Review to Inform a Better and Fairer Education System

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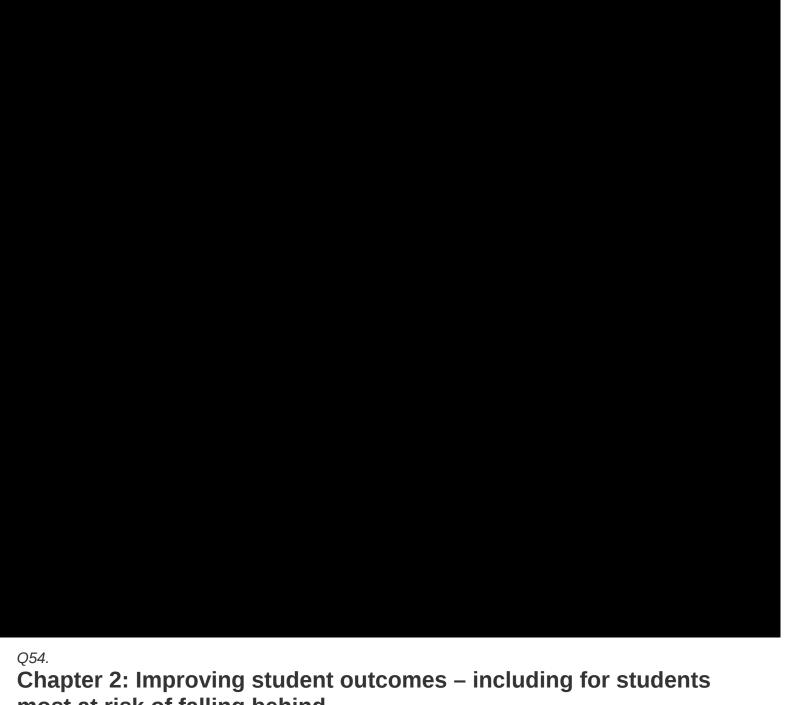Your personal information may be disclosed to third parties, including but not limited to:

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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)?

Behaviour & Discipline. Punitive punishments (i.e. detention and suspensions don't work). There needs to be a more reflective process where students learn how their brain functions, the fight/flight/freeze response, and how it causes certain behaviours to arise. Consequences to behaviour needs to be related e.g. breaks chair, student fixes chair.

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?

- PROPER PRE-SERVICE EDUCATION I am the top student in my degree (I.e. 1st place for the past 3 years) yet the teaching side of my degree has been quite useless in preparing me for the kind of teacher I want to be. That is, a teacher who doesn't simply use punitive punishments (which doesn't work, it just creates a cycle)! Such kids are labelled as "bad" kids. When really it is the system failing them. ALL BEHAVIOUR HAS A PURPOSE. A more in-depth approach to preventing and addressing behaviour is what I wished I'd learned. The current NESA requirement is only 0.125 EFTSL for classroom management (I.e. 1 subject). My university did this bare minimum required of them. The reality of teaching is more classroom management than instruction! Thus, a singular subject of it does not cover what teachers need. I am in disbelief of how badly degrees prepare teachers for classroom management — you cannot begin to teach if the class is out of control. - IN-SCHOOL COUNSELLING 5 DAYS A WEEK + QUIET PLACE There is a need on-campus counselling services in every school. Just like the private system tends to have. A place for kids to regulate themselves (i.e. quiet rooms with regulation tools).

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

Classroom teachers in primary schools need to communicate HEAVILY with high-schools to ensure students at-risk do NOT fall through the cracks. This tends to occur as once kids are in HS they see multiple teachers in a day and their behaviour can often be seen as disruptive (rather than a deeper issue e.g. trouble at home, learning disorders). THUS, such students become labelled as "bad" kids and really hold onto that label each day at school. We should be helping those kids with counselling services, regulation zones - not offering them punitive punishment e.g. detention in silence where no internal reflection occurs.

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?

If this means reducing the student to teacher ratio to cater for additional learning needs, then YES!However, those living out-of-home and EALD students who demonstrate no hinderance on their learning or behaviour in-schools DO NOT need to be taken out of mainstream - BUT they should be provided with a CHOICE. I believe in providing support networks e.g. a fortnightly meeting with each student, or in small groups. This way we constantly check-up on such vulnerable students. The concept of "inclusion" within education, is exactly that, a concept. In reality, it does not work. By putting 30 kids in a classroom with diverse learning needs, you put so much pressure upon the ONE teacher to differentiate the learning. And it isn't feasible. A full classroom can be a VERY isolating place for students. Thus, providing support for at-risk cohorts is beneficial for all student learning as no student has their learning interrupted and has more attention from the teac Thus, the risk in identifying additional cohorts is outweighed by the benefit. Providing those students with support networks demonstrates how much we care and also shows them that they are not alone in how they are feeling.

