

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 percentage of students achieve at benchmark or above in a universal screener for reading fluency such as the Dibels ORF which has a 90% correlation to reading comprehension. The percentage of students in secondary school achieve their preference in what they want to do after school for example a trade, a university degree. The percentage of students that are attending school 90% or above and the improvement of attendance that schools achieve. The 'value adding' measure within schools for student progress and achievement. This is essential. A student wellbeing measure- although I don't know how this could be measured, apart from the Strengths and Difficulties Questionnaire.

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?

Consistent literacy blocks of a minimum of 90 mins (ideally 120 mins per day) for Foundation to Year 6 that is aligned with the science of reading and taught in a structured literacy approach. The literacy block must include: 30 minutes of structured, systematic phonics and phonemic awareness instruction in Years F-2 and explicit spelling and morphology instruction in Years 3-6. 30 minutes of language comprehension instruction which includes rich text teacher read aloud, novel studies in Year3 3-6, choral and echo reading, building of background knowledge, explicit teaching of vocabulary, evidence based comprehension instruction in the context of texts read including inference, story structure and comprehension monitoring. Ideally teaching in 5 week knowledge rich units linked to cross curricular areas will support the building of knowledge essential for reading comprehension. 10 minutes of fluency instruction such as mixed ability pairs with feedback 30-40 minutes of Explicit writing instruction and handwriting instruction that is aligned with evidence. Evidence based intervention approaches such as those prescribed in Structured Literacy interventions by Louise Spear-Swerling.

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

Every school to have a Response to Intervention model embedded in the school that includes tiered instruction with a focus on Tier 1 instruction being high quality, structured literacy, with high rigour, low differentiation with high expectations for every student, ongoing home-school communication of student progress and next steps, rigorous progress monitoring and universal screening. Universal screening mandated in every school using a normed assessment such as Dibels three times per year to quickly identify risk in reading and put interventions in place. This assessment takes 1 minute and is highly correlated with comprehension. Remove Reading Recovery from Australia- it teaches students to be poor readers. It has negative outcomes in the long term. Every undergraduate degree to teach students training to be teachers the science of reading, science of learning principles such as a cognitive load theory and how to assess students and move them forward effectively. Progress monitoring mandated for all students identified at risk in a Dibels screener every 2 weeks for students identified in yellow and every 4 weeks for students identified in the red.

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?

I am not sure

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?

Targets could be related to the domains of the National School Improvement Tool (ACER). What percentage of schools have a robust coaching model embedded with theory + demonstration + feedback (Joyce and Showers). One off professional learning sessions do not have an impact but a coaching model embedded does. Secondary schools- a target should be around what percentage of students in year 12 reach the target they seek in terms of an apprenticeship or specific university degree.

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?

There needs to be a target around the number of parents that seek outside intervention for their children due to the instructional inadequacy of their teaching and learning. This is a huge problem in the private system with poor teaching and learning leading to parents needing to see outside allied agencies. However, due to the parents doing the work of getting the outside support, often school results look ok (which is not reflective of the teaching and learning). A national teacher survey that is completed that highlights the extent to which teachers are explicitly teaching evidence based literacy approaches. A target around the number of students identified at or above benchmark in the Dibels fluency screening in Years 1-8 three times per year. A target around undergraduate teachers knowing the research and application of cognitive load theory, explicit instruction and worked examples and how to explicitly teach knowledge rich units, how to effectively analyse evidence based assessment data to move students forward.

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

The removal of running records and benchmarking for assessment, or whole language aligned assessments such as Marie Clay observation survey in every school, as these are a hindrance to student learning and a burden on teachers. ?

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?

Preventative approach to mental health and wellbeing. Multi tiered systems of support in every school for wellbeing where every teacher is clear on expectations, how to identify students at risk. School wide consistency in teaching an evidence based social emotional well being program School chaplains that implement SMART targets for students in need to ensure progress. Using a formative assessment such as a 1-10 scale on how a student in feeling before and after support is also recommended. Leadership team and visible in the playground and before school to be observant about student demeanour and build relationships with the school community in general High expectations enacted in all aspects of school life. This is a significant factor in student wellbeing and learning and often teachers may believe they have and demonstrate high expectations but in fact subconsciously they may not for some students (there is a significant amount of research about this, including the Pygmalion effect).

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

Strengths and Difficulties Questionnaire- as a preventative screener

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

Yes

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 absolutely

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

It depends from school to school but I think mostly they don't have the skills to do this.

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?

Providing all students the Kids Helpline

Q56.

Chapter 4: Our current and future teachers

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

The universities would have to reform their approaches to evidence based instruction.

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

Less administrative additional jobs that don't add value to students A coaching model in every school that supports teachers. Strong, passionate leaders that have a clear vision and Action Plan for improvement that all staff are made aware. Quite often a missing piece is left out of the 'Knoster model for managing complex change' which leads to frustration, false starts, confusion and stress. Every graduate to come out of university with the knowledge and skills they need to teach effectively. Meetings that have a clear focus and are based around making a difference for students and not on housekeeping or trivial details that can go into a memo. Teachers feeling confident knowing from student data that they are making a difference. This would be evident from school wide evidence based instruction impacting upon the Dibels data.

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

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

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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?

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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?

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

Ochre education in maths Core Knowledge units are making a huge impact in many schools

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?

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

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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?

Dibels data- it provides more robust data than reading comprehension in reading in NAPLAN. Cubed NLM and DDM- normed and provide information on a child's language and decoding Phonics screening tools

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?

Dibels fluency - see further above

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?

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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?

Dibels CUBED NLM, DDM Spelling -Motif series

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?

Absolutely

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