Review to Inform a Better and Fairer Education System

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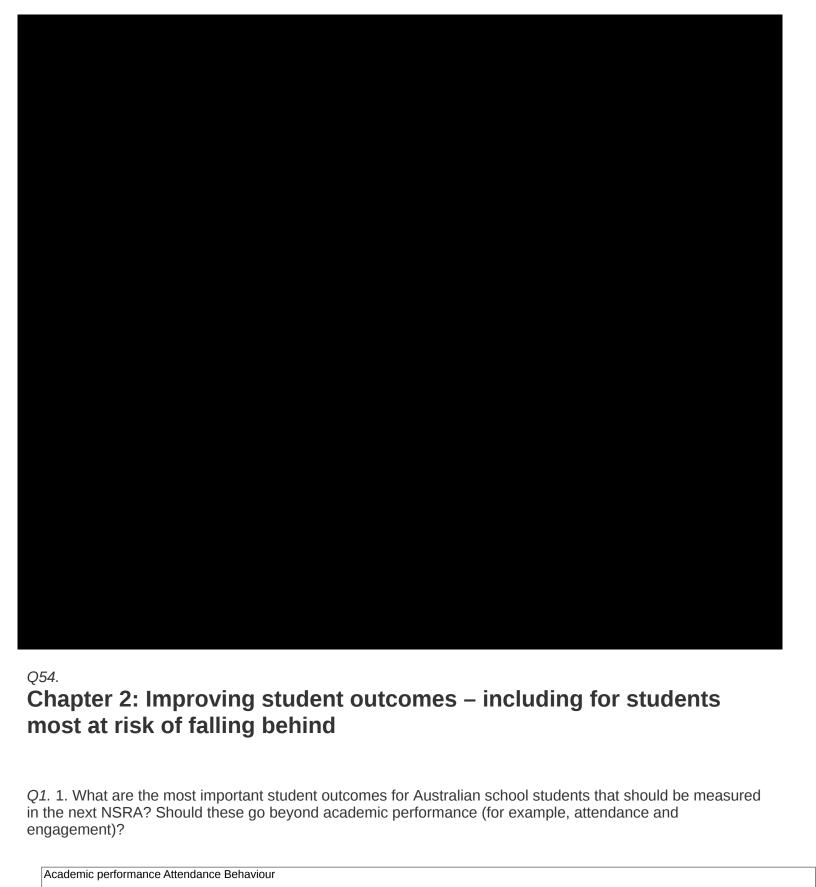Your personal information may be disclosed to third parties, including but not limited to:

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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)?

Academic performance Attendance Behaviour

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?

> Direct Instruction & explicit teaching each with cognitive load theory in mind. Embedded formative assessment Routine standardised pre and post assessments, with standard setting. Strategic behaviour management.

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

> Routine standardised pre and post assessments

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?

> It should disaggregate the data according to: Gender EAL/D ATSI SES Location- state/ region/ suburb and any other pertinent demographic that may reasonably influence learning outcomes.

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?

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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?

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

By whatever means conveys the content best: Avoid box plots and pie charts.

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?

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

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

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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.

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

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

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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?

Having a dedicated specialist inside a school or community of schools to do this.

Q56.
Chapter 4: Our current and future teachers

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

Greater pay. Safer classrooms with better covid protections. More pathways to advance than leadership or bureaucracies. Make teachers and leaders more accountable, so it is more of a meritocracy. Outcomes must be attached to decsions made by people throughout the system. Get rid of HALTs. They have gamed the system by and large. They are accredited through an invalid, unreliable process that is not reliable. Maintenance is toothless and the process has been gamed by a few shrewd careerists, for disproportinate reward. These are not credible role models to inspire people to enter the profession.

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

Same as above.

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

Same as above.

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

Pay. Options for references other than principals, who are mandatory references currently. In too many cases, the pedagogical approach of teachers are superior to principals. These are not implemented as much as they need to be because the principal remains the key reference for 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?

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

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

Give teachers a position in a network but not a school. This can allow greater movement between schools. Have more routine standardised assessment across schools to make comparable judgements and which teachers seem to have more impact. Allow for greater disaggregation of assessment data at the local level to see which variables affect outcomes. Although it features signficantly in funding, SES background is not used when disaggregating data at the local level, even though it significantly impacts performance. Disaggregating by a measure like this will increase the quality of the signal, which can then allow for better deployment of effective (and non-effective) 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?

Should have nothing to do with HALT in current form. HALT standards invalid. HALT accreditation process invalid. Maintenance processes are weak. Many HALTs don't have credibility- Prominent HALTs who have not taught in classroom for ~ 8 years are still publicly claiming HALT status. HALT process biased against men somehow. Great majority are women, with many undertaking the process during maternity leave. Ensure master teachers and instructional leaders are effective by means of looking at the results they have obtained. Too many have earned these positions through patronage, and/ or effective verbalism without results.

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

Ochre Education Whole stage programs, scope and sequences. Prime text books. No more marking- comparative judgement. Essential Assessment adaptive online assessments.

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?

Same as above

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

I don't understand. If it is anything like the current standards, then no. They are badly implemented and gamed not because of the regulators but because they are bad standards, with a terrible process.

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?

Academic data- accessible Demographic data- inaccessible, particularly SES background Schooling Perceptions data (parents, students, staff)- accessible School processes data- accessible.

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?

Academic Performance against SES background. Done in NAPLAN, but not in local assessments.

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.

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?

Should report at all levels

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?

Academic performace x SES backgorund

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?

Sure

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?

If there was it should be the Australian Bureau of Statistics, not a body like NESA or VCAA. These organisations have too many people in them from education departments who do things for favours in kind.

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

Wellbeing data. Ineffective. Accreditation data. Ineffective

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

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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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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)

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