

Q44.

# Review to Inform a Better and Fairer Education System

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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)?

Education is a fundamental human right. The most important outcome is that education needs to be flexible and accessible. Too many young people are falling through the gaps. Schools seem to be unsafe for our more diverse young people. We should measure how successful we engage and maintain our more vulnerable young people in education. These are and not limited to. Young people who are; indigenous, in out of home care homeless Culturally diverse from refugee backgrounds, GLBITQ Neurodiverse low socio economic disabilities and those who are bullied. These kids are fall through the gaps and become invisible.

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?

Whole of school approaches to improving school wellbeing Place students at the centre of school decision making. Employ diverse young people with lived experiences at DET to contribute to developing and rolling out education policies. For each school to have non tokenistic student voice mechanisms so that students are at the centre of school decisions. Employ more youth workers and wellbeing staff with the capacity to do home visits to our schools most vulnerable students. Ensure each school is teaching about diversity and peace education. Attach flexible learning options to schools. Abolish school zoning so that young people can choose schools that work best for them. For education department to work more closely with other government departments to develop more holistic approaches to support vulnerable young people and families.

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

In Victoria we have the DET Navigator program. It achieves wonderful outcomes for disengaged young people. Ensure schools are using DET policies and procedures for vulnerable students. Have wellbeing staff available to follow up with students who are absent before it becomes chronic. Have students work closely with local community services so that referrals can be made to support young people and families.

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?

Yes, definitely. Otherwise we are failing our obligation to ensure all young people have the right to education. There are no risks. Only benefits. When vulnerable young people remain in education for longer they have better long term outcomes for employment, health and well being. It saves government money in the long run but needs more investment now.

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?

Improved attendance rates overall. Improved education outcomes