

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)?

It is crucial to assess behavior and appropriate responses to behavior, as these indicators significantly influence a student's overall development and contribute to a conducive learning environment.

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?

To improve student outcomes, particularly for those most at risk of falling behind, evidence-based practices in behaviour management can be implemented. These practices may include positive behaviour interventions, social-emotional learning programs, restorative practices, and individualised support systems. Different at-risk cohorts may require tailored approaches that address their specific needs, such as trauma-informed practices for students who have experienced adversity. Additionally, it is crucial to establish appropriate consequences for poor behaviour, promoting accountability and teaching students about responsible actions. By implementing targeted strategies that promote positive behaviour, provide necessary support, and establish appropriate consequences, teachers, schools, systems, and sectors can effectively improve outcomes for at-risk students.

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

We already have access to behaviour, academic and absence data via oneschool.

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?

Benefits: Targeted Support: Identifying these cohorts allows for specific resources and support to be allocated to address their unique needs and challenges. Equity and Inclusion: It promotes a more inclusive education system by recognizing and addressing the barriers faced by these students, ensuring they have equal opportunities for success. Risks: Labeling and Stigmatization: Identifying additional cohorts may unintentionally label students, potentially leading to stigmatization and negative perceptions. Limited Resources: Adding more priority equity cohorts may strain already limited resources, making it challenging to adequately address the needs of all identified cohorts effectively. Overburdening Teachers: Managing diverse cohorts with varying needs can place additional demands on teachers, potentially impacting their ability to provide personalized attention to each student.

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?

- The specific targets in the next NSRA should include supporting overburdened teachers by providing resources, training, and strategies to effectively manage classroom behavior. - Targets should be differentiated for primary and secondary schools, considering the developmental and educational needs of students at each level. - Changes to current measurement frameworks are necessary to include comprehensive assessments of student behavior, addressing poor behaviors and promoting positive conduct. - New measures may be required to capture data on disciplinary incidents, attendance, and student engagement to assess the effectiveness of behavior management strategies. - Appropriate punitive consequences should be implemented to address poor behaviors, ensuring accountability and teaching students about responsible actions, while also promoting a safe and conducive learning environment.

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?

The targets in the next NSRA should be structured to promote evidence-based approaches that prioritize addressing poor student behavior and providing support to overburdened teachers.

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

Just be genuine. Don't tick boxes. Help teachers
Student Behaviour Metrics: Number and frequency of disciplinary incidents or referrals
Rates of suspension or expulsion (which shouldn't be a focus to downplay)
Student engagement levels
Attendance rates
Rates of bullying or teacher/staff harassment incidents

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?

- Supportive & Safe Environment: School establishes safe, supportive environment where students & teachers feel respected & emotionally secure. - Behaviour Management Policies: Clear policies in place for addressing challenging behaviour, ensuring fair consequences & consistent approach. - Teacher Support & Training: Adequate support & training provided to teachers in behaviour management strategies to effectively address challenging behaviour. - Collaboration: Encouragement of collaboration among teachers, administrators & support staff to develop effective behaviour management plans & interventions.

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

I'm not sure any are currently being implemented that should be continued

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

1. Behaviour Management Indicators: Develop indicators that reflect effective behaviour management practices, such as reduction in disciplinary incidents, improved student engagement and attendance, and increased teacher confidence in managing challenging behaviours. 2. Wellbeing Data Collection: Augment existing data collections with specific measures related to student and teacher wellbeing, including surveys, assessments, and observations. These should capture aspects such as emotional health, stress levels, and support systems. 3. Teacher Wellbeing Assessment: Implement regular assessments to gauge teacher wellbeing, including workload, job-related stress, and availability of support structures. This data can inform targeted interventions and resources to alleviate overburdened teachers' concerns.

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. NAPLAN testing can create stress and anxiety for students, affecting their wellbeing and mental health. Asking them about their perceptions regarding wellbeing during that time is ridiculous

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

They don't.

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

Providers of these services should be in 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?

1. Convenience and Accessibility: Having services located on-site eliminates logistical challenges for students, ensuring convenient access to support without the need to travel elsewhere. 2. Timeliness of Support: By having services within the school, students can receive support promptly, allowing for early intervention and preventing issues from escalating. 3. Collaborative Approach: On-site services promote collaboration between school staff and service providers, enabling a multidisciplinary approach to student wellbeing and fostering a coordinated and integrated support system. 4. Reduced Teacher and Leader Workload: Having services available at the school reduces the burden on teachers and school leaders, allowing them to focus on their core teaching responsibilities while still actively participating in student support. 5. Enhanced Confidentiality and Privacy: In-school services provide a secure and confidential space for students to seek support, ensuring privacy and minimising concerns about confidentiality breaches or stigma. Students feel more comfortable accessing assistance within the familiar and trusted school environment.

