

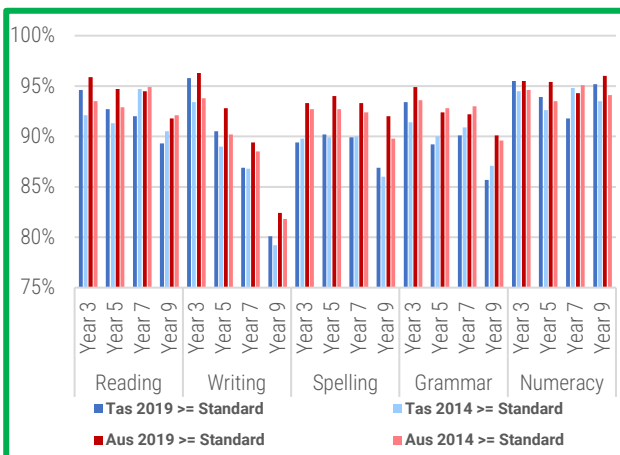
Free Tutoring

The Greens will fund 30 hours of tutoring for each student who needs additional support, for each relevant NAPLAN domain. This program will be optional and will not be subject to means testing or any other eligibility requirements.

Between 2014 and 2019, the proportion of students who achieved or exceeded the NAPLAN national standard, of the 20 total groupings of year-groups and domains, 12 improved since 2014, and eight deteriorated.

In 2019 no year group performed better (in terms of the proportion achieving the national standard) than the Australian average, down from 2 groups in 2014.

Proportion of Students Achieving National Standards¹



2023 NAPLAN reporting is not comparable to previous years. However, Tasmania’s proportion of students who need additional

support is above the national average for every year group in every domain.²

One of the most recognised means to improve school performance is one-on-one tutoring.

A 2016 international assessment of educational interventions determined that high-dosage tutoring has the largest impact of all interventions, more so, even, than early childhood intervention.³

Studies have consistently found tutoring to be a highly effective form of instruction,^{4,5} including specifically for mathematics⁶ and literacy.⁷

Budget (\$m)

Year 1	Year 2	Year 3	Year 4	Total
12.5	12.5	12.5	12.5	50.0

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¹ Australian Curriculum, Assessment and Reporting Authority, [NAPLAN Results](#), National Assessment Program, 2020.

² Australian Curriculum, Assessment and Reporting Authority, [NAPLAN national results](#), National Assessment Program, 2023.

³ Fryer, RG Jr, [The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments](#), Working Paper 22130, NBER Working Paper Series, National Bureau of Economic Research, 2016, pp. 37-41.

⁴ Chi, MTH, Roy, M and Hausmann, RGM, [Observing Tutorial Dialogues Collaboratively: Insights About Human Tutoring Effectiveness From Vicarious Learning](#), Cognitive Science, Vol. 32, no. 2, 2008.

⁵ Chi MTH, Siler, SA, Jeong, H, Yamauchi, T and Hausmann, RG, [Learning from human tutoring](#), *Cognitive Science*, Vol. 25, no. 4, 2001.

⁶ Mischo, C and Haag, L, [Expansion and effectiveness of private tutoring](#), *European Journal of Psychology of Education*, Vol. 17, no. 263, 2002.

⁷ Ritter, GW, Barnett, JH, Denny, GS and Albin, GR, [The Effectiveness of Volunteer Tutoring Programs for Elementary and Middle School Students: A Meta-Analysis](#), *Review of Educational Research*, Vol. 79, no. 1, 2009.