

Q44.

Review to Inform a Better and Fairer Education System

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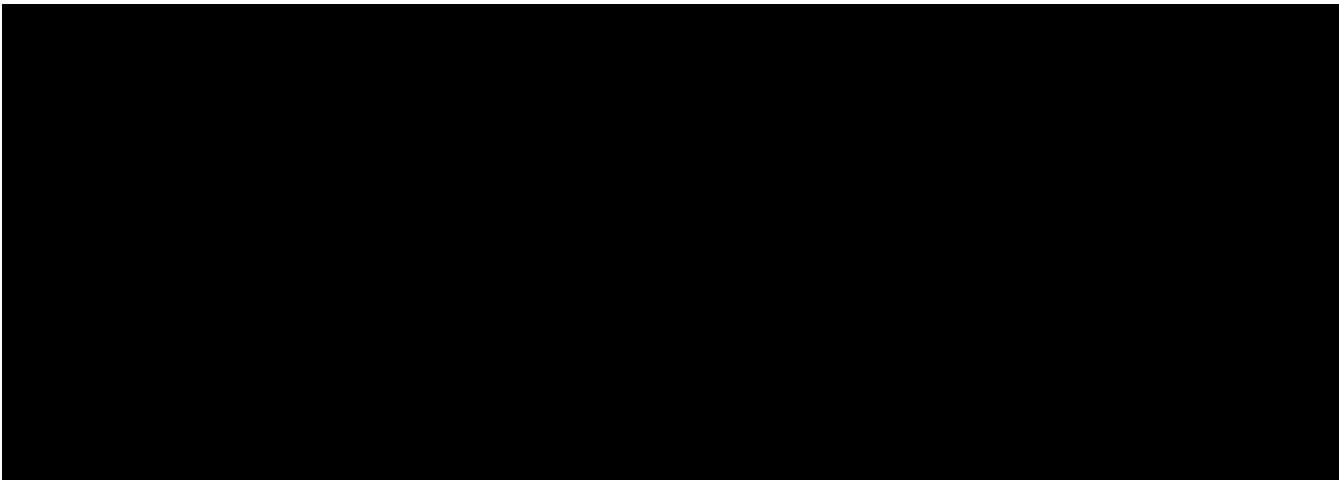
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Q54.

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)?

Progress in individual student's learning instead of 'one size fits all' generic tests.

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?

Utilize naturally occurring evidence as a basis for making judgements about student learning and engagement. Get rid of the obsession around multiple student outcomes that are superficial and do not support deep and rich learning. Build community of learners as an alternative to ranking and competitive, performance based school cultures. Standards that are not aligned to year group/classes but are described as 'bands.' Too many fragmented subject areas, need a more integrated approach to curriculum with less emphasis only on academic subjects. Bring back an more time spent on the 'arts' and practical learning opportunities, instead of being marginalized in timetables and school priorities. This will support students with their emotional and mental wellbeing.

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

Make the processes easier without the onerous compliance and regimented requirements around accessing support.

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?

There are enough already.

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?

Definitely different targets appropriate to each stage of child development. Look into Steiner indications.

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?

Less compliance driven approaches to measurement and obsession over collecting data. Allow more autonomy for individual schools. What do we value in education? It doesn't matter how many time we measure a child it will not make them grow and flourish.

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

Case studies could be one way.

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?

The school is a community of learners who embrace challenge and have aspirational goals. it is a safe place to take risks with learning and where teachers have a pedagogical love for students so that they feel, safe, accepted and belong. teacher who can demonstrate artistry and creativity in their approach instead for been seen as delivers of a generic mechanical system.

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

Rosemary Hipkins (NZ) naturally occurring evidence through well desined rich and contextually based tasks.

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

What is well being? Hard to define and measure. Children who are engaged, love their school and have ownership over their own learning. The child is the 'curriculum' and it is not something done to them. Evidence of self efficacy is vital

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 blunt and irrelevant tool for measurement.

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

Building relationships with children and families is the key. Not distancing and keeping families at arm's length. The school become the heart of the community with opportunities to socialize and support each other. Offering educational programs and feedback forums for parents.

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

Break down the silos and fragmentation that exists between schools. Invite pap professionals into schools to build networks together locally.

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?

Less compliance, forms, reports and red tape.

Q56.

Chapter 4: Our current and future teachers

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

Being seen as a professional with an opportunity to really make a difference in children's lives. Less theory with more practical 'hands on' experience available. Being able to develop your own 'artistry' instead of having to follow such a prescriptive approach to teaching.

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

Job satisfaction and loving going to school every day with the opportunity to be a 'living and creative' practitioner.

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

Less compliance and irrelevant paperwork.

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

Ensure that schools are a place of learning that can have the autonomy to set their vision and values in the way they deliver education to their students within the context of their community.

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?

Ensure diverse people can feel that they are valued for the different ways of being.

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

Connect further with First Nation communities.

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

Flexibility around lifestyle options and having the opportunity to influence decision making from the 'ground' up rather than driven by policy and procedures from policy makers.

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?

Further incentives that are more practice based and less onerous. Principals able to attest to Professional Standards.

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

Use of Seesaw an excellent platform with modifications, not following generated teacher tasks and activities. Great to engage both students and parents as a learning community. .

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?

As above.

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

A good idea rather than being fragmented at a State level.

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?

School based teacher judgements, student conferences and evidence of work. Use of moderation and exemplars.

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?

A greater emphasis on formative feedback to improve student success. Process and progress valued and made visible through qualitative data rather than just summative quantitative data as a measurement tool. Rich , deep and challenging rather than easily measurable.

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?

As above through student portfolios of work and learning journals/stories.

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?

Need to decide on what targets are valued and how this can be evidenced.

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?

Look at case studies and curriculum implementation. Shift from a 19th Century model of education to more innovative approaches in keeping with our rapidly changing world and society.

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?

It depends on how this data is to be collected and what data is seen as relevant.

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?

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.

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