

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If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation.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

Purpose. Do you know what you want to be? Our survey of final-year public high school students indicated that only 25% had some idea. The remainder had NO IDEA! What a national tragedy. We also asked, "How do you feel if you have no idea?" ANSWER; Nervous, anxious, depressed. Particularly girls aged between 14 to 16. Our survey was pre-Covid. Covid shone a light on our youth mental health crisis. A crisis that has gained momentum since the beginning of the industrial revolution. Generation after generation treated like battery hens. The very skill that we are all born with = creativity, crushed. Creativity is a doorway to imagination and possibilities. The pursuit of possibilities related to purpose builds resilience. It is an early discovery of self and belief , regardless of circumstance.

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?

Do you know what you want to be? NO. Ask kids, as we do, pre and post-our story-based lessons that are designed to plant the seed of early career thought, and then map purpose progress over time to see if kids follow a path. Some idea is better than no idea. Anxiety increases as kids enter high school. Prevention starts at age 5. Purposeful thought is a means to make sense of what is being taught and how it may apply now in the future. "Ah I see why I might need this information" PREVENTION AT 5 IS BETTER THAN A CURE AT AGE 15

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

Enable play, enable the pursuit of purpose. Encourage creativity and collaboration based on a simple metric.; THINK (THE MOST POPULAR SHOW IN WORLD TELEVISION HISTORY WAS/IS SEVEN UP) Why? Because people want to see into the future and perhaps change their story. SEVEN UP SHOULD HAVE BEEN BASED ON PURPOSE NOT SOCIO-DEMOGRAPHY. Let's do our own version in Australia c 2023 Bloody Clever Australians Pty Ltd and help kids around the world to live a productive life.

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?

Everyone needs a PURPOSE. If you have a purpose you have everything to 'fail forward'

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?

start the journey towards a purpose in Primary School. Then map this goal to the relevant curriculum. Yes, this may change BUT kids will see opportunities and be happier. In high school Q do you know what you want to be? YES Let's ensure we create the means to achieve that goal NO lets put you in with kids that have worked it and see if you see possibilities

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?

start the journey towards a purpose in Primary School. Then map this goal to the relevant curriculum. Yes, this may change BUT kids will see opportunities and be happier. In high school Q do you know what you want to be? YES Let's ensure we create the means to achieve that goal NO lets put you in with kids that have worked it and see if you see possibilities

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

start with a primary school and secondary school survey. DO YOU KNOW WHAT YOU WANT TO BE? Compare, private, public, and independent school results in city and regional. Ask the question again annually

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?

purpose

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

measure the pursuit of a purpose. Imagined or real. We are creating stories submitted by kids to enable thought with other kids. EXAMPLE Lily wants to grow up to be a CUPCAKE. (story creative interpretation, picture of Lily with a cupcake she made) Bill wants to be a Pearl Hunter. Awesome idea young Billy. Creative interpretation = a song he wrote

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

There is NO data on the whole reason why the education system exists. We've checked. T5hts why we did our own. Prevention starts at 5. [REDACTED] of Black Dog Institute agrees. They are not focused on kids and very much into cure

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?

see previous about Purpose survey

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

they are over worked and more often out source issues to institutions such as Stewart House.Org

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

get them in the business of PREVENTION

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?

Survey revealing NO IDEA and asking how they feel?

Q56.

Chapter 4: Our current and future teachers

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

simplify the curriculum. Get back to basics

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

recognize and reward.

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

as above

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?

Promote the joy of a life lived in the service of others

Q28. 20. What can be done to attract more First Nations teachers? What can be done to improve the retention of First Nations teachers?

case studies

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?

reward and recognition

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

yes www.billiethepig.com.au much more meaningful than Bluey

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?

CAREER OPPORTUNITIES

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?

STUDENT PROGRESS. WHOLE SCHOOL LIMITED

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?

PURPOSE. DO YOU KNOW WHAT YOU WANT TO BE? ACER DON'T

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?

INCLUSIUON

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?

KIDS LEAVING SCHOOL WITH A PURPOSE. THEN TRACKED EG UNI COMPLETION OR TRADE

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?

[REDACTED]

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?

YES So reporting can be accurate not manipulated

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

YES, Why are we still teachings kids about bush rangers?

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

PURPOSE

Q36. 35. Are there other objectives for funding accountability and transparency we have missed?

Accountability = change= improvement = productivity = increased GDP = happier healthier nation. Dont entrust bureaucrats with this task

Q39. 36. How can governments make better use of the information already collected and/or published to achieve the objectives?

KEEP IT SIMPLE AND ACT ON OUTCOMES

Q38. 37. What other funding accountability and transparency information regarding schools (both your school and the education system more generally) would be useful?

Give more to public schools and not attempt to win votes

Q37. 38. What are the priority gaps in the current funding transparency and accountability arrangements from your perspective?

not influencing voters in marginal seats

Q59. Do you have any additional comments? (2,000 characters)

I'm worn out.Thanks and i look forward to your thoughts. If you have a PURPOSE YOU HAVE EVERYTHING YOU NEED TO SURVIVE.
Bernard Thompson

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