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?

1. Behaviour & Discipline - Schools need to move away punitive punishment (i.e. more reflective and in-depth approach) - Teach brain function (e.g. how trauma affects the window of tolerance in kids, fight/flight/freeze) 2. Improving student mental health and wellbeing - In-school counselling services, regulation rooms 3. Attracting & Retaining Teachers - During university, ensure teachers are learning to TEACH their subjects based off the Australian Curriculum so they have resources prepared during uni to prevent the burnout. - MORE CLASSROOM MANAGEMENT SUBJECTS REQUIRED. But GOOD ones. Universities can cover core content areas and meet the NESA/TEQSA accreditation standards (i.e. look good on paper) BUT what is actually taught and assessed within those subjects needs to be heavily monitored as well. 4. Learn what students actually WANT to learn and use this to write syllabi

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?

Interview students. Interview teachers. ASK THOSE ON THE FRONT LINE.

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?

IN-SCHOOL COUNSELLING 5 DAYS A WEEK + QUIET PLACE There is a need on-campus counselling services in every school. Just like the private system tends to have. A place for kids to regulate themselves (i.e. quiet rooms with regulation tools). Additionally teachers have the option for counselling too within these services! FUNDING IS NEEDED FOR THIS! Investigate how the private system does this.

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

Saying the word "wellbeing" and plastering it everywhere does nothing. High-school teachers need to be provided with tools e.g. meditation techniques, videos etc. that they can use within their periods. As we only get students for a limited time in the day, we usually feel like we can't use a lesson for a wellbeing check-up. This needs to be made normal. You should examine again how private schools do 'Pastoral Care' - it is the same thing. Some schools use the Black Dog Institute to teach. FUNDING!

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

Wellbeing for students AND teachers Just talk to teachers and students if you need more data. Get out in the field.

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?

Sure. Just like companies get reviews, schools can get reviews from students too. BUT teachers must also get a say in such a survey, as executives often determine the culture of a school.

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

Teachers can get reported for offering mental health advice. This is a barrier for me when I want to use my skills to support students struggling with mental health. I want so badly to help my struggling students but feel I cannot help them without getting into some kind of trouble by overstepping my boundaries as a teacher.

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

BRING THEM INTO THE SCHOOLS. There is a need on-campus counselling services in every school. Just like the private system tends to have. A place for kids to regulate themselves (i.e. quiet rooms with regulation tools).

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 first point of contact within schools (i.e. a teacher in a wellbeing position) that can facilitate such care. I would happily take up such a role and implement effective programs within my school and beyond.

Q56.
Chapter 4: Our current and future teachers

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

When schools become a place where students LOVE to be and feel cared for, they will have a positive opinion on their teachers and be more likely to return as a teacher (or just show respect for the teaching profession). Therefore, attracting students into the teaching profession starts as soon as those kids enter kindy. You may not remember what someone said, but you will always remember the way they made you FEEL. And if a person's schooling experience was filled with detentions, no one caring for them... of course they will never step foot back into a school and have a negative perception of teachers.

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

- Positive public perception (stop blaming teachers when it is the SYSTEM that is failing students) - Wellbeing checkups for teachers. A big emphasis of mental health for students AND teachers is needed. - Ensuring degrees ACTUALLY teach teachers HOW to teach, especially positive classroom management.

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?

It is all about the culture the executives put out. Caring for the teachers is a must.

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?

Perhaps you should be looking into how AI can assist teachers admin and workload.

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 is a power that can be harnessed, but teachers need proper training for how it can effectively assist.

Q22. 25. Are there benefits for the teaching profession in moving to a national registration system? If so, what are they?

YES. A national registration system would be wonderful. This would allow teachers, like myself, to move rural in each state and help easier!

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?

We should look at the Finnish education system. How it divides into vocational education and general upper secondary education. This would retain more students in school but provide them with the correct skills for what they want to pursue.

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?

Yes both levels.

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)

I am the top student in my degree (I.e. 1st place for the past 3 years) yet the teaching side of my degree has been quite useless in preparing me for the career. I have paid for external courses in classroom management as my university course provided ONE subject on it (I.e. a 12 week subject)… And failed to cover much. The current NESA requirement is only 0.125 EFTSL for classroom management (I.e. 1 subject). Therefore, my university did the bare minimum required of them. The reality of teaching is more classroom management than instruction! Thus, a singular subject of it does not cover what teachers need. I am in disbelief of how badly my degree has prepared me for classroom management — you cannot begin to teach if the class is out of control. So, I suppose I am trying to tell you that universities can cover those core content areas and meet the NESA/TEQSA accreditation standards (i.e. look good on paper) BUT what is actually taught and assessed within those subjects needs to be heavily monitored as well.

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