
<th>Year 11 students from Circular Head</th>
<th>Year 12 students from Circular Head</th>
<th>Total Year 11/12 Circular Head students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marist Regional College</td>
<td>21</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>Hellyer College</td>
<td>65</td>
<td>48</td>
<td>113</td>
</tr>
</tbody>
</table>

This compares with:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smithton High School</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Circular Head Christian School</td>
<td></td>
<td>Not provided</td>
</tr>
</tbody>
</table>
Stage Two

Survey - Service Providers and Stakeholders

Part 2
Providers and Stakeholders Survey

Stage Two of the Circular Head Community Literacy Project involved a survey of literacy stakeholders. In total, 70 people responded to the survey via the online SurveyMonkey link.

Purpose

The intention of the survey was to:

- Confirm Literacy Service Provider Details
- Clarify availability and utilisation of current literacy programs and services
- Identify gaps in literacy service provision in Circular Head

The survey is a snapshot only and deliberately short – ‘five quick questions’ that could be completed in just a couple of minutes. The Survey is not intended as a ‘public register of literacy providers’ and responses are aggregated.

The survey questions seek to:

- Identify the key target audiences:
  - Literacy Service Providers
  - Referral Organisations and/or
  - Employers/industry
- Indicate whether there is broad (cross-sector) awareness of and confidence in literacy services in Circular Head
- Confirm contact details where possible.

Note: Inclusion of contact information was optional in the survey.

Accepting (from the Information Scan and background information from CHETCC) that literacy levels in Circular Head are below ‘acceptable’ levels and that there is a range of locally-provided programs, the survey seeks to help understand whether the issue(s) is:

- Awareness of literacy programs and services
- Provision of literacy programs and services
- Access to/utilisation of literacy programs and services.

Promotion and Content

The survey link was circulated by email and promoted on Facebook by Circular Head Council as the umbrella organisation of CHETCC and as a local/credible organisation.

Subject: Lifting Literacy in Circular Head – Five quick questions

“Our Council is working with the Circular Head Training and Consultative Committee (CHETCC) to address low levels of literacy in our community.

To gain a better understanding of how we can support our children, students, families, workers and community members, we are asking that you complete a quick on-line survey. It will only take you a minute or two to complete, and will really assist us.

The survey will be on our website [for 3 days only]. The results of the survey will enable us form a bigger picture of literacy in our region and confirm the details of organisations providing and utilising literacy programs.”
Question 1

My interest in improving literacy standards in Circular Head is as:

- A provider of literacy programs and/or support
- A referral organisation
- An employer/business
- Other (please specify)

Number of Respondents
Question 2

Poor literacy is an issue for the people I work with:

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don’t have an opinion

Number of Respondents
Question 3

I am aware of literacy support/programs in Circular Head that are designed to assist:

- Pre-school age children
- School age children
- People in training and employment
- Parents
- Community members
- I am not aware of any of these programs or services

Number of Respondents
Question 4

The people I work with are most likely to benefit from literacy support and programs that are targeted to:

- Pre-school aged children
- Kindergarten to Grade 12 students
- Tertiary students
- Trainees/employees
- Young parents
- Community members

Number of Respondents

Circular Head Community Literacy Project
Question 5

The types of literacy support and programs currently available meet the needs of the people I work with:

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don’t have an opinion

Number of Respondents
Stage Three
Feedback and Discussion - Stakeholders
Part 3
Stakeholder Feedback and Discussions

Purpose

Stage Three of the Community Literacy Project involved focused discussions with stakeholders and survey participants. The purpose of the discussions was to validate and/or challenge (anecdotal) assumptions about literacy in the region and to encourage participants to begin to think collectively about issues, recognising the complexity of the literacy challenges facing the Circular Head region as well as its capacity for co-creating longer-term solutions.

The discussions provided an opportunity to present findings from the Lifting Literacy in Circular Head Survey and enabled participants to raise their own deeper questions about issues impacting on literacy in the region.

Approach

As a follow-up to the Lifting Literacy in Circular Head survey, participants were invited to discussions via an electronic invitation distributed through Circular Head Council’s community database and from Council’s Facebook site. All survey respondents were contacted.

The invitation ‘Lifting Literacy in Circular Head: Community Discussions’ was framed as:

Our research tells us that the community has a range of literacy programs and support services targeted to children, students, young parents, employees and community members. Yet low levels of literacy and numeracy and limited technology and communication skills are significant issues for many residents.

Are there gaps in programs and services? Are they accessible and appropriate for the people who need them?

Three discussion sessions were scheduled at Circular Head Council: 1pm to 3pm; 4pm to 5pm; and 5.30pm to 6.30pm enabling a cross-section of community members (including employers) to participate.

