



SMARTER SCHOOLS NATIONAL PARTNERSHIP FOR LITERACY AND NUMERACY 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, 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, state 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.

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

Focus

- The National Partnership for Literacy and Numeracy (Literacy and Numeracy NP) ensures there is an increased focus and commitment to improve students' literacy and numeracy outcomes. It is targeted to assist students struggling with literacy and numeracy whether they are in a Government, Catholic or Independent school.
- The Literacy and Numeracy NP recognises that a focus on high quality literacy and numeracy teaching, together with strong school leadership and whole school approaches, are needed to improve student literacy and numeracy outcomes.

Funding

- The Literacy and Numeracy NP provides up to \$540 million in Commonwealth funding over four years, 2008-09 to 2011-12, to the states and territories.
- \$150 million was allocated over the first two years (or 2008-09 to 2009-10) to facilitate literacy and numeracy reform activities.
- Up to \$350 million is available over the final two years to reward state and territory achievement of agreed literacy and numeracy performance targets. Assessment of performance against these targets is the responsibility of the COAG Reform Council.
- \$40 million under this National Partnership will fund strategic initiatives that will increase our understanding of what works to improve literacy and numeracy outcomes.
- Of the \$40 million, \$11 million was allocated to fund an additional 110 schools, identified through the My School website, to participate under the Literacy and Numeracy NP from the beginning of second semester 2010. \$13 million has been provided to the Australian Curriculum, Assessment and Reporting Authority (ACARA) to support research and data collection.
- The distribution of funding is based on each state and territory's share of students at or below minimum standards (NAPLAN 2008) in Reading and Numeracy for Years 3, 5 and 7.

Literacy and Numeracy National Partnership funding								
NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Total
\$138.3m	\$91.2m	\$142.6m	\$41.0m	\$63.6m	\$13.1m	\$15.0m	\$6.2m	\$511.0m
27.1%	17.8%	27.9%	8.0%	12.4%	2.6%	2.9%	1.2%	\$100%

Figures and percentages include an additional \$11.0m provided to states and territories from the \$40.0m National Projects funding allocation, to support an additional 110 schools.

Figures include reward funding which is 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.

Facilitation Funding is not subject to this assessment.

Figures based on DEEWR data (current as of 29/07/2011).

Impact¹

- The reforms have been implemented progressively from 2009.
- Around 1,100 government and non-government schools (11% of all Australian schools) will directly benefit from participating in the Literacy and Numeracy NP. This includes 147 schools that are in both the Low SES and Literacy and Numeracy NPs.
- Approximately 417,000 students (12% of all students), including around 28,000 Indigenous students (18.0% of all Indigenous students), will be supported by the Literacy and Numeracy NP. This includes students that are being supported by both the Low SES and Literacy and Numeracy NPs.

Areas of reform

The Literacy and Numeracy NP has three priority reform areas:

- Strong school leadership and whole school engagement with literacy and numeracy
- Effective and evidence based teaching of literacy and numeracy, and
- Monitoring student and school literacy and numeracy performance to identify where support is needed.

Reform strategies

States and territories are implementing a range of reform strategies to support students in developing effective, strong literacy and numeracy skills. These include:

- Providing teachers with the skills and strategies to teach the key concepts in literacy and numeracy from the early years and to extend these skills in the middle and later years.
- Providing access to professional development to increase teacher capacity to teach literacy and numeracy.
- Identifying and developing resources for teachers to deliver consistent, high quality literacy and numeracy teaching.
- Introducing additional specialised classroom support to assist school leaders and teachers to improve student outcomes.
- Building the capacity of principals and school leaders to drive continuous improvement, through identification and implementation of proven literacy and numeracy practices and the use of performance data.
- Supporting schools to share practice and performance outcomes with other schools.

¹ Based on DEEWR data of SSNP participating schools as at 29/07/2011 using 2009 Full Time Equivalent (FTE) student enrolments.

- Implementing approaches which encourage parental engagement in literacy and numeracy education.
- Supporting schools and teachers to use literacy and numeracy performance information to identify the individual learning needs of students so that appropriate teaching strategies can be used.
- Providing professional development and support for teachers and school leaders in the use of diagnostic tools, enabling schools to use high quality data to inform decision making.
- Supporting schools to track student progress over time, particularly cohorts of students.

Selection of schools

- State and territory education authorities identified the schools to participate in the Literacy and Numeracy NP by taking into account schools' 2008 NAPLAN results, other funding to the school from the Commonwealth and/or state and their local knowledge about the schools that would benefit the most from participating in these reform activities.

Status of implementation

- Summaries of state and territory Implementation Plans for the Literacy and Numeracy NP and lists of participating schools have been published on the DEEWR Smarter Schools National Partnerships website: www.smarterschools.gov.au.

School level plans

- Schools participating in the Literacy and Numeracy NP tailored reform activities to meet the needs of their school community and the specific needs of their students.
- School level plans are published on the school (or relevant state education authority) website.

