

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)?

Ability to think for oneself Ability to problem solve Ability to work with others - collaboration to reach out outcome Ability to evaluate things from alternative points of view - think Edward Du Bono 6 hats Emotional Intelligence Empathy for self and others Resilience Asking for and seeking help in healthy ways. Confident to express thoughts and feelings Healthy risk taking Positive response to failure Emotional Self Regulation

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?

I am a parent and counsellor with a neurodiverse family. What I can tell you wholeheartedly is that the current system IN NO WAY caters for NEURODIVERSE BRAINS. If anything makes NEURODIVERSE BRAINS, feel stupid, worthless, have low self esteem, gets them in trouble all the time and DOES NOT ALLOW for ANY LEARNING in the way NEURODIVERSE BRAINS learn. This is a HUGE FAILURE of the Australian Education System - Ask ANY PARENT OF NEURODIVERSE KIDS. A large portion of these KIDS have above averages intelligences and are VERY BRIGHT. Twice Exception or not the Aust education systems does not provide ANYTHING for the unique gifts and talents of NEURODIVERSE BRAINS. Yet when we look at the vast majority of people who advance the world.....NEURODIVERSITY is everywhere. Parents of neurodiverse children at TRAUMATISED by the lack of understand, care, knowledge, support and catering for their kids learning styles.

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

The best thing I ever did was put all my children through the WISC-V and WIAT-111. EVERY CHILD should be put through this testing for FREE!! So every parent and the education system and understand the potential and learning issues and gifts for all children early on. I go this done in Year 1 for both my kids and I USE IT ALL THE TIME - to advocate for my kids gifts, intelligence and potential. EG; My son with ADHD was in the bottom maths group. I called up the school and said - my sons WISC and WIAT says he should be in extension maths. Because ADHD is a performance not intelligence issue - I then put a platform of support in place to support his learning (catering to his ADHD) - (which the school had no idea how to do and has no understanding of ADHD at all except what I have taught them.) A few years later plus the tutoring i already had in place and my son is MATHS thriving! But without the "EVIDENCE" of my sons potential with the WISC and WIATT - i would never have been listened to and my son would still be in the lowest maths group!

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?

I am confused by this question - how can you not include all children - the United Nations Rights of the Child tell us each child has equal rights to education. Maybe i don't understand the question because I am a parent but equity is what Australia is suppose to stand for and education is one place where this is of serious importants

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?

I would say so just based on the development of the human brain. I really think you need some neuroscientists and developmental experts weigh into this. When i think of my kids primary school experience - I don't see the depth of knowledge around what the human brain needs to develop healthy implanted into school experience at all. So if we look at it from that perspective yes of course primary and secondary targets would be different. The Social Emotional Measures and the programs offering social emotional development need to be much more significant in primary school. There is a real loss of looking at children as growing and developing human beings - CHILD CENTERED is not a word i would use to describe the public primary school system. You need to stop putting in measures which lead to PEOPLE COVERING THEIR BACKS AND TRACKS / GASLIGHTING / DISMISSING / IGNORING / LACK OF ACCOUNTABILITY.... On of my kids recent teachers said...."I hat it when i have to ask for things" this was around something that was going to support my childs learning.....its really sad.

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?

Schools don't response to individual student circumstances and needs NOW - if you think that is happening then you are sadly mistaken. THAT IS WHAT IS MISSING - every child whatever shape they are , are being shoved into a ROUND HOLE. Evidence based approaches as I understand it at the moment involve customised learning..... Surely the WORLD's LEADING EDUCATION COUNTRIES - offer models we can look to adopt here. PLEASE don't make it harder than it has to be. The education system in this country is dire as it is. Get the experts who turn evidence in practice involved - NEW ONES - not the experts you have already used in the past.

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

Transparently! What is horrendous as a parent is how hard it is to get an understanding of your child's growth. 1. Every report I get says LESS AND LESS - is MORE GENERIC 2. Everything is a SECRET 3. No test results 4. NOTHING If I want to know how my son is going..... school is not my go it

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?

