

Q44.

Review to Inform a Better and Fairer Education System

Privacy Statement

Your personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

Personal information is information or an opinion about an identified individual or a reasonably identifiable individual. Personal information includes an individual's name and contact details and may include opinion-based data.

Your personal information is collected by the Australian Government Department of Education (the department) as part of a consultation process for the Review to Inform a Better and Fairer Education System (the Review).

Your personal information may be used for the purposes of:

- administering the Review and related consultation process, including contacting you in relation to your submission
- informing or contributing to policy development related to the Review
- developing reports
- publishing your submission where you have agreed to that.

If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation.

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

- Qualtrics and the Department of Employment and Workplace Relations for the purpose of IT support, and
- a contracted service provider engaged by the department in connection with the Review.

Your personal information may also be disclosed to other parties where you have agreed or it is otherwise permitted under the Privacy Act.

Where you have agreed, your submission (including any personal information you include in your submission and your name), may be published on the department's website, which may involve disclosure to overseas recipients in any country. As such, by agreeing to the publication, you are consenting to your personal information being accessible overseas and acknowledge that an overseas recipient is not likely to be subject to the Privacy Act and the department will not have an obligation to take reasonable steps to ensure that they do not breach the Australian Privacy Principles in relation to the published information.

The department's [Privacy Policy](#), including information about how to make a complaint and how to access or correct your personal information, can be found on our website. You can also request a copy from the department by emailing privacy@education.gov.au.

For more information on how the department handles your submission, visit the [terms and conditions for public submissions](#) page.



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)?

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?

The pressure on performance and obsession with measurement/comparison of grades is placing significant psychological pressure on students. Whilst learning knowledge is important and has a place, it is understanding how one's own mind works, and the impacts this has on relationships between individuals that is crucial. Teaching effective mental health means teaching each individual how to watch their thoughts (watch the historic and culturally conditioned images and stories) and how to drop them and give attention to the present.. this will not only hugely improve mental health, but provide for mental clarity, curiosity and openness, the ideal ground for learning without pressure. A waldorf or steiner education is closer to achieving this, but could definitely go further in this space. Any mental strategy which references the DSM or OCD classifications of mental distress needs to immediately and seriously go back and look at the foundations of these classification systems (classifications are voted on, not underpinned by science. The latest classification meeting has been imbargoed for 20 yrs meaning you can't even see the decision making process). There are alternative models av

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

Power threat meaning framework. Will help dramatically with early intervention. See work of Lucy Johnstone and co.

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

Extent to which each individual believes/fuses with the content of thoughts that pop into their head. Wellbeing target = each individual approaches their thoughts with openness and curiosity > 90% of the time (acknowledging this is a skill to be learnt, and difficult to do 100% of the time) E.g. if the thought arises "I'm dumb" or "that person is x colour/transgender, and therefore inferior", an individual can realise that this thought is: a) just a conditioned story/image, b) is therefore not real, c) the error/purpose of this story/image e.g. to enhance ones own self image (or reduce one's own image) and therefore drop the thought, and bring attention back into one's immediate environment (e.g. reading their textbook, listening to a friend in distress..). I would say additional teaching and self-report data required.

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 - needs to occur with training each student on how their mind works and how to drop thoughts (see response to 10.)

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

Not really at all, there may be a few rare exceptions. Until a teacher has learnt to master their own mind, how are they supposed to teach and model to others. Mental health is not categorical like the DSM, it exists on a continuum.

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

If you want to give kids more drugs, strengthen partnerships here. If you'd like to go to the root of the problem, this is not where the priority should be.

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?

Teach mental well-being in schools within curriculum. Students and teachers learning together ❤️ this can only improve learning outcomes and improve relationships.

Q56.

Chapter 4: Our current and future teachers

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

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

Training of each to master their own mind and watch how it works.

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?

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?

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