Additional, dedicated discussions were scheduled with key literacy service providers including staff with the Circular Head Aboriginal Centre (CHAC) and one-to-one interviews.

Participation

In total, 22 people participated in informal discussions including representatives of:

- Primary schools
- Post-secondary education and training
- Community-based literacy and family support organisations
- Not-for-profit agencies
- Local government
- Employers
Discussion Feedback

Participants were generally unsurprised by the survey findings but were encouraged by the relatively high number (70) of responses. Discussions ranged across the broad spectrum of literacy issues, from participants’ own experiences as students, parents and support workers; to opinions on systemic problems linked to low literacy levels in the region.

Issues

Participants indicated that the issues surrounding literacy in Circular Head were complex and interlinked and reached beyond individuals and families into the fabric of the community.

Participants highlighted a number of impediments to raising literacy attainment which include (in no particular order):

Structural/Organisational

- Underpinning social, cultural, health, transport and economic issues as barriers to accessing literacy support and achieving functional literacy
- Costs of participating in post-compulsory education and training
- Resourcing for students and adults with complex needs
- Poor collaboration/referral between service providers
- Uncertain funding environment and cessation of programs that are positively impacting on literacy outcomes
- Centrelink requirement for Certificate 2 as a minimum qualification for funding incentives to upskill
- Council has tended to focus on social issues and economic development as key issues, not on literacy development
- Employers are not prepared to pay for employees to access additional training
- Employers are not investing in skilling up their workforces or to build in training and development particularly, in sectors impacted by declining markets and new technologies

Environmental

- Changing nature of work and literacy expectations on employees particularly in relation to form filling and technology
- Low income families living in outlying rural areas attracted by low rent housing who are disconnected from services and support
- Isolation of Woolnorth ‘village’ from Smithton
- Migrating families coming to the region as share farmers living in relative isolation and requiring children to work on farms

“Where’s the line between those who need it and those who don’t?”

“Your can’t point to a person or a particular group and say that they need support more than anyone else, because it covers the spectrum.”

“For example, we're seeing more and more people in their 40's and 50’s who care for their grandkids but need to know how to use computers to help them with their homework.”
Cultural

- Stigma associated with poor literacy and its impact on parental support for children's education, for students' educational aspirations and on the willingness of adults to access literacy support and programs
- Perception that school finished at Year 10 and low retention into Years 11 and 12
- Difficulties in engaging community members able to benefit from additional support
- Further marginalisation of people without literacy and the risk of them missing out on other services and support available to them
- Pockets of poverty in Smithton and isolation from mainstream participation in community life

Individual

- Parental understanding and confidence with current school-based programs and assessments
- Access to (home-based) technology
- Inability to either obtain or maintain employment
- Capacity for people without functional literacy to still 'get by'
- People most in need of support are least likely to access it

Strengths and Weaknesses/ Opportunities and Threats

In the discussions, participants highlighted strengths and weaknesses, opportunities and threats that may be considered as ‘unique’ to Circular Head and that have the potential either to promote or hinder a more effective community-wide response to addressing literacy. In some instances, characteristics of the community were presented as both positive and negative.

Strengths and/or Weaknesses

- The resourcefulness, self-reliance and geographical isolation of Circular Head and the community's history of looking to itself to solve its own problems
- Close community bonds and networks which both contained and constrained a community-wide response
- Central role that schools play in supporting the next generation re literacy attainment

Opportunities and/or Threats

- Perception around differing standards of education provision for public and private schools
- Perceptions of high turnover and inexperience of teachers
- Importance of council taking a leadership role
- Relevance of 'culture' of the community in attracting future skilled/educated residents
- Capacity to integrate literacy into the (school) curriculum in ways that were enjoyable, accessible and relevant to students
- Focus on building life skills and embedding literacy in personal development programs
- Investing in trust and long-term relationship-building as a pre-cursor to involvement in programs and services
- Supporting clients as parents of pre-school children first, then focusing on their own skill development
- Not calling it 'literacy'
Helping parents understand reports, how handwriting is taught now, how to help their children with reading

Closer relationships between services
Stage Four
Partnerships and Funding Scan
Part 4
Partnerships and Funding

Working Across Boundaries

Former leader of the Australian Labor Party, Mark Latham articulates the challenges faced by rural regions like Circular Head in an era of globalised change.

As capital continues to move to a global arena, it bears less allegiance to particular locations. The connection between business interests and community interests has been stretched, often to breaking point. In many cases, the process of economic restructuring has eroded the social fabric of working-class communities. As economic activity has gone global, the entrenchment of economic and social problems has become more intensely local.

Across the world, governments are struggling to overcome the new circumstances and challenges of poverty. Much needs to be done in skills policy, welfare reform and community development to end the curse of social exclusion.3

The Circular Head Community Literacy Plan recognises that low literacy levels in the region need to be tackled in a multidimensional, cross-sector and flexible way. However, it goes further by seeking a new approach and structure, one that is built on existing relationships but embraces new forms of collaboration and cooperation.