Wellbeing programs need to be placed into school from kindergarten. Social Emotional Wellbeing should be the priority. Healthy and Happy Brains Learn! Brains in Fight and Flight Mode do not learn. They should be WHOLE OF SCHOOL - there are some wonderful evidence based programs already in existing for WHOLE OF SCHOOL. There are no measures/targets on this so if there are no measures or targets on this then IT IS NOT VALUED. Stop reducing funding for counsellors in schools. 1. WHOLE OF SCHOOL APPROACH 2. WHOLE OF SCHOOL PRIORITY 3. SPECIFIC SUPPORTS - counsellors / calm spaces / nature / programs outside the classroom Please speak to the psychology and developmental academic and practitioner community and go and look at the many evidence based programs that already exist - JUST PUT THEM IN SCHOOLS - INTO THE CULTURE!!! Yes it is Gov / Education - responsibility to LEAD - community to engage, not lead. Wellbeing at my kids primary school has been Parent LED and school REFUSED. Horrendous

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

Please do your research - there are many of them Programs like BRAVE online for anxiety MIND NINJA - for emotional regulation There are actually a lot of them evidence based in existing PLUS there are WHOLE OF SCHOOL ones as well.... You just need to go and engage the people who develop and run them. Don't RED tape getting them into schools -

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

YES!! Plus you need to ensure that ALL PARENTS know their child's data is going into the annual NCCD. I promise you there are thousands of PARENTS who DO NOT KNOW. Get rid of that survey - Tell them from Me or whatever its called - ITS SO BIAS - you get the kids to do the survey, at school, in front of teachers and expect them to answer honestly about whether school is going well for them.....that is a joke! What you need is a system that is transparent, honest, unbiased and therefore worth reading the results of. PLUS parents as suppose to be able to access this data but when you ask the school or the dept of education for the data - what you get back is a mess - CLEARLY ITS A TICK BOX! and nothing else!

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 But you cannot do it at school, in classrooms, in front of teachers - BECAUSE IT IS FULL OF BIASES!!! Its like asking someone to their face if you like them!!!! Please get people who understand what reliable unbiased research actually looks like and knows how to implement it.

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

I have not seen any skills at our school with that at all. If anything they traumatise the kids more. When i hear how principals and teachers have responded - its shameful. BUT - you cannot ask them to do this - they do not have the skills and you certainly do not provide them with the resources and last i checked - counsellor funding was reduced. YOU NEED TO HAVE A WORKFORCE of appropriately skills professions to provide the platform of support for students struggling with mental health and that workforce should also SUPPORT THE TEACHERS!!!!

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

I don't know. I wouldn't put my kids in the public mental health system. Ask most parents because when you kick a kid out of therapy because their "session numbers are up" and leave them hanging out there - all you are doing is contributing to the trauma.

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?

What do you think teachers are???? They are not mental health referrers - they are teachers!!! Schools need to invest in having a strong HOME/SCHOOL partnership - i see very little of this in a way that is more than tick boxing. That is what the PROFESSIONALS i mentioned in the previous question are for. 1. Teachers need to be unskilled to IDENTIFY a child needing wellbeing/mental health support. 2. Relevant professional in the school - teachers refer child to this professional. 3. Professional in school - engages with parents (and teaching in meeting but teacher does not lead) to talk situation and support options outside of school. (TEACHERS ARE NOT REFERRERS OR THERAPISTS - don't ask the to be.) 4. Parents with Doctors find relevant people BUT strategies need to be support AT HOME and AT SCHOOL in a SHARED CARE COMMITMENT.

Q56.

Chapter 4: Our current and future teachers

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

Pay them properly. Invest in the school physical resources properly (public schools look like decrepit run down homes) so its a place people want to belong and feel proud to belong to. Give them the resources they need equally and fairly Give them some decent technology so they can at least feeling like they are in the current century Invest in their professional development Teach them basics on child development and social emotional human development so they can feel competent in the wellbeing space Stop dumping more administration on them for the Department RED TAP BEAUROCRATIC needs VALUE THE EDUCATION OF OUR CHILDREN IN THIS COUNTRY.

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

All of the above This profession has been left to waste for years.....

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

All of the above This profession has been left to waste for years.....

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

Why do people stay in any professional, with any boss..... ITS NOT ROCKET SCIENCE GOOD PAY FEEL VALUED SENSE OF BELONGING SENSE OF PRIDE FEEL INVESTED IN MAKING A DIFFERERNC E APPRECIATE These are HUMAN needs not teacher needs....SUGGEST TRYING THEM ON THE TEACHERS AND SEE WHAT HAPPENS

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?

