Review to Inform a Better and Fairer Education System

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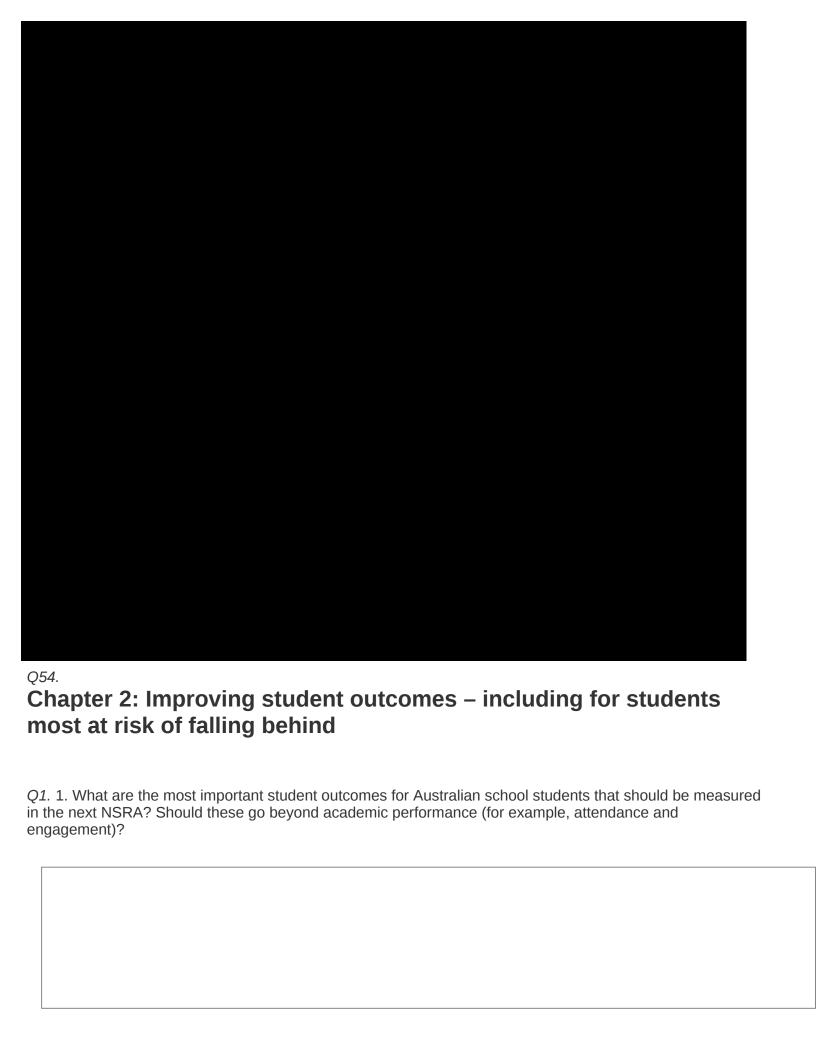Your personal information may be disclosed to third parties, including but not limited to:

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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?

- teachers who actually care about students rather than school reputation - teachers who are respectful and do not use their power over students in an abusive manner - teachers who believe students when it comes to student or teacher bullying claims and taking actual action or support besides JUST counselling

Q9. 9. What evidence-based wellbeing approaches currently being implemented by schools and communities 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, teachers being evaluated so that they are better suited for students with mental health needs. Teachers can be evaluated in person, and students can be interviewed to get a better perspective on teacher behaviour and if power is being mistreated.

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, it would be valuable. Relying on school only information is biased as they hide valuable statistics. Surveys should be conducted externally without school knowledge

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

Many are not equipped, many are power hungry. The few that are good are often stressed with the pressure of helping students whose claims are shut down, and when people are exposed for covering up issues the blowback is on those that help. Students need actual support not phone bans, THEY NEED RESPECTFUL TEACHERS

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?

Teachers should actually make an attempt to help before forcing students into external care

Q56.
Chapter 4: Our current and future teachers

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

Having respectful and caring teachers, who do not abuse their power

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

Filtering out those who make a toxic environment in the school. Teachers and leaders alike

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?

A vetting system that allows for a better idea of a teacher

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?

Evaluations of all staff so that those who are abusive in their power are removed or reformed

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?

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