

Q44.

Review to Inform a Better and Fairer Education System

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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)?

The measurement of student outcomes encompasses several important attributes. Firstly, there is a focus on emphasising learning rather than solely evaluating performance. This approach values the process of acquiring knowledge and skills over simply achieving high grades. Additionally, student outcomes include the development of global citizenship and awareness, promoting an understanding of diverse cultures, perspectives, and global issues. Being literate and numerate extends beyond basic reading, writing, and calculating abilities, encompassing a deeper understanding of language and mathematical concepts. Moreover, students are expected to demonstrate the ability to articulate their thoughts effectively, providing reasons for their responses and justifying their learning and thinking processes. Finally, student outcomes involve fostering active engagement in the learning environment, encouraging students to be present and actively participate in their educational journey.

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?

targeted teaching - not about creating ILPs or different lessons or ability grouping instead it is about using quality assessments to identify common needs and working with small fluid groups to address these needs in a developmentally appropriate way teaching the student not the curriculum - not seeing the curriculum as a checklist and tick boxes for each student at their year level curriculum; instead reach each student where they are and let them explore the curriculum to see what they need to learn next knowing your students as a whole

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

Regular conferencing with students - one on one and small group the only sure shot way to reach students and identify for early interventions In addition, other ongoing formative assessments can be used to monitor students' progress and identify any areas where they may be struggling. also, maintaining open lines of communication with students and their parents or caregivers is essential. Regular parent-teacher conferences or progress reports can help identify any concerns or patterns of underperformance that may require further attention. Additionally, collaboration and data sharing among educators within the school community can be beneficial. Teachers can engage in regular meetings to discuss student progress, share insights, and identify students who may require additional support.

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?

Benefits: Improved Support: Equity and Inclusion: Data Collection: Including additional cohorts allows for more comprehensive data collection, which can inform evidence-based decision-making and policy development. It provides a clearer picture of student outcomes and supports effective planning. Risks: Labeling and Stigmatization: Care should be taken to ensure that the identification process is respectful and does not perpetuate stereotypes or biases. Resource Allocation: Adding more cohorts may strain existing resources and support systems. Administrative Burden: Adequate systems and processes must be in place to manage the additional workload effectively.

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?

The specific targets in the next NSRA should consider academic achievement, equity and inclusion, well-being, and student growth. Differentiated targets for primary and secondary schools can be set, but a cohesive approach should be maintained. Changes to measurement frameworks should involve broadening assessment methods, incorporating multiple measures, and utilizing longitudinal data. New measures can focus on 21st-century skills, student engagement, and parent/community engagement.

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?

To ensure evidence-based approaches underpin a nationally coherent reform agenda while allowing flexibility for jurisdictions and schools to respond to individual student circumstances and needs, the targets can be structured in the following ways: Core National Targets: Establish core national targets that align with overarching educational goals. Differentiated Targets: Allow flexibility for jurisdictions and schools to set additional targets that address specific local needs and priorities. Target Customisation: Encourage jurisdictions and schools to customize the indicators and measures used to track progress towards the targets. This approach encourages collaboration, knowledge exchange, and continuous improvement to drive educational reform and improve student outcomes.

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

Progress towards new targets in the next NSRA should be reported on comprehensively and transparently. This can be achieved by establishing clear and measurable indicators, implementing robust data collection and analysis systems, and providing both aggregated and disaggregated data to highlight overall progress and disparities. Contextualisation, comparative analysis, and narrative reporting should be incorporated to deepen understanding and engage stakeholders. Regular reporting cycles, public accessibility, and stakeholder involvement are essential for ensuring transparency and accountability in the reporting process. By following these practices, progress reports can effectively track achievements, challenges, and areas for improvement within the education system.

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?

When a school is effectively supporting student mental health and well-being, several key characteristics can be observed: Programs and initiatives address various dimensions of well-being and prioritize the overall welfare of students. Positive relationships between students, staff, and the wider school community are nurtured, promoting a sense of belonging and connectedness. The school: incorporates mental health education into the curriculum, providing students with knowledge and skills to understand and manage their mental health effectively. ensures that mental health services are easily accessible to students. implements proactive measures to identify and address mental health concerns at an early stage. promotes well-being through various activities and initiatives. collaborates with families, community organizations, and mental health services to enhance support for students. To deliver effective support for student mental health and well-being, collaboration is needed among schools, systems, government, and the community. This requires a shared commitment, adequate resources, and ongoing evaluation to ensure the well-being of all students.

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

Respectful Relationships by the Victorian DOE is quite comprehensive and well rounded. A definite approach that should be considered as part of a national reform agenda.

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

Yes and new, current data is needed in this post pandemic age

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 - similar to AtoSS (Vic DOE) but more comprehensive No to being included in NAPLAN

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

Inadequate - school leaders and teachers are not trained counsellors or psychologists. However, an understanding of the community circumstances and knowing their students helps them in becoming the first responders. Something like Paramedics but not specialist doctors.

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

dedicated leaders with a portfolio of community and home partnerships multiple opportunities for partnerships that goes beyond the academics

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?

Competitive Salaries and Benefits Paid placements and internships Professional Development Opportunities Recognition and Respect Career Advancement Opportunities Promoting Work-Life Balance Positive Public Perception

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

Improved workload management Collaborative planning Competitive salaries and benefits PD and growth opportunities - professional networking opportunities supportive leadership and mentoring Enhanced Support for Challenging Students and Classrooms

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

same as above

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?

more professional networking opportunities

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

Yes - Collaborative planning approaches used by certain schools in Vic

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?

more training in AI resources and tools

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

Enhanced professional standards Portability and Mobility Quality Assurance Consistent recognition of qualifications enhanced PD support consistent research and data collection streamlined processes and efficiency

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?

student outcome data - formative assessments, teacher judgement and standardised testing student engagement and wellbeing data teacher wellbeing data student - teacher pedagogical crosswalk data student, teacher parent surveys

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?

pedagogical crosswalk needs to become more common

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?

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)

I have responded to questions that I felt qualified to respond to. There are a few others that need more research and study on my behalf. However, I am appreciative of this opportunity and the comprehensive approach. I applaud the diversity in the panel with inclusion of teachers and leaders from all states. I hope the responses being submitted here are also considered and if needed reached out for more elaboration. There is a plethora of good teaching happening in schools all around Australia. To restrict the perspective would be a disservice to our industry.

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