

Q44.

Review to Inform a Better and Fairer Education System

Privacy Statement

Your personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

Personal information is information or an opinion about an identified individual or a reasonably identifiable individual. Personal information includes an individual's name and contact details and may include opinion-based data.

Your personal information is collected by the Australian Government Department of Education (the department) as part of a consultation process for the Review to Inform a Better and Fairer Education System (the Review).

Your personal information may be used for the purposes of:

- administering the Review and related consultation process, including contacting you in relation to your submission
- informing or contributing to policy development related to the Review
- developing reports
- publishing your submission where you have agreed to that.

If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation.

Your personal information may be disclosed to third parties, including but not limited to:

- Qualtrics and the Department of Employment and Workplace Relations for the purpose of IT support, and
- a contracted service provider engaged by the department in connection with the Review.

Your personal information may also be disclosed to other parties where you have agreed or it is otherwise permitted under the Privacy Act.

Where you have agreed, your submission (including any personal information you include in your submission and your name), may be published on the department's website, which may involve disclosure to overseas recipients in any country. As such, by agreeing to the publication, you are consenting to your personal information being accessible overseas and acknowledge that an overseas recipient is not likely to be subject to the Privacy Act and the department will not have an obligation to take reasonable steps to ensure that they do not breach the Australian Privacy Principles in relation to the published information.

The department's [Privacy Policy](#), including information about how to make a complaint and how to access or correct your personal information, can be found on our website. You can also request a copy from the department by emailing privacy@education.gov.au.

For more information on how the department handles your submission, visit the [terms and conditions for public submissions](#) page.



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)?

Critical and creative thinking Collaboration Communication of idea and skills

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?

Use the design thinking model to involve students in identifying a "wicked problem" that aligns to real-world skills and developments. This can take an interdisciplinary approach. It allows students to play to their strengths and interests, and keeps them engaged, while empathising and engaging with current global issues.

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

Lots of funding for testing and support teachers at primary schools, who are skilled in identifying and triaging learning difficulties.

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?

Yes, it should. Benefits: - Tailored support services - Potential to intervene early and break cycles of trauma - Ultimately reduced financial burden on systems - A more integrated multicultural workforce Risks: - Harmful initiatives developed too quickly and through lack of consultation

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?

- Supporting students from CALD communities - Supporting low SES communities - Technological advancement in all schools - Upskilling teachers to avail educational technologies

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?

- A clear and transparent support structure of who Principals and school leaders can contact for support in various areas.

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

Publicly and online

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?

- Higher attendance rates - More engaged students More funding for social services and mental health services is needed. More parent information programs that are free, such as Tuning into Teens etc. More mobile health workshops in schools.

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

The Berry street trauma-informed practice model has known to work really well. Teachers can be offered free training in this.

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

Yes. Plenty of existing data.

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?

Yes

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

It's usually offered as a one-off every few years with no potential to update due to funding and time-constraints.

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

A website with links, newsletters to school leaders

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?

Placing an educational psychologist in the most at risk schools who can do this

Q56.

Chapter 4: Our current and future teachers

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

Workload reduction Higher pay More behaviour management support in uni More learning difficulties management training in uni A mentoring system that is ongoing Better school leadership

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

As above

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

As above

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

Better leadership. Leaders need to receive ongoing training, and should be audited.

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?

Represent this diversity via social media and networks. You can't be what you can't see.

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

As above.

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?

Make these pathways more explicit and widely circulated. Very few people know they exist and hence don't apply for them.

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?

Chat GPT - there needs to be vetted and free professional learning available to all teachers across the country to harness this tool to reduce admin and workload. The tech schools in Victoria are a great example of bring technology into schools, free.

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?

Qualitative student data

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?

As above

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?

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

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

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. An additional PDF version may also be submitted. Please make sure to note that your email is to be considered alongside your current submission.

If you have any questions about your submission or the submissions process more broadly, please contact NSRA.submissions@education.gov.au