

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)?

The most important outcomes that are all triggers for negative academic and student wellbeing that must be measured are: o Behaviour (on task / off task) o Feeling of safety while at school o School connectedness

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?

Different approaches and EBPs are required for each individual student who is potentially "at risk". EBPs for behaviour should include, modelling, and social skills programs.

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

Students at risk of falling behind can be identified with more classroom observations and antecedent data collected, triggers, causes identified for "off task" behaviour and individual behaviour intervention plans established.

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?

ALL students who are identified as "at risk" for whatever reason should be prioritised. The risks of identifying additional cohorts means that we are more tempted to categorise students and make generic support plans for students which is not an appropriate way to support "at risk" students as supports need to be individualised.

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?

Schools need to listen to students, to ask for their feedback, to find out why they are feeling anxious or unsafe. Schools need to provide safe ways for students to provide feedback, to help them speak up, and foster self – advocacy by listening and responding to students and how they feel. Students need to feel that there is someone on staff who will listen to them and take their feelings seriously.

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

Wellbeing evidence-based programs that would be appropriate for a national reform are, o Social skills programs, o Behaviour modelling, o Respectful relationships.

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

Existing data cannot fully demonstrate students' feelings of safety and wellbeing. NSRA should establish a safe way of collecting meaningful qualitative data in an environment where the student is able to speak openly and honestly.

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?

NSRA should be across all areas of students' wellbeing and understand the triggers that cause a decline in student wellbeing. NSRA must find alternate ways to collect data, existing assessment programs are not appropriate. Again, qualitative data needs to be collected for a better understand of the issues students face daily, you will not get accurate responses from a tick the box questionnaire when students feel afraid of the repercussions of an honest answer and don't understand the reason behind the questionnaire. NSRA needs to understand the following and how it affects student wellbeing. o The physical school environment, dirty buildings, mouldy carpets, toilets with unsecure doors, noisy corridors, broken splintery outdoor seating. How the environment makes students feel, safe or unsafe. o Bullying, how often does it happen, when does it happen, where does it happen? o Do students feel included or excluded? o How do schools support vulnerable individual, neurodiverse students, LGBTQIA+ students, different ethnic backgrounds, and indigenous students? o Does the school provide parent education on diversity.

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

School leaders and teachers generally feel inadequately prepared to support mental health and feel they do not have the time to support an individual. In some cases, school staff feel find it too emotionally draining to address mental health issues, one principal even said to me once in a P&C meeting when the P&C were hoping to fund more PL for staff, that he was reluctant to provide more mental health PL to his staff because the found it too upsetting.

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

It would be highly beneficial and will help teachers if local health networks could provide PL for teachers. Teachers feel threatened when psychologists make recommendations for specific students and feel that outside organisations are telling them what to do, well-established communication between local health networks and the school this could break down that myth and break down that barrier. More parent education could also help the school community understand diversity and supports that are available. More support with disability providers able to provide individualised support in schools to help work with students and staff and establish better communication and a wrap-around approach to support vulnerable students.

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?

Addressing student behaviour. One of the most significant issues facing teachers daily is student behaviour and the students lack respect for staff and the school community.

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

Teachers need to feel that they are supported by their colleagues and executive team. Teachers need to feel the school community is responding to their safety concerns. Female teachers are particularly vulnerable, unfortunately there are some students who do not respect women, and this can particularly be confronting when placed in front of a class of teenage boys, female teachers often feel unsafe and un supported.

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

More education for students and staff on respecting women. Cleaning up dirty and mouldy environments. Some school I have seen are disgusting with possum excrement staining the walls and visible in cracks in the ceilings. The carpets are dirty and smelly and rarely cleaned. Some old buildings lack air flow and light and are extremely unpleasant environments.

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?

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?

Antecedents and triggers for negative behaviour.

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?

Specific data on the wellbeing of students with disabilities and other vulnerable cohorts in the mainstream schooling system.

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?

Yes, definitely. With mind maps, creative expression, and interviews undertaken by a disability and inclusion specialist in a safe environment of the student's choice with the students and their families.

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?

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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?

The NSRA needs to be more transparent regarding their decision to continue the underfunding public schools for further 12 months. The impact is so deeply significant for a student in year 9 who is "at risk". Her reading is that of a stage 2 student and she is situational non-verbal. With additional resources, our school could run programs that nurture self – determination for this student and she could have access to more regular individual SLISO support. This student's attendance is now at 48% (Term 2 2023) and is risk of further decline without additional resources and an individualised support program. At the end of 2024, this student will be finished year 10 and at this stage it's unlikely that she will achieve her ROSA and therefore it's unlikely that she would be accepted into a TAFE course. We need her and every student at her school, to have access to their full SRS funding so that we can deliver the support that they need. This student is now at serious risk of educational neglect due to this lack of funding and the committee's decision to delay due to the incompetence and poor design of the previous NSRA?

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

Gaps missing in understanding student outcomes are: o Student belonging. o School connectedness. o The effect school infrastructure has on students feeling of wellbeing safety.

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

Bilateral agreement between NSW and the commonwealth, funding contributions 71.2% to 25% signed on the 31st August 2021 and the 4th October 2021 by Sarah Mitchell MLS and Allan Tudge MP respectively needs to be reversed as a matter of urgency to ensure every student receives 100% SRS funding. How will the NSRA accurately assess its efficacy and collect meaningful data on meeting students' needs in turn determine funding allocations when there is such variation in funding allocations across all schools and such gross inequity currently within the system? How will the NSRA measure the efficacy of the SRS funding model when the figure of \$13,060 for a primary student and \$16,413 for a secondary which is the minimum amount required to education a student in Australia and proposed by your committee is not allocated to all students.

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