The intention is to capitalise on existing networks and agencies providing services into the literacy sector in a way that will bolster and energise community action around literacy.

The audit has revealed a plethora of these networks and relationships already at work on the ground in the provision of programs, projects and services. However it has also highlighted the absence of joint management and integration of these services at the planning level. The Literacy Plan aims to put in place a planning framework and to reach beyond the municipal boundary to develop new partnerships, and bring new thinking and capacity to the region.

CHETCC is therefore seeking additional funding to supplement the current 26Ten Literacy grant to explore possible partnership opportunities as a critical component of the Literacy Plan. It will be seeking partners for both the development and implementation of the plan; partners with complementary perspectives, expertise and resources; who have an interest in place-based initiatives; a desire to foster social inclusion; to maximise service delivery and who support the region’s plan to enhance local economic competitiveness.

CHETCC hopes that these partnerships will help resource and enable the implementation of the Literacy Plan beyond 2014.

Potential Funding and Partnerships

A scan of available funding programs (May-June 2013) indicates that CHETCC will need to maintain a watching brief to identify opportunities across the annual state and national funding cycle. While some funding programs have mid to late year application periods, others tend to open at the end of the year or early in the new year. Ideally, CHETCC will pursue funding and partnership opportunities concurrently; approaching funding bodies to progress the Literacy Plan and organisations which can potentially provide both resourcing and expertise around implementation.

A comprehensive funding guide for government grants can be found through Funding Centre Scoop: www.fundingcentre.com.au

A range of prospective funding sources and partnering organisations have been identified and/or approached as part of the first phase Literacy Project. These include:

**Tasmanian Association of Community Houses (TACH)**
The Everyday Literacy for Local Communities Program is a grants program to fund Neighbourhood Houses for literacy projects in their local communities. Early discussions with the Burnie Community House indicate that they would be prepared to auspice a grant from CHETCC to develop the Circular Head Community Literacy Plan.

Major Grants up to $15,000 are available. Round 8 is scheduled for release in September 2013.

The Program has been funded by a grant to TACH from the Tasmanian Community Fund.

The Aims of the Everyday Literacy for Local Communities Program are to offer support for a person's literacy development through two broad approaches:

- Provide a non-threatening entry for people through practical projects that seamlessly build literacy in the process
- Target support for people who have already identified or begun addressing their literacy needs

**Contact:**
Tracy Edington-Mackay
Manager
Burnie Community House
24 Wiseman St, Shorewell Park
Ph 6433 3219
Email: info@burniecommunityhouse.com.au

Everyday Literacy
Tasmanian Association of Community Houses
MOONAH TAS 7009
Email: tach@tach.asn.au
Salvation Army
The Salvation Army’s may provide an opportunity to supplement funding of the action research (project) component of the 26Ten Literacy grant. Funding is being sought to roll out the Salvation Army's STeP123 program in rural communities. This would potentially enable CHETCC to maximise the 26Ten funding through joined-up delivery of STeP123 in Circular Head, as part of a bigger Community Literacy Plan.

STeP123 is a Salvation Army initiative creating awareness of the importance of literacy

The Salvation Army understands the need to explore the underlying issues that contribute to crisis, particularly in repeat cases, with the aim to encouraging the building of pathways out of poverty, recognising the importance of literacy in building personal capacity and in increasing future choice and opportunity for clients.

The focus of the initiative is on those presenting to The Salvation Army who do not access other literacy programs. However, others experiencing low levels of literacy in the wider community are also being targeted through community partnerships and this may broaden. The initiative will provide explicit and informal literacy learning opportunities in authentic contexts.

The three steps in STeP123

Assess – Determine literacy needs through observation, practical exercises, and self assessment. STeP123 and The Salvation Army recognise that we need to determine a person's literacy needs and interests in order to understand and meet their wider needs. We advocate achieving this through worker observation, practical exercises, and self assessment. The assessment tools we have created have been designed to give workers a broad awareness of someone’s literacy needs and how this might affect their everyday life. The assessment has an observational component, practical exercises, and a self-assessment section.

Engage – Invite people to participate in programs and use resources within The Salvation Army. STeP123 and The Salvation Army invite clients to participate in programs or to use any resources on this site. The programs offered by STeP123 offer learning situations that are meaningful and relevant to the participants everyday lives. Authentic situations are incorporated into the programs to make them meaningful for participants. All levels of literacy are catered for in a safe and creative environment.

Refer – Inform clients of appropriate programs and learning opportunities outside The Salvation Army. Some clients may be referred to literacy providers and other programs outside The Salvation Army for individual tutoring, while others may be ready for group learning.

