Q44.

Review to Inform a Better and Fairer Education System

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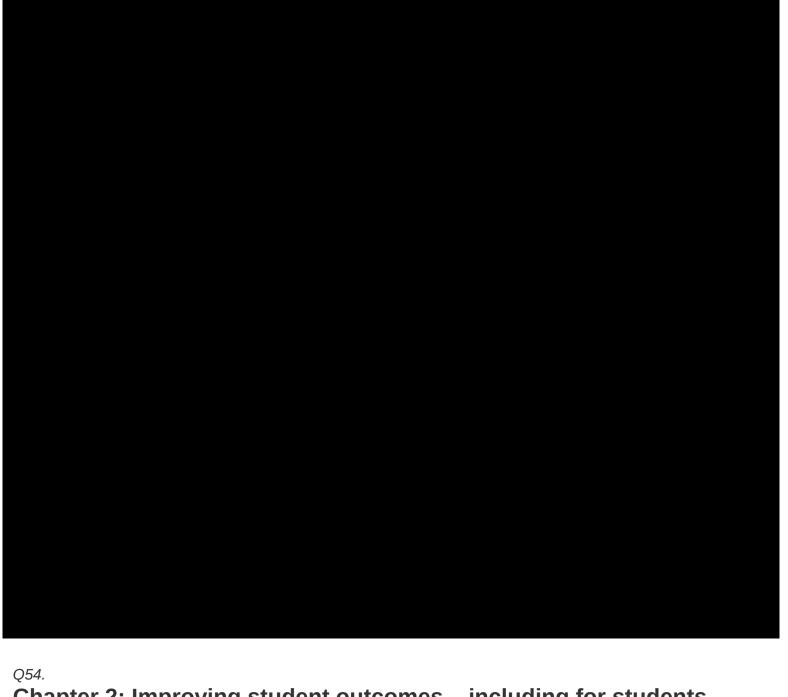
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Q54.
Chapter 2: Improving student outcomes – including for students most at risk of falling behind

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)?

Learning imbedded in the "real world outside the school gate" especially planned "work experience" programs at Year 10 and 11 levels Resilience to thrive in , inschool "whole of school experience " and in community learning experience

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?

Planned work experience programs that span over a weekend School size that allows for provision of "real life" learning...probably no more than 1200 per site Teachers need planned "work experience ..outside the school gate" school leadership especially by the Principal but supported by her/his leadership team that is visible and effective every day in every way Teacher TRAINING needs to be structured and delivered by experienced teachers NOT by University educators. My training with a B.ED. and a Dip Ed that provided a wonderful mix of time at ███████████████████████████

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

Students at risk can easily be identified the issue is providing practical learning in the company of staff members :teaching and support that motivates them to embrace and thrive within the broader life centered Curriculum I introduced "work experience programs" in Queensland Schools through an Act of Parliament The graduates of ████████████ High School of that time can and do attest to the value they gained now in retrospect

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?

whatever the risk we have to address this and succeed ...smaller learning environments facilitate this and some of the points above

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?

Naturally differing but specific targets age related and situation related

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?

Devolution works if communication flows in all directions

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

At level of operating units to the customers of this operating units

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?

There are good examples of this now. Communicate and build exemplars like the old "innovations" programs of the old Schools Commission of the 1980"s

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

Individual "light house" schools can show how best this is done

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

Not at national level...devolved , localised , supported "best practice"

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?

NAPLAN is a waste of time and money Let local jurisdictions just get on with it

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

It is there now and can be built on

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

Let local schools and local communities get on with it Provide supports

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?

Make the connections easily accessed..get rid of red tape There are good people out there

Q56.
Chapter 4: Our current and future teachers

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

IN school programs that nurture year 11 and 12 students toward the profession INSCHOOL information coupled with inschool leadership development programs like the ones we facilitate at ████████ High School in Brisbane

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

Teaching is "god's work" Imbed fluidity between inschool and out of school learning Provide the JOINT "vacation school" teacher development programs we developed in Queensland in the 1980's Provide travel and accomodation expenses reimbursement Bring a wide spectrum of the community in to learn with the teachers and administrators of schools

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

Ease them back in Provide financial reward and incentive Create a special recognised set of Learning ng experiences Specially encourage teachers to teach in rural and outback environments Recruit Rotary in all towns and cities to help deliver local supports

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

Make them 'heroes" of the profession publicly Give them 6 month professional development planned leave every 5-7 years

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?

Easily done Recruit them Bring them in Show them WE already have many Market them as exemplars

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

There are may there already Use them

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

See above

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?

This is working well in some environments Make them "the STAR LIGHT" EXEMPLARS

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

I don;'t have knowledge directly of this but again there are exemplars

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?

This is happening Market and communicate the best

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

I don't see this as a prime issue to be addressed

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?

It is all ouytvthere but just don't interfere with the teachers on the ground

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?

don't know

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?

Can de easily addressed

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?

Keep it local

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?

Of course

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?

Ascot long as it doesn't create another bureaucracy

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?

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

Too much of it

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

I think this is a good idea especially with student movement

Q58.
Chapter 6: Funding transparency and accountability

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

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

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Localise
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Q38. 37. What other funding accountability and transparency information regarding schools (both your school and the education system more generally) would be useful?

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

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

Go for it

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