*Q44.*

# Review to Inform a Better and Fairer Education System

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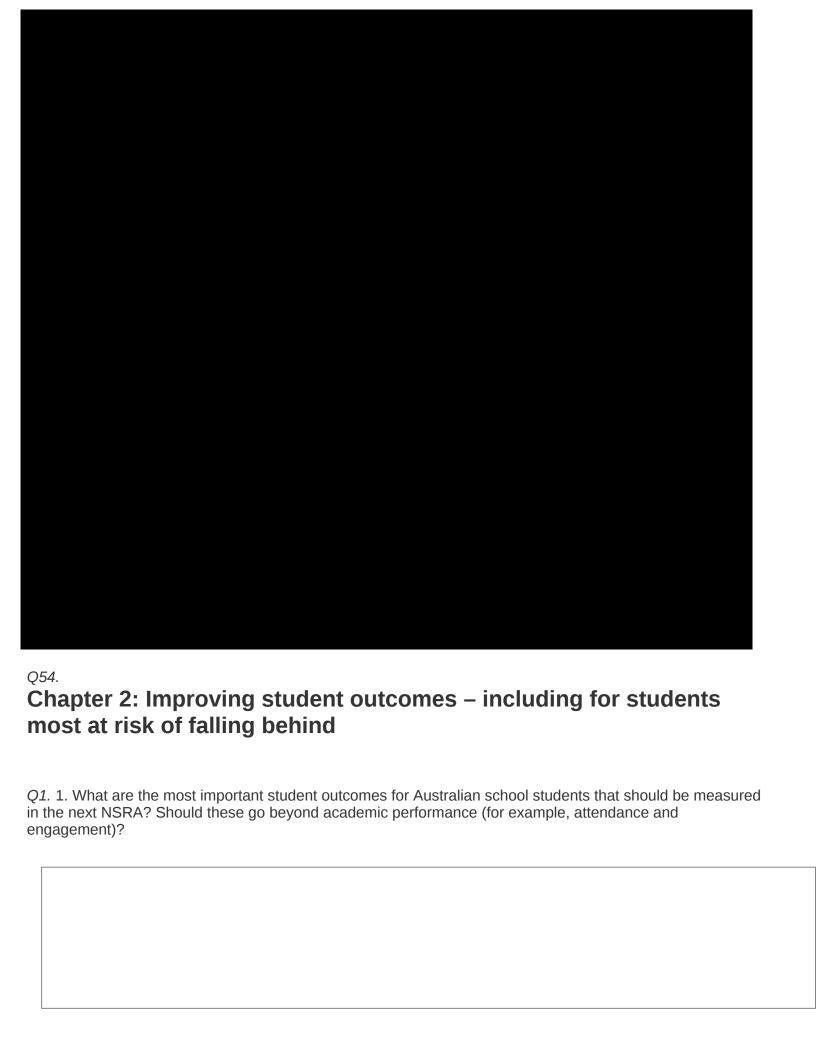
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*Q54.*
# Chapter 2: Improving student outcomes – including for students most at risk of falling behind

*Q1.* 1. What are the most important student outcomes for Australian school students that should be measured in the next NSRA? Should these go beyond academic performance (for example, attendance and engagement)?

*Q2.* 2. What are the evidence-based practices that teachers, schools, systems and sectors can put in place to improve student outcomes, particularly for those most at risk of falling behind? Are different approaches required for different at-risk cohorts?

*Q3.* 3. How can all students at risk of falling behind be identified early on to enable swift learning interventions?

*Q4.* 4. Should the next NSRA add additional priority equity cohorts? For example, should it add children and young people living in out-of-home care and students who speak English as an additional language or dialect? What are the risks and benefits of identifying additional cohorts?

*Q5.* 5. What should the specific targets in the next NSRA be? Should the targets be different for primary and secondary schools? If so, how? What changes are required to current measurement frameworks, and what new measures might be required?

*Q6.* 6. How can the targets in the next NSRA be structured to ensure evidence-based approaches underpin a nationally coherent reform agenda while allowing jurisdictions and schools the flexibility to respond to individual student circumstances and needs?

