

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)?

1. Academic achievement 2. agriculture and life skills 3. More engagement with community services attending nursing homes 4. Increase family and community interaction 5. Teacher assessment and performance

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?

Religious understanding and tolerance. Parents and community engagement is decision making. Teacher assessment should be very 2 to 3 years. Teacher performance need to be assessed and rewarded. Extra teachers and resources given to children that are falling behind.

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

Children that misbehave are generally either bored because the work isn't stimulating them intellectually or because they don't understand the work. Teachers need to be able to pick up on this very early in the student's schooling. Once this has been noted the student that aren't being stimulated enough need to be given structured work for their needs. All children learn at different paces and this need to be addressed very early

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?

These students will not integrate well with the rest of the cohorts. A better option would be before or after school help

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 should be different to high school as the students needs are very different to age. Primary should target on lifting all the students to same or similar levels academically and gifted children given the opportunity to excel. Manners and ethics a focus Secondary schools should start all sciences in year 7. English , maths and science mandatory subjects Agriculture should also be implemented

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?

Assessment needs to be completed 4 times during the year so under performing students can be picked up early in the year. A structured academic achievement program needs to be implemented and extra teachers provided. Under staff limits the development and achievement of students. English and maths need to be overhauled and different methods used. Reduce the use of computers as milestones which are necessary for the brains development it being missed due the students becoming so reliant on gadgets

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

English reading writing must be assessed more frequently. Make reading enjoyable for the students. Teachers reporting must change and it must become a state wide reporting system that will give teachers an incentive for high achievement of their students. Teachers use of resources should be reported and parents should be able to view performance of teachers and schools

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?

Mental health and wellbeing is the parents and communities role. School principals need to engage more with parents and community leaders to better assist student development .

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

School demographic need to be taken into consideration and each school will have a different approach based on this information, for example a school which had majority student with a specific religious background should implement help from that religious community to assist in well-being of the students

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

Exciting information is adequate

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?

No benefits with this

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

This should be a parents and family doctors role not the school

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

Once again this is a parent and family area and shouldn't be implemented within schools

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?

Wellbeing I a family.and parent not school workload

Q56.

Chapter 4: Our current and future teachers

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

Better working conditions and better pay

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

Implementation of incentives

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

Increase in pay

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

Better teacher support and mentoring. Classroom management and better manners of students

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?

Support and mentoring

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?

Teachers need to be specialised in areas for example primary teachers need to be qualified in one subject only

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?

Updated professional standards which are reviewed every 3 years

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

Curriculum materials should be reviewed and approved by both department and parental and community bodies

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?

What is currently used is sufficient interactive whiteboards

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?

Curriculum and transparency of content taught

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?

Transparency about the lessons and class teacher performance

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?

A report should be made available to communities and parents

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?

Policy design should be undertaken legally and with consultation of religious, parental and community bodies

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?

This should only occur with the consent of parents

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?

No external bodies to handle personal information

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?

Don't make students feel excluded and give them easy access to information and pathways

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

Transparency and honesty when dealing with parents and their concerns. School principals to be held accountable for teachers and how parents concerns are handled

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

Each parent is an individual don't use generated responses

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?

Information given to parents isn't detailed and is only overviews. Parentsarent receiving enough information about what the children are being taught at schools

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.

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