Q44.

Review to Inform a Better and Fairer Education System

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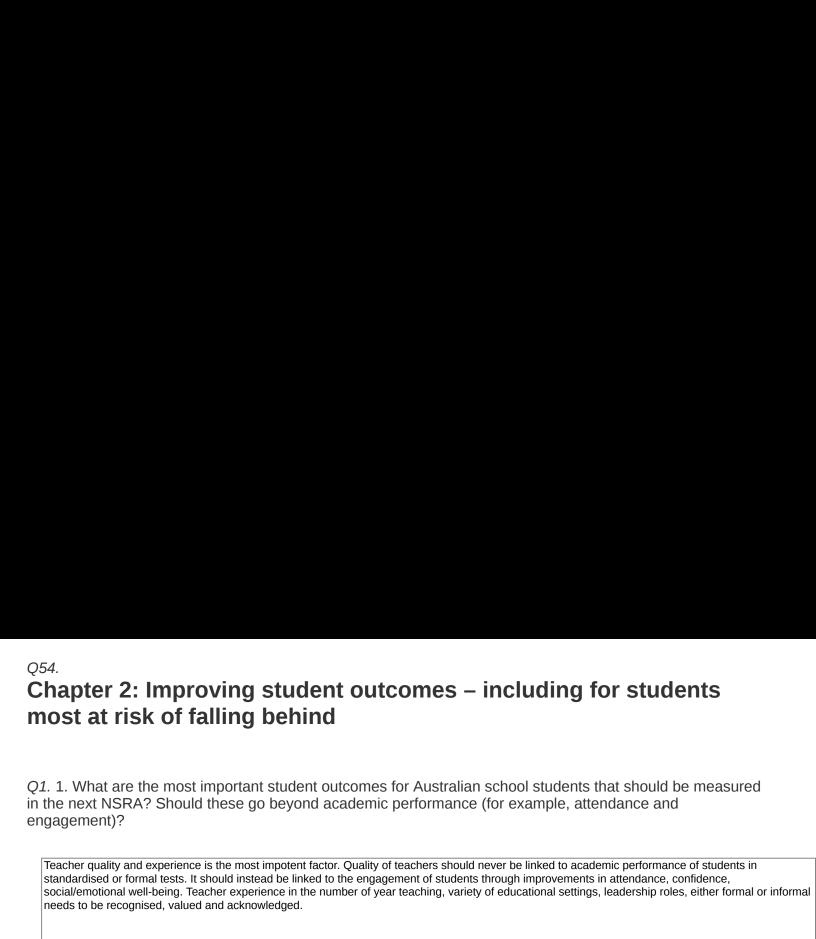
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Q54.
Chapter 2: Improving student outcomes – including for students most at risk of falling behind

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)?

Teacher quality and experience is the most impotent factor. Quality of teachers should never be linked to academic performance of students in standardised or formal tests. It should instead be linked to the engagement of students through improvements in attendance, confidence, social/emotional well-being. Teacher experience in the number of year teaching, variety of educational settings, leadership roles, either formal or informal needs to be recognised, valued and acknowledged.

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?

Explicit teaching is the key to student improvements. High expectations of student behaviour and learning protocols. There needs to be less emphasis on teaching metacognition and much more implementation of effective strategies used by educators. Students don't need to be acutely aware of metacognition to learn but teachers must be, in order to develop learning behaviours and routines. I don't believe different approaches are needed for different cohorts. All students need consistency within a system that has the flexibility to focus on students' needs. This is not easy and requires ongoing monitoring, evaluation, adjustments AND LISTENING TO TEACHERS. They are the most informed about what students need. Teachers should be driving policies and processes not a corporate staffed department with minimal education experience. The silencing of anyone who challenges initiatives and policies has created a dearth of experienced and skilled teachers, leading to fast tracking of inexperienced teachers into leadership roles.

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

The identification is not the main problem. Although this could be improved by more focus on early school years. Primary and infant schools need to be resourced more effectively with dioecious teachers in all schools to support students and teachers. There must also be a much more rigorous process in the transition to high school so that there's a thorough understanding of at risk students at the start of high school. A one-off standardised test is not enough, but holistic information about the student's background is most important. This transition process needs to be formalised and resourced.

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?

Yes. All at risk cohorts must be included.

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?

Teacher sustainability and retention rates. Student attendance rates.

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?

The school environment is calm and productive. Students are regularly attending. Absenteeism is minimal. Staff feel valued and appreciated and are comfortable to raise concerns. There's an effective synergy between academic and social emotional organisation through regular consultation. For this to happen more funding and resources are needed.

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?

Yes. Tell them from me survey

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?

Yes.

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

They mostly have the skills and training but not the support and funding

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

Funding.

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?

Funding

Q56.
Chapter 4: Our current and future teachers

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

Better working conditions. Less premature promotion of inexperienced teachers who quickly become overwhelmed and burnout. More systemic support to reduce workload and build capacity.

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

Better pay. More support. A modicum of respect from the DoE.

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

Better pay. Improved working conditions.

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?

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?

Value, respect and acknowledgement of senior experienced teachers.

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?

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?

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)

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