*Q7.* 7. How should progress towards any new targets in the next NSRA be reported on?

*Q55.*
# Chapter 3: Improving student mental health and wellbeing

*Q8.* 8. What does it look like when a school is supporting student mental health and wellbeing effectively? What is needed from school, systems, government and the community to deliver this?

• Increased funding to retain teachers • Modify through NSW Education Standards Authority (NESA) • Implement Measurement Framework for Schooling in Australia (MFSA) reporting framework for wellbeing outcomes of schools. • Evaluation of effectiveness of wellbeing and mental health programs through robust methodologies and assessment of risk of bias tools (eg. Cochrane Risk of Bias tools). At Community level • Partnership with researchers (Universities and NGOs) At School level • All teachers have access to mental health and wellbeing professional development (eg. 'Accidental Councillor') • School councillors (psychologists) to schools on a needs basis • Wellbeing officers to schools on a needs basis • Increased individualised monitoring for mental health symptoms. (eg. self-harm, eating disorder, behavioural problems, depression, anxiety, social withdrawal, drug and alcohol abuse, sexual health, and sudden academic decline) • Known unsafe practices are monitored and irradicated (eg. direct and indirect cyber bullying, drug and alcohol abuse, unsafe sexual practices, exposure to domestic violence and trauma) At systems level • Centralised IT systems management

*Q9.* 9. What evidence-based wellbeing approaches currently being implemented by schools and communities should be considered as part of a national reform agenda?

• A stronger evidence base needs to be developed • Recent systematic reviews of wellbeing and mental health in Australian schools identify a small proportion of programs (20%) with effectiveness, and of those having small effect sizes, which tend to be negligible over follow-up period. Many evaluations did not meet minimum benchmarks or study quality • Stronger partnership with research centres (universities) to implement wellbeing and mental health support based on current research • More interaction with community based support including community-based hubs (eg. Headspace), and child mental health specialists to support students via referral system. • Implementation of universal IT based technologies (such as InnoWell) to triage and provide assessment and identify children at risk

*Q10.* 10. Should a wellbeing target be included in the next NSRA? Could this use existing data collections, or is additional data required?

• NSRA strategy could target wellbeing through: inequity as a broad measure to lift wellbeing in schools • In terms of data collection, reporting funding allocation and transparency is needed Some states have already established reporting mechanisms (eg. NSW, Schools Reporting Framework). • Report on equity on current indicators, and fund and resource on the basis of need. • This needs to be standardised nationally.

*Q11.* 11. Would there be benefit in surveying students to help understand student perceptions of safety and belonging at school, subjective state of wellbeing, school climate and classroom disruption? Would there be value in incorporating this into existing National Assessment Program surveys such as NAPLAN?

• There is already a considerable number of past and recent publications answering these very questions. A systematic review would be able to provide a summary of the answers. • Subjective state of wellbeing, school climate, and belonging are already assessed through PISA, however there is no analysis or reporting of it in Australia. Moreover, they is not reporting for the equity groups. • Surveys are available at state level for all schools (eg. NSW at CESE). These need to be utilised in a consistent way to support student wellbeing • There may be value to schools at school level (not national) to incorporate feedback through ongoing monitoring and evaluation of each school's progress in this area.

*Q12.* 12. To what extent do school leaders and teachers have the skills and training to support students struggling with mental health?

• We simply do not know because there is inadequate monitoring . Monitoring could potentially be included in in the National Teacher Workforce Data • Importantly teachers that have specialisation for wellbeing and mental health need to be strategically allocated to schools with needs in this area • Our recent publication titled "Teachers as first responders", shows that teachers nationally and internationally are vocalising their need for training in mental health to manage the increasing demands on teachers who, we argued, have become first responders when a child experiences a mental health issue in the classroom.

*13.* 13. What can be done to establish stronger partnerships between schools, Local Health Networks and Primary Health Networks?

• Include mental health specialists as part of school protocols for triage and case management. • This process needs to be started at government level where the current demarcation between government departments, specifically departments of education and departments of health, needs to be addressed

*Q19.* 14. What can be done to ensure schools can easily refer students to services outside the school gate that they need to support their wellbeing? How can this be done without adding to teacher and leader workload?

