



## Tasmania Smarter Schools National Partnerships Fast Facts

Through the three Smarter Schools National Partnerships (SSNP) the Australian Government is providing significant additional funding to the states and territories to implement systemic and sustainable education reform that will improve literacy and numeracy outcomes for all Australian students, strengthen the capacity and resilience of disadvantaged school communities and drive quality and continuous improvement in teaching.

The National Partnerships are now achieving significant reform at the national, territory and local school community levels. State and territory SSNP Annual Reports and Progress Reports available from this site provide an overview of some innovative strategies being progressed.

The Tasmanian Government is also contributing through new funding or the redirection of existing resources. The amounts detailed below are the Australian Government's contribution only.

Indicative National Partnership Funding				
TAS	Literacy and Numeracy (2008-09 to 2011-12)	Low SES (2008-09 to 2014-15)	Improving Teacher Quality (2008-09 to 2012-13)	TOTAL
Facilitation Funding	\$4.1m	\$70.1m	\$2.2m	<b>\$76.4m</b>
Reward Funding*	\$9.0m	\$0	\$8.3m	<b>\$17.3m</b>
<b>Total Funding</b>	<b>\$13.1m</b>	<b>\$70.1m</b>	<b>\$10.5m</b>	<b>\$93.7m</b>

\* Figures are subject to the achievement of agreed performance targets as assessed by the COAG Reform Council. The Reward Funding amounts should be considered as an "up to amount" or "maximum" funding.

Totals may not add due to rounding.

Participation					
TAS	Schools in NP	Students* in NP (FTE)	As a % of all students (TAS)	Indigenous students in NP	As a % of Indigenous students (TAS)
Literacy and Numeracy	37	12,376	15.1%	450	8.6%
Low SES School Communities	39	8,240	10.0%	931	17.8%
Both NPs	34	8,475	10.3%	1,138	21.8%
<b>Total</b>	<b>110</b>	<b>29,091</b>	<b>35.4%</b>	<b>2,519</b>	<b>48.2%</b>

\* Based on DEEWR data of SSNP participating schools as at 29/07/2011 using 2009 Full Time Equivalent (FTE) student enrolments.

\* Totals may not add due to rounding.

## Tasmania Smarter Schools National Partnerships Highlights

### *Smarter Schools National Partnership for Literacy and Numeracy*

Tasmania has established 11 networks of schools, consisting of several primary and high schools, to develop and implement whole-school or whole-network wide literacy and numeracy plans to better address the needs of the schools and their students.

Additional staff resources have allowed for leadership teams within networks and schools, dedicated and purposeful whole-school planning and management, professional learning, coaching and mentoring and effective collection and use of student assessment data to guide teaching.

The implementation of the first round of *Quicksmart* in 32 government schools has been very well received by students, staff and parents. The early stages of implementation have been very positive with students realising significant improvement in self confidence, relationships and academic progress. Early data indicates improved attendance by participating students. Other literacy and numeracy programs being implemented in government schools to improve student learning outcomes include Positive Start, Catch Up Literacy, Bridges, and Lexia.

The Independent Schools of Tasmania is supporting schools with training staff in the use of *MULTLIT* (a literacy intervention for underachieving students), the administration and analysis of the *Performance Indicators in Primary Schools* (PIPS) assessment program, and the implementation of *Kids Matter Primary*.

### *Smarter Schools National Partnership for Low Socio-economic Status (SES) School Communities*

Partnerships between schools and families, community organisations, businesses and government agencies are being actively fostered and better integrated to respond to the needs of students and their families.

A significant achievement has been the clarity of purpose and strategic intent expressed by principals in conversation, and through their school improvement planning processes. There is an overall increase in the use of student data to inform school planning, professional learning and student learning. As a result there is increasing use of explicit teaching. All sectors are investing in the professional learning of teachers with an increased focus on improving literacy and numeracy teaching/learning practice and pedagogy.

Through the Flexible Learning School Strategy, Flexible Learning Tasmania has been established to increase access to flexible on-line learning for disengaged students or those who are unable to attend a mainstream school. Over 150 online units will be available for students in 2011, and a further 15 courses are being developed.

### *Smarter Schools National Partnership for Improving Teacher Quality*

Tasmania has been able to provide significant, additional support for teachers. This assistance has enabled schools to access world leading professional learning and support and empowered educators to lead learning in schools in order to achieve improved student outcomes.

Tasmania has established eight School Centres of Excellence, while the Aspiring Leaders program has attracted 134 participating teachers from all sectors.