# 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If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation.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.
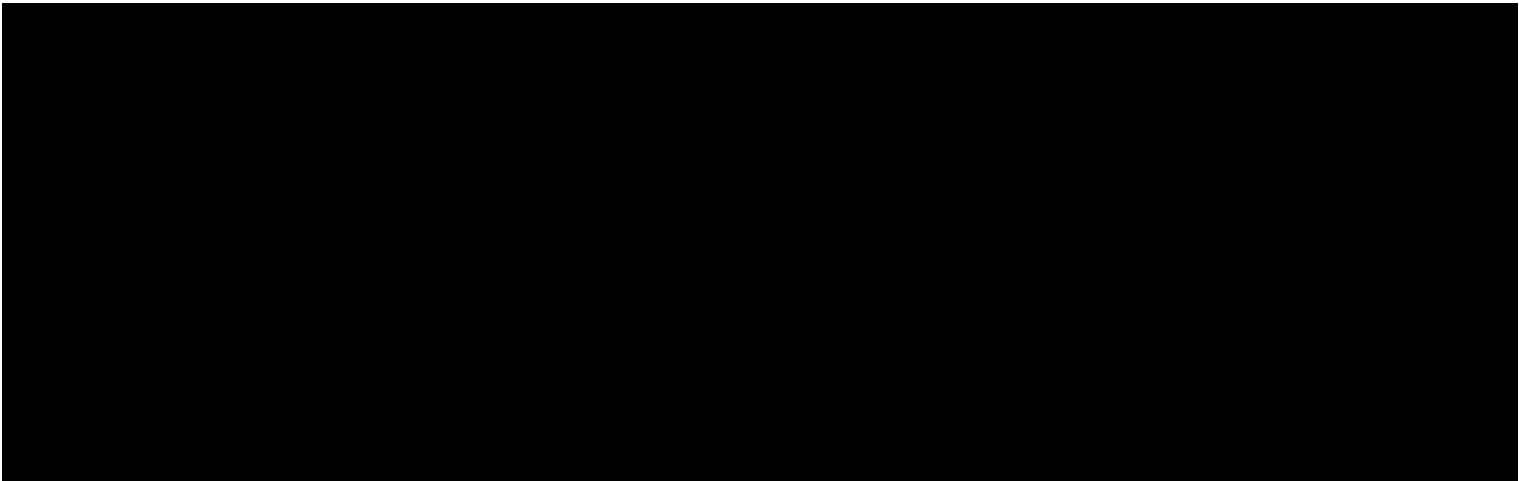
*Q54.*

# 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)?

Literacy, numeracy, wellbeing, 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?

Different support depending upon the cohort is vital – a one size fits all program is not going to be effective for all students.

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

Data is the key, we need to ensure we have consistent data, that is transferable between schools and sectors for the life of the students. Ideally a USI from starting school, so the student's data follows them into any academic organisation. When students move to post-school studies, only the final school results should be visible to further education providers to ensure equity. We need national assessment each year, where results are returned to school's instantly, such as PAT data. This allows teachers to plan accordingly on up to date data.

*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?

We should definitely not have league tables. This is exceptionally unhelpful.

**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?

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

All schools should be mandated to complete the Keeping Safe: Child Safe Curriculum, as we are the Australian Curriculum. This should not be sector dependent.

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

*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?

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

This would be minimal at the moment. All teachers should undertake Youth Mental Health First Aid, as part of their registration requirements., which would be a step in the right direction.

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

*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?

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

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

The view of teachers in society. There is a lot of teacher bashing that goes on in the news and by parents/caregivers. We need more uplifting narratives of the professionalism of teachers. We can not focus solely on teaching being a vocational career, as this reads that it is a lower paid/valued profession. The career progress for teachers. Ensuring teachers can continue to progress their career without leaving the classroom, such as nationally paid Highly Accomplished and Lead Teacher (HALT) positions within schools. Perceptions around work life balance and ensuring the actual work life balance of teachers is maintainable. Paid practicums. This would attract students to start teaching courses and allow them to spend more time in school. This would support potential students who would not otherwise be able to consider further study and diversify the profession. Graduates feeling classroom ready. Increase the duration of practicums, which would allow students to feel better supported when they enter the teaching profession and improve retention. Students need to feel ready to teach by the time they are looking for their first teaching role.