These systems are already in place in public schools via the referral system. Easing access to this system can be achieved through: • Establishing a register of external experts who are on call, and making access to them easier for a wider range of school healthcare workers, such as school psychologist, pastor, and wellbeing officers. • Funding to individual schools • Establishing collaborative practices with NGOs (eg. Mission Australia) and youth mental health hubs (eg. Headspace). • Through schools' charitable work, establish collaboration with community charities, such as old people's homes, animals shelters, and community gardening

*Q56.*
## Chapter 4: Our current and future teachers

*Q20.* 15. What change(s) would attract more students into the teaching profession?

*Q32.* 16. What change(s) would support teachers to remain in the profession?

*Q31.* 17. What change(s) would support qualified teachers to return to the profession?

*Q30.* 18. What additional reforms are needed to ensure that the schools most in need can support and retain highly effective teachers?

*Q29.* 19. What can be done to attract a diverse group of people into the teaching profession to ensure it looks like the broader community?

*Q28.* 20. What can be done to attract more First Nations teachers? What can be done to improve the retention of First Nations teachers?

*Q26.* 21. What reforms could enable the existing teacher workforce to be deployed more effectively?

*Q25.* 22. How can teacher career pathways, such as master teachers and instructional specialists, be improved to attract and retain teachers? How should this interact with the Highly Accomplished or Lead Teacher (HALT) certification and the Australian Professional Standards for Teachers?

*Q24.* 23. Are there examples of resources, such as curriculum materials, being used to improve teacher workload or streamline their administrative tasks?

*Q23.* 24. How should digital technology be used to support education delivery, reduce teacher workload and improve teacher effectiveness? What examples are you aware of?

*Q22.* 25. Are there benefits for the teaching profession in moving to a national registration system? If so, what are they?

*Q57.*
# Chapter 5: Collecting data to inform decision-making and boost student outcomes

*Q27.* 26. What data are of most value to you and how accessible are these for you?

*Q35.* 27. Is there any data that are not currently collected and reported on that is vital to understanding education in Australia? Why is this data important?

*Q34.* 28. Should data measurement and reporting on outcomes of students with disability be a priority under the next NSRA? If so, how can this data be most efficiently collected?

*Q33.* 29. Is there a need to establish a report which tracks progress on the targets and reforms in the next NSRA? Should it report at a jurisdictional and a national level? What should be included in the report?

*Q32.* 30. Is there data collected by schools, systems, sectors or jurisdictions that could be made more available to inform policy design and implementation? What systems would be necessary to enable these data are made available safely and efficiently?

*Q31.* 31. The Productivity Commission and Australian Education Research Organisation (AERO) have identified the need for longitudinal data to identify the actual students at risk of falling behind based on their performance (and not on equity groups alone) and to monitor these students' progress over time. Should this be the key data reform for the next NSRA?

*Q30.* 32. Should an independent body be responsible for collecting and holding data? What rules should be in place to govern the sharing of data through this body?

*Q29.* 33. Is there data being collected that is no longer required?

*Q28.* 34. How could the national Unique Student Identifier (USI) support improved outcomes for students?

*Q58.*
## Chapter 6: Funding transparency and accountability

*Q36.* 35. Are there other objectives for funding accountability and transparency we have missed?

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*Q39.* 36. How can governments make better use of the information already collected and/or published to achieve the objectives?

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*Q38.* 37. What other funding accountability and transparency information regarding schools (both your school and the education system more generally) would be useful?

[  ]

*Q37.* 38. What are the priority gaps in the current funding transparency and accountability arrangements from your perspective?

[  ]

*Q59.* Do you have any additional comments? (2,000 characters)

*Q52.* If you have more information you would like to share with the Expert Panel, please send a written response as a .docx or RTF format to [NSRA.submissions@education.gov.au](mailto:NSRA.submissions@education.gov.au). An additional PDF version may also be submitted. Please make sure to note that your email is to be considered alongside your current submission.

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