

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)?

Positive health and wellbeing. These should be measured through depression scales, and capability ratings for practical elements that relate to health such as cooking skills, nutrition knowledge, preconception health, physical activity components.

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?

- School breakfast clubs or school lunches - Organised sport/movement after school 2-3days to achieve PA guidelines + support working parents. - Movement breaks embedded/considered throughout curriculum and learning topics - Outdoor learning/nature learning integrated into current curriculum by ALL teachers. - Continued PE throughout entire schooling with multiple lessons across each week focusing on both 'health' (ie nutrition/lifeskills) and actual PA. - Increase knowledge around nutrition, cooking and budgeting skills. This can be embedded into existing subjects but cooking skills should be a core subject each year and built on. Cooking from scratch and budgeting for food is integral to healthy eating and long term health. - F&V gardens within schools to allow for learning around growing vege (Again could embed into curriculum), cooking, health, positive mental health through gardening etc. - Integrated school nursing in all schools to support with nutrition, health etc.

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

Regular movement and nutrition skills are vital for anyone to learn, regardless of how 'academic' the child is. Students at risk in social areas should be able to access support through school partnerships (e.g. those with higher learning needs should be able to be identified by parents, teachers or by grades, to enable early intervention. Parents should not have to fight for support, or wait until their child fails/hates school. Increasing meaningful physical activity/movement into school and curriculum will assist all children struggling to concentrate/focus.

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 include both of the above cohorts (YP living out of home), refugees, and students who are CALD. It should also offer increased funding for schools with high levels of SES disadvantaged funding, to allow for additional teaching or support staff. Support staff should also include those working in kitchens etc to deliver school breakfasts or dinners.

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?

Targets should include what additional 'true' services are offered to students. This should include after school opportunities that extend beyond after school care, esp in primary school when early intervention is key. Physical activity/movement and nutrition should be prioritised within targets - nutrition curriculum, cooking and budgeting curriculum, and how students are encouraged to be active to/from and after school. Frameworks need to consider that school may be 9-3 however supports need to extend beyond these timeframes.

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?

Targets should relate to staffing educational knowledge/confidence, student learning confidence/knowledge around nutrition and PA.

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

Healthy weight ranges. Depression scores for secondary schools. Student surveys that measure happiness Engagement with studies rather than just absenteeism. Supports for students to get to school without being driven so they can get themselves there independently.

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?

THat students have a positive mental health That schools are recognised as a safe space by the student, so seen as a positive place to go. That students are supported to be healthy, via nutrition and movement, in the school to embed these routines into their life when young. That students are able to be at school for longer hours in a learning and positive environment that enhances their mental health and wellbeing, not just kills time. This requires increasing capability of staff, and likely requires a shift of health attitudes by many teaching staff also. Education should link with health, specifically nursing and allied health, to increase community links for students, families and staff to these health professionals.

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. I do think a wellbeing target should be included.

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?

I think this would be a great thing to survey students on, however not associated with NAPLAN as schools may coach students on what to say, or students may feel it could affect their grade. Whilst NAPLAN is meant to be an indicator of how a school is going, the truth is that many high school applicaitons (including state high schools) ask for NAPLAN results, which means students can see it as a more personal test, even if the potential high school is not using the information in this way. Surveys would be useful however to measure these.

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

I am sure it is variable across individual teachers, and then independent by school as to how supported teachers feel in this area also.

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

Embed health professionals, such as speech, ot, dietitians, dentists, exercise physiologists and school nurses into schools on a regular basis. This would decrease potential fear associated with engagement with these professionals, enable direct capability building of both staff and students in nutrition, physical activity and other wellbeing aspects to occur concurrently and individualised to the school. This would be a financial implication for the education sector however would reduce reliance on GPs and reduce risk of chronic disease (e.g earlier identification of overweight/obesity/unhealthy behaviours, vaping, smoking, young pregnancies etc) and increase early identification (dental caries, sexual health, speech/reading and social skills). These professionals should work in a team and not in isolation . These professionals can support teaching staff in health and wellbeing curriculums, including food provision (breakfast/lunch) and/or after school activities.

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?

As before, embed local health professionals into schooling systems, to support students and teachers directly. These HPs should work as a team, and can visit multiple schools across a week (e.g. 1 day at each) on rotation. The visits need to be frequent enough for these professionals to be considered part of the school and not one-off visits. These professionals can support through early intervention diagnoses, eg. reduce the waiting times for assessments and/or for support planning. The positions can be part funded by health and education. An approach such as this would reduce teacher workload, and possibly reduce overall teaching staff requirements, as health professionals can support teachers to teach relevant subjects (e.g. nutrition, human biology, home economics) which would better equip teachers with health-related skills and more time to give to other areas of education.

Q56.

Chapter 4: Our current and future teachers

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

Promote teaching as an important career, with appropriate pay that recognises teaching is not really a 903 job. It is a full-time job! Professional hours should be noted to be 8-430, similar to standard government hours. This would enable teachers to identify that there is work to do outside of 9-3, however flexible working arrangements exist.

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

Increased pay for individual teachers that offer activities to students that actively enhance learning/health and wellbeing. e.g. teachers that give time to coach sports or arts/music events or running after school classes get paid in recognition of these activities.

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

Recognition that teachers complete a lot of admin outside of hours, especially marking in higher grades. This should have time put aside for them from other classes via leaders of the school and other school staff managing classrooms. Capability may need to be sought to make this work.

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

Higher pay! Retention bonuses. More funding for schools with lower SES, or disadvantage, calculated per student, but more generous than 'standard'. This would mean staff are not overworked and stretched.

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?

Within study, encourage teachers to undertake higher qualifications, such as those in nutrition, activity, wellbeing etc. This can then attract higher pay.

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?

Nil

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?

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.

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