You need some cultural inclusion experts to help answer that.

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

Not my area of knowledge or lived experience

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

What I have come to learning as the employment scenario which seems ridiculous is The holding of jobs open forever. The number of teachers who beacuse of the system are forced to stay as casuals and don't have permanent jobs. you would never see anything like this in the private economy. According to all the teachers I speak to , none of them rate the currently employment framework

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?

I don't know how the advancement pathway works but how about you look at performance measures of the person/teacher. Just because have a PHD doesn't make you good at teaching!

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

Its only getting worse from what I can see.

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?

Exactly this is where administration should be streamlined, automated, and technology embraced. My school has killed 1000000000000 of trees alone from all the paper that gets sent home!!!

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

I'm not sure. Ask the teachers

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 most valuable data I actually get about my kids is when i book in and do a deep dive face to face with a teacher about my child. The School Reports at Primary School basically say nothing. Naplan is kind of helpful I don't get anything else. The tutors I pay privately The reports I mentioned before which i use to advocate for my kids

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?

Mental Health Data - Wellbeing Data The measures/surveys I see recently are a waste of time - see previous comments on "Tell Them From Me Survey." our principal is clearly NOT evaluated on her school strategic plan - the real life day to day version of school in comparison to the actual strategic plan is a joke - Clearly her reporting line does not hold her to account to the plan and the PLAN is nothing but 1. We have a strategic plan 2. It exists 3. No one holds me to account [REDACTED]

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?

I will tell you my experience with the NCCD. 1. My sons data was being collected for 2 years without me knowing. 2. He was getting NO extra supports despite his data being collected, the school receiving the disability loading from his data. 3. When i confronted the school, it was admitted that his data had been collected for 2 years. The principal has never owned up (but the learning support person did). The principal has never opologise, been open or transparent about what happend - gaslighted me completed. 4. Any supports my son has had have been 100% DRIVEN BY ME - the SCHOOL has NEVER PROACTIVELY doen anything except stick him in the BOTTOM maths group even thought is WISC and WAIT say EXTESNIONS MATHS. DISABILITY RIGHTS are BEING IGNORED BY SCHOOLS COMPLETELY. NCCD data is being collected, they are taking the money but the KIDS are not being supported THIS IS A MAJOR AREA OF DYSFUNCTION. 1000's of PARENTS are UNAWARE and SCHOOLS CLEARLY DO NOT FEEL they have to provided all the supports that the law and standards state becuae SCHOOLS feels very confident to not provide supports or push back against parents wanting more for their CHILD - PARENTS END UP TRAUMATISED.

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?

Yes - but dont RED TAPE it and do it for the sake of doing it. If you 're going to do it - get someone in the private sector to create if for you.

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?

Not my area

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 100% I have a son with ADHD - He will have it his WHOLE ACADEMIC and SCHOOLING LIFE - YES HE NEEDS TO BE MONITORED AND SUPPORTED THE WHOLE WAY THROUGH SCHOOL - BY MORE THAN JUST ME!

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?

This is really important - like i said - my sons NCCD data was being inputed for 2 years - i had no knowledge and months later Department of Education still wont answer questions i have to how long data is held for etc etc and my rights as a parent. I dont know the answer but this is a VERY SERIOUS ISSUE

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

I think there is data being collected thourgh surveys and means that are warped and bias and they are a waste of time.

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

Not my area

Q58.
Chapter 6: Funding transparency and accountability

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

YES NCCD - accountability at the school level - IS THE STUDENT who's data is in the NCCD actually getting the supports they need - THIS CIRCLE IS A HUGE GAP.

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

Not sure

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

So SCHOOL COUNCILS are apparently being reduced and removed. Honestly our PRINCIPAL literally appears to run her own show, with no accountability AT ALL!!!! We no longer have a school council - so who is looking at the school budget???? - Just the principal really. Clearly her boss doesn't want to get involved and wants to let her run her own show. She literally appears like a Leader with no accountability on any fronts including funding.. The money my son got for the school because his data went into the NCCD for 2 years....where did that money go!

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

There is no accountability There is no transparency Gaslighting Dismissing Hiding the whole culture around funding has a very very strong feeling and culture of secrecy

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.

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