

Q44.

Review to Inform a Better and Fairer Education System

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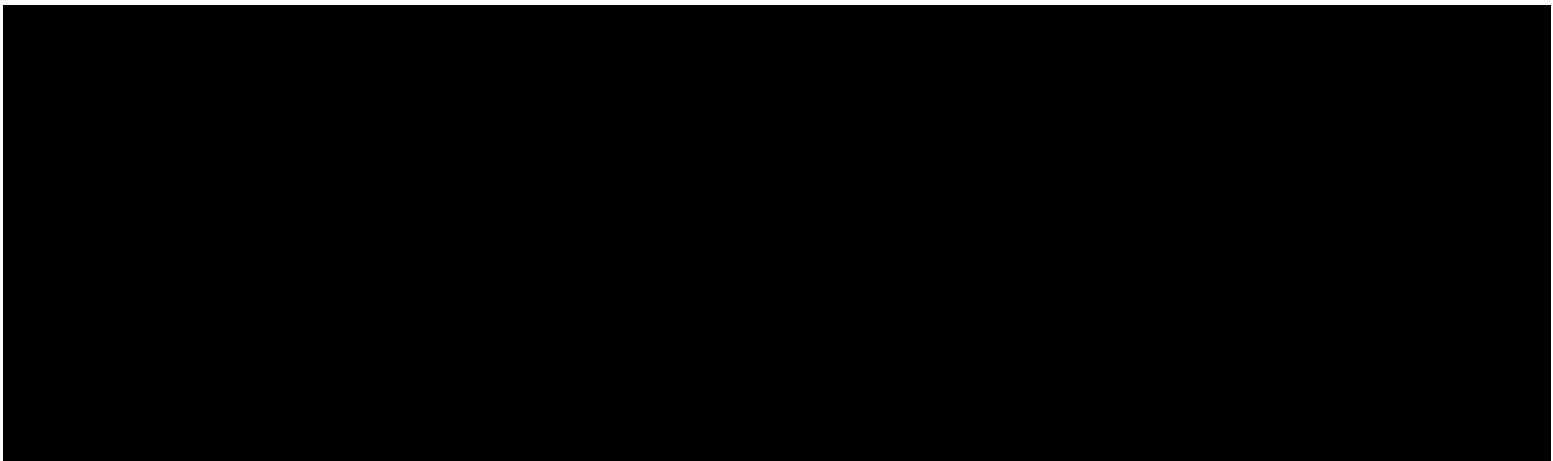
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Q54.

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)?

Please Note: I'm only providing information for Chapter 4 in order to share my experience. I haven't addressed the questions as you have set out. Rather, I have brought to your attention my frustration with the movement from probationary registration to full registration which I believe is a major deterrent for graduate teachers and Teachers returning to the profession.

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?

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

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?

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?

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?

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?

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

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?

Hi, I am not addressing the questions as you have set them out but am putting forward my views and personal experience of why the teaching profession is experiencing issues with the lack of number of Teachers in the system. I feel a huge hurdle the ■ enforce with the requirement of the 'inquiry process' thesis like document, prospective student's and current graduate teachers are greatly deterred from entering the profession or from taking on full time positions. Similarly, retired teachers or teachers who have left the profession and have had their registration lapse, are very hesitant to coming back into the Education system. Is there evidence which shows that this onerous, unpaid research task has assisted in improving the quality of teaching?

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

From the many conversations I have had with recently graduated teachers, this 'thesis' is a repetition of work they completed while studying for their Masters in Education at University. Shouldn't these graduates be focusing on establishing their coursework, working with their mentors, getting the best learning outcomes from their students and providing them with various opportunities to learn and be able to enjoy the day to day requirements of teaching? This would encourage existing graduates to actually take on positions, not just undertake CRT work and stay longer in the Education system. Required change -hours of face to face teaching reduced further -Several positions of responsibility to be given to other administrative staff and not Teachers -Graduate teachers shouldn't take on positions of responsibility until after 2-3 years of service in order to give sufficient time to actually become well rounded teachers first as opposed to teachers and administrators -more time in lieu given when teachers take on extra-curricular activities - restorative practices with student management to be reconsidered to reflect less negotiation and more emphasis on responsibilities of students

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

I am a Casual Relief Teacher who works in various Primary and Secondary schools [REDACTED] I left the profession of Teaching for 16 years after having taught for 13 years as I decided to run my own business in a different field. During this time, I was unable to meet the minimum yearly hours of teaching and professional development to maintain my Teacher registration due to the enormous commitment required for my business. Consequently, when I returned to Teaching 16 years later, to only be employed as a CRT (my choice) I have found myself having to complete an almost thesis like project in order to move from probationary registration to Full Registration. The 'Evidence of Professional Practice for Full Registration' not only burdens myself with hours of unpaid research and documentation but also the school that is happy to assist me in undertaking this enquiry. The school must provide me with a mentor who needs to observe my classes, have meetings with me about my evidence based enquiry, have a panel who interview me about my enquiry and generally assist me during this process. Where is the evidence, that this process is of any value?

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

I have been employed directly by one school as a CRT and through the agency ANZUK, I am sent to other schools. I have been doing this for almost four years now. If I wasn't qualified and suitable to fulfill my role as a CRT I wouldn't be offered work daily. Up until now, I haven't had to prove my abilities as a Teacher through written documentation to gain employment in the schools I teach. Neither have the schools or agency worried about whether I am fully registered. It is my practical experience, loyalty and reliability that allows me to be employed. This bureaucratic demand of the Victorian Institute of Teaching is questionable.

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?

I am fortunate enough to currently have a school working with me to undertake this enormous task for the movement from probationary to full registration. as a CRT however, it is more difficult to undertake when I don't have the same regular classes. To date, I have already put in over 20 hours of work and I'm not even one third of the way through addressing the content required. It is not a task I can complete whilst I am being paid to work as I am given classes every period of the five days I am currently working. I must do it in my own time which therefore becomes unpaid overtime. Which other profession forces its employees to prove their capabilities to carry out the role they are given whilst not being paid for it? Is this legal? As we know, teachers undertake much extra responsibility in their profession which they don't get paid for in the interests of their students. This isn't acknowledged by the Government to the extent it should be and where-ever possible they create these 'grey' areas like this enquiry for which they aren't accountable.

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

Aren't First Nations Teachers considered to be part of the diverse group of people you want to attract into the profession? Are you singling this group out as you feel they will be more appropriate for students of First Nation's background?

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?

One benefit is for teacher qualifications being recognised nationally in every part of Australia. There should be no differentiation in what makes a teacher qualified.

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)

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