

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)?

There is emerging research that technology does not necessarily mean better education. In many schools, a picture of a child with an i pad is representative of a good education, however, new studies indicate that an excess of technology can even be detrimental to developing minds. Moreover, there are studies that reveal that a positive mindset and adaptability to change are of more value to children. So when you put these two side by side it is clear that the educational values are really at odds with one another. I hope that technology can be actively reduced in all primary schools across Australia, and video gaming be banned in all OSCH services. As a speech pathologist, who treats children grossly affected by gaming, I am unable to send my child to OSCH services, and this puts unnecessary strain on my family. I disagree with children's access to gaming being moderated by the parent committee, who are more in tune with advertising than research, in most cases.

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?

Stop OSCH services using video gaming. Children can spend up to 3-4 hours per day using gaming. There are studies to show that a heavy teenage gamer has similar brain scans to the early stages of drug addiction. I take this very seriously. Does Australia really need a whole generation of dopamine addicted men and women, who are unable to concentrate nor appreciate a normal sense of life without too much drama, and unable to cultivate interests that depend on patience?

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

I believe there are standard testing already in place for this.

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 respond to bullying and actively teach social skills.

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

Children take particularly well to yoga. It could be offered alongside the mainstream sports.

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

of course. sure, more data, why not? but probably common sense is enough to start with.

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?

We send our son, who is academically gifted, to [REDACTED] school because it provides emotional nurturing, which is imperative to his intellectual progress.

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?

There needs to be a consideration of teacher to student ratio. Smaller class sizes are the obvious solution.

Q56.

Chapter 4: Our current and future teachers

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

Smaller class sizes is actually key in this also.

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

Smaller class sizes again.

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

As above, its the only reason we leave the profession to begin with, and the only reason why children fall behind.

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

If the school canteen offered lunches it would help. Model on Japan.

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?

Being a teacher is a personal decision, so this is something that could be addressed in high schools for career studies.

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?

Make the dip ed. one year again. I guess it was a financial move from universities to make the dip ed. 2 years, however it seems to have failed.

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

The Montessori education system draws heavily on the Waldorf education system, although the two systems are completely different. This proves that Waldorf methods could be integrated into mainstream schools. This would improve wellbeing of students and teachers tenfold.

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)

Apologies for not being able to respond to all questions with certainty.

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