Review to Inform a Better and Fairer Education System

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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)?

I would think the engagement is more important. If students can enjoy study at school, I believe the attendance and academic performance will grow accordingly.

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?

I believe different approaches would improve the student outcomes especially for those students with special needs. Some student will need structural teaching method while some others would benefit from inquiries, games and project base method. Strength base is important too.

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

This will require parents, carers, teachers have the knowledge how to identify first.

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?

I think living in out of home care student ad student who speak English as an additional language or dialect should be included into the priority equity cohorts, they can be benefit from the extra support in order these students can keep up with the main stream. The risk might be some people will think they don't want to be labelled and discriminated.

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?

I don't think there should be any target difference for primary and secondary schools, because both age groups will have the same situation of students that at high risk for falling behind.

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?

It will need national wide recognise, agreed and support to implement and collaborate the reform.

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

Quarterly review and report from schools to the department of education

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?

If a school is supporting student mental health and wellbeing effectively, the student and their family will feel belong and be proud of. I think National wide campaigns are needed. We need the whole country including from upper government, local governments, councils, communities, schools are all understand the importance of the mental health and wellbeing of everyone, including students and teachers.

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

Positive behavioral management and strength base

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

Yes, a wellbeing target should be included, both existing data and additional data are 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?

I believe survey would help to have better understanding. Don't think should incorporate into the NAPLAN, but worth to do it as a separate measurement for belong and well beings.

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

school leaders and teachers should have frequent trainings and up to date strategies and skills that can acknowledge, understand and able to identify students that are struggling.

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

Establish individual profile and support map for the student and manage properly by the most suitable party eg. Parents

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?

Local governments, councils, schools and health system should set up a network to communicate frequently to ensure every student's wellbeing in every school should be looked after. Schools should have a full time staff that particularly looking after this matter in the school and communicate with the providers and parents.

Q56.
Chapter 4: Our current and future teachers

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

1) The Pay 2) The room to grow 3) The support 4) The training and professional development opportunities 5) The teaching environment

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

Enough support and not over workload, teachers are also need to feel belong and be looked after

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

The Pay and the teaching environment and development opportunities

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

The support on 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?

National campaign to promote teaching industry and proper salary package

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

Equality and anti discrimination

Q26. 21. What reforms could enable the existing teacher workforce to be deployed more effectively?

Strength base also suitable for teacher workforce

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?

Strength base with warm, welcome, understanding and encourage environment

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

Chat GPT

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?

AI

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?

The most updated information can support high risk student and their family

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?

Yes I think so. Data should be collected by school and report to the relevant department frequently

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?

Yes, definitely need a report with tracks. Yes, should report at a jurisdictional and a national level. Should include the purpose, the tracks and progress details

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?

Not necessary through an independent body, but data security is crucial because of privacy.

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