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

The biggest issue is work life balance. The demands put on teachers is massive, around administration and parental/student communication. As technology develops it has become an unwritten expectation that teachers are accessible all the time. Parents, who previously would not have rung or written to a teacher are firing off emails. Co-curricular expectations is also a problem for people working in some sectors/schools. Better career progression opportunities, while being able to remain in the classroom. Highly Accomplished and Lead Teacher (HALT) status should be funded centrally and should be a career pathway that is as highly regarded as becoming a middle or senior leader. The positive impact that HALT teachers can have on the development of both their students and colleagues cannot be underestimated. Our expert practitioners should be the ones who are able to remain in the classroom. Pay. Although pay for beginning teachers is in line with other professions, this is not the case without promotion, which in turn takes our best teachers out of the classroom. highly skilled leaders to look at other industries to earn a similar salary.

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

Many teachers have been 'broken' by teaching during Covid and have either decided to pursue other careers or become relief teachers to maintain some work life balance. I think it would be a hard sell to get these teachers back into education. With that said, improved conditions and pay would certainly help those who are emotionally able to consider teaching in either a contract or on a permanent basis.

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

We need to allow schools to offer permanent positions, rather than ongoing contract positions. This will encourage teachers to make a move and stay in a community. The schools that have the most need, need to be able to offer fantastic incentives, which will attract some of our teachers with the best expertise, including pay, housing allowances, promotional opportunities, professional learning and additional planning and preparation time. The financial incentive, stability, opportunity for professional growth, and a potentially improved work lie balance would entice more teachers into these schools. There should be extra incentives for accredited Highly Accomplished and Lead Teachers (HALT) to work in these schools, which will help raise the capacity of the other teachers working in these contexts.

*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?

You cannot become what you cannot see - we need more First Nations teachers in school to inspire our First Nations students to consider teaching as a career. In order to do this, we need extra incentives for First Nations people to undertake teacher training. We also need First Nations teacher mentors to support First Nations teachers through their early career journey.

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

A singular body for teacher registration, this would allow movement between states and allow more flexibility for teachers. Now all states have different requirements, and this leads to inconsistency. There is a lack of permanent positions in state run schools, which make the independent and Catholic system more attractive for some. This leads to a two-tier educational system. See my response for question 18.

*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?

HALT should be the main driver to attract and retain teachers. Nationally consistent systems for teaching pathways linked to the Australian Professional Standards for Teachers. Current master teachers and instructional specialists should have some credit towards HALT accreditation. New master teachers or instructional specialists categories should be steps on the way to becoming a HALT. For example, an instructional specialist may have met some of the descriptors (Standard 1, 2, 3) for HALT, but is not accredited. This would be a career progression for many teachers. This would allow teachers to focus on their areas of passion, for example someone who is interested in Professional Learning (PL) could become a PL specialist, meeting standard 6. Once a teacher has become a 'specialist' they would not need to address the appropriate standards again as they move towards HALT accreditation. There should be 'add ons' to HALT accreditation, for example a 'Mathematics specialist HALT', these HALT would be able to offer enhanced support outside their own context as part of the enhanced status – becoming more of a practicing 'consultant' in their advanced status following accreditation

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

Keeping Safe: Child Safe Curriculum. Some curriculum documents from the department of education schools, but not shared with Catholic or independent school.

*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?

Report generators. Learning management systems, where teachers can collaboratively plan and share resources.

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

Absolutely - this would solve many problems that we face. The benefits would be as follows: 1) Consistency in the use of the Professional Standards for Teachers, which will lead to better quality assurance for teachers. 2) Increased public confidence in teacher standards being consistent across the country. 3) Allowing mobility for teachers between states and territories. 4) Consistent and improved professional learning that is nationally available. 5) A central data hub for all teachers' information. 6) Support consistent career progression, such as HALT. 7) Potential for mentors working across the country. 8) Reduced cost for registration, as the process would be streamlined and managed nationally. 9) Consistency for HALT application procedures, support and standards. 10) The ability to track teacher data across the country to inform strategic planning, policy making and research.

*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?

The in house data we collected, such as PAT, student voice data, learning management plans, and class attainment. This is instantly available and allows teachers to plan for the individual student, change their teaching methodologies to best support engagement, wellbeing and academic outcomes and support students individually based upon up to date information.

*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?

National Wellbeing data. There are so many options, we need a nationally consistent approach in order to make real progress in improving wellbeing and engagement.

*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?

Yes - this is vital to ensure none of our students are falling through the cracks.

*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?

The USI should be given when a student starts school and then all their data should move with them between schools. This would allow teachers to see previous performance in school. The sharing of the data should be restricted to when students are in school, after that only the most recent school results at the highest level achieved should be shown. This would prevent any bias for students entering higher education.

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

*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](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.

If you have any questions about your submission or the submissions process more broadly, please contact [NSRA.submissions@education.gov.au](mailto:NSRA.submissions@education.gov.au)