

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)?

Engagement. Well-being. Resilience. Adaptability. Ability to socially integrate, be respectful and empathetic - be a positive part of community. Note that Steiner/ Waldorf Education prioritises all of the above.

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?

Ensure children are eating enough and reasonably healthy food - provide fruit (and possibly breakfast in some settings) Ensure maximum engagement by aligning curriculum and the rhythm of the day to the childrens developmental stage (as in Steiner / Waldorf curriculum) Eg - ensure time outside in nature as part of curriculum - ensure physical activity every day - fun games with the class (ideally outside) every day

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

In class literacy and numeracy testing recorded each term, done in ways that the students are not aware it's a 'test'.

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

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?

Primary School - remove the public ranking of primary schools based on Naplan, as this brings pressure to schools to focus just on this test to the detriment of holistic education and in many cases, the well-being of students. Ok to use Naplan, but set up so teachers are not allowed to spend a distorted amount of time 'teaching to the test' Important to measure/ensure that basic numeracy and literacy are being learnt, and also important to figure out how to measure: - engagement (measure and reward this), which develops into curiosity, the ability to 'think' , to question - well-being - resilience - adaptability - being a good human, treating others with respect and care

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?

I don't know! But it would be great if this can happen.

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?

Good role models who are engaged with and tuned into the children (and not burnt out) - an environment where the children feel safe and can trust the adults and can seek help Encouragement of social cohesion in the classroom - daily games and activities that build this Activities of all sorts to engage children outside the classroom but in the school setting, and many non-competitive options. Encourage / model/ teach acceptance of difference. Specific support workers are important, but shouldn't be relied on as an 'outsourcing'. The consideration of well-being should be integrated into everything. Remove screens and devices as much as possible from classrooms as they foster isolation.

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

The Steiner / Waldorf approach to teaching. Well-being is integral to the curriculum due to the fact that it aligns the curriculum to developmental stages, is focused on holistic development, social cohesion, gets kids away from screens and into nature, integrates being active into kids days, - so many things that indirectly feed well-being.

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

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

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?

Q56.

Chapter 4: Our current and future teachers

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

Better pay. Less focus on data collection and reporting so they can actually engage with and tune into the children. Streamline the data collection somehow so it does not dominate the role.

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

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?

Empty rectangular box for response.

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?

Empty rectangular box for response.

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

Empty rectangular box for response.

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

Empty rectangular box for response.

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)

I have had 2 children go through Steiner Primary education in a public setting ([REDACTED] School), one is now 22 and one is 12 years old in year 6. I feel that this form of education particularly for Primary years is already getting so much right in terms of well-being and creating a rounded child. My oldest son transitioned seamlessly to a mainstream high school , he was engaged in sport, music, drama and academic subjects - all as a result of the rounded holistic education he had in Steiner primary. He is not addicted to screens or video games (unlike many of his friends who went through mainstream), is studying Science at Uni, is a touring musician, and is socially extremely well adjusted. My youngest child is in year 6 in Steiner and will transition to mainstream high school next year. He has had an incredible 7 years, and is likewise a well rounded child who loves reading, is not addicted to a devices, plays sport and music. I credit so much of this to their Primary school years, the philosophy and ideals that the Steiner system encompasses. Community, empathy, nature, being active, being curious and engaged, holistic education (not specialising, especially not in the young years), removing the dominance of screens and technology from Primary education. I encourage the Government to take a close look at Steiner education and try to take the aspects that it thinks are most successful (for the creation of holistic, curious, good human beings) and integrate them into mainstream education.

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