Q56.

Chapter 4: Our current and future teachers

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

To attract more students into teaching, focus on reducing workload, improving pay, and establishing consistent consequences for poor behavior: 1. Reduce workload: - Streamline administrative tasks and support classroom management. - Implement policies for a healthy work-life balance. - Provide additional classroom support through teacher aides. 2. Improve pay: - Increase base salary to reflect expertise and workload. - Implement transparent and equitable salary scales. - Offer incentives or bonuses to attract and retain high-quality teachers. 3. Consistent consequences: - Establish clear disciplinary policies for a safe learning environment. - Provide training in behavior management strategies. - Enforce disciplinary policies consistently. 4. Professional growth: - Create pathways for career advancement within teaching that means that teachers in classrooms are valued as leaders including opportunities for instructional leadership roles - Involve teachers in decision-making processes. 5. Public support: - Promote teaching's impact on students' lives. - Foster appreciation for teachers' dedication. - Enhance community engagement and partnerships.

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

To support teachers in remaining in the profession and foster an environment where student behaviour has consequences and the community respects teachers: 1. Clear and Consistent Discipline Policies: Establish clear consequences for student behaviour and effectively communicate them to students, parents, and the community. 2. Supportive Administrative Leadership: Foster administrative leadership that respects teachers' authority in managing behaviour and provides guidance and resources for addressing challenges. 4. Collaboration with Families and Community: Build strong partnerships to promote shared responsibility for behaviour management and engage parents and community members in supporting teachers. 5. Recognition and Appreciation: Acknowledge teachers' efforts in creating a positive learning environment and publicly celebrate their contributions. 6. Competitive Salaries and Benefits: Ensure competitive compensation that reflects the demanding nature of the teaching profession, recognising teachers' dedication and value.

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

Creating a supportive and disciplined learning environment by addressing student behaviour issues would support qualified teachers in returning to the profession. Implementing effective behaviour management strategies, clear disciplinary policies, and providing necessary resources would attract experienced educators back to teaching.

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

To ensure schools in need can support and retain highly effective teachers, additional reforms should include: 1. Targeted Support Programs: Implement programs that provide tailored support to schools in disadvantaged areas, including mentoring, professional development, and resources to enhance teaching effectiveness. 2. Incentives for Teacher Placement: Offer incentives such as financial bonuses, housing assistance, or loan forgiveness programs to attract highly effective teachers to schools in high-need areas, including provisions for affordable teacher accommodation. 3. School Culture and Supportive Environment: Create a positive and supportive school culture that values and respects teachers, offering resources, mentorship programs, and collaboration opportunities to foster professional growth and job satisfaction. 4. Effective Behaviour Management Strategies: Provide training and resources to teachers to effectively respond to and manage poor student behaviour, creating a safe and conducive learning environment. 5. Effective Leadership and Collaboration: Ensure strong leadership that supports teachers and holds up 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?

To ensure the teaching profession reflects the broader community, it is important to address the concern of attracting a diverse group of people. Providing incentives such as teacher accommodation and tax benefits can play a significant role in attracting individuals from different backgrounds to the profession. By offering affordable teacher accommodation options or housing assistance, we can alleviate financial burdens and make teaching a more viable career choice. Additionally, providing tax benefits or incentives specific to teachers can further enhance the appeal of the profession and encourage individuals from diverse communities to consider a career in teaching.

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

Ask First Nations people's

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

We are in a teacher shortage, address that first

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?

Value classroom teachers

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

No

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?

Allow teachers additional time to plan

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

No

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?

1. Academic Performance Data: Information on students' performance in subjects and assessments, including grades, standardized test scores, and academic growth over time. 2. Attendance and Engagement Data: Data that tracks student attendance, punctuality, and overall engagement in school activities, which can indicate their level of participation and commitment to learning. 3. Behaviour and Disciplinary Data: Data related to student behavior, disciplinary incidents, and interventions, providing insights into areas where support may be needed to improve student conduct and classroom management. 4. Social and Emotional Wellbeing Data: Data that captures students' social and emotional development, including measures of self-esteem, resilience, mental health, and social interactions, which are crucial for holistic student support.

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?

Unsure

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?

There are already effective ways to do this

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?

N/A

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?

N/A

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?

N/A

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?

N/A

Q29. 33. Is there data being collected that is no longer required?

N/A

Q28. 34. How could the national Unique Student Identifier (USI) support improved outcomes for students?

N/A

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?

N/A

Q37. 38. What are the priority gaps in the current funding transparency and accountability arrangements from your perspective?

N/A

Q59. Do you have any additional comments? (2,000 characters)

Teachers need policy support to ensure zero tolerance for poor student behaviour, creating a conducive learning environment.

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