Contact:
Steve Cooke (Coordinator)
PO Box 50, New Town, 7008
Telephone: 6228 8400
Email: step.123@aus.salvationarmy.org or steve@tach.asn.au
The Smith Family

The Smith Family targets regional communities with low levels of literacy and has a particular focus on whole-of-community approaches to building literacy(ies), education participation and retention. The Smith Family currently has a submission to the federal government to fund its school community partnerships model in Tasmania and expects to hear by end of June.

Discussions with the Smith Family’s Tasmanian manager indicate an early interest in the Circular Head Community Literacy Plan and in exploring the potential for collaboration. The Smith Family’s interest in community collaboration was recently presented in a submission to the Tasmanian Government’s *Future provision of Years 11 and 12 education in regional Tasmania* Discussion Paper (December 2012):

“A recent essay on school-community collaborations by the Australian Council for Educational Research (ACER) found that:

*Governments, too, benefit from schools connecting more strongly with business and community groups. These kinds of relationships can help grow local economies and potentially reduce the costs of service provision through less duplication of services and shared responsibility* (Lonsdale et al, 2012).

“Particularly in communities where there are limited resources, including regional communities, these collaborations can both leverage more diverse resources, as well as create opportunities for the more efficient and effective use of resources.

“A number of school-community partnership approaches are currently being implemented around Australia, such as the Extended School Hub pilots being run by the Victorian Department of Education and Early Childhood Development in which The Smith Family is playing a lead role.

“The Smith Family is currently leading the development and implementation of school-community partnerships in three communities across Australia, including regional Victoria. While the models have similar core principles and components, they are flexible to local conditions. This approach makes them potentially highly relevant for the diversity of regional communities in Tasmania.

“Non-Government Organisations (NGOs) can facilitate these deep and long-term school-community relationships which ultimately contribute to improving the educational outcomes of children and young people.”

The Smith Family currently operates a school-based initiative in Table Cape (Wynyard).

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University of Tasmania (UTAS)

A current member of CHETCC, UTAS is seeking to grow its outreach into regional Tasmania through targeted access programs aimed at increasing retention and participation. UTAS currently is seeking funding through the Higher Education Participation and Partnership Program (HEPP) for a major initiative that links high school, senior secondary college, TAFE and working age adults to university and jobs of the future in advanced manufacturing, food, tourism and health. The project has a strong focus on Aboriginal participation.

If UTAS's funding application is successful, there may be a significant opportunity for CHETCC to partner with UTAS in the Pathways to Success project during the implementation phase of the Literacy Plan.

The project is scheduled to begin in July 2014 and run through to December 2015.

Pathways to Success

- *What’s After High School* – informing and building aspiration beyond high school by introducing students, families, communities and teachers to university and the industries that will provide future jobs. Extends UTAS UniLink coordinator trial to other regions and Aboriginal communities. Incorporates:
  - curriculum enhancement, industry relevant modules for Year 7-10 curriculum, e.g. engineering examples in maths
  - on campus experiences
  - in-school activities, eg. Leadership for Aboriginal school students

- *Look in at Jobs* – familiarising students, families, and communities with future jobs. Facilitated by Industry Liaison Officers, includes:
  - sessions for subject teachers, school pathway planners and career teachers with industries, eg creative industries tourism with MONA
  - jobs of the future open days with industry input
  - industry career experience days drawing on Rural Health’s model for years 9-10
  - work experiences for years 11-12 modelled on Primary Industry Centre for Science Education’s (PICSE) careers program
  - mentoring by university students and graduates, building on Career Mentor, Karni Mapali and Smith Family programs
  - an App and web portal linked to the myfuture website.

- *Skills for Professionals* – exposing articulated pathways, enabling supported transitions from secondary college and TasTAFE, to University or university preparation programs. Particularly emphasising the value of education to Aboriginal communities, working age adults, and employers.

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Medicare Local

Tasmanian Medicare Local (TML) has received funding through the Australian Government’s Department of Health and Ageing for the Social Determinants of Health and Health Risk Factors Project. TML is recently established in Tasmania and has a key role in the delivery of primary health care projects that work across sectors and communities.

The risk factors project is taking a partnering approach to addressing the social determinants of health such as social status, health literacy, housing and education. This project is scheduled to run from January 2014 to April 2016.

One of the initiatives under consideration is building on the Bridges Out of Poverty Model which was recently run in Circular Head (30 local providers attended) and for which a local Community of Practice is being mooted. TML recognises the underpinning role of literacy and poverty and their impact on health and is open to collaborations that seek to address these issues at the local level.

TML will be funding organisations to deliver programs and interventions that target health literacy and address the broader TML agenda. A steering group oversees the activities of this project and provides advice and endorsement for project planning, implementation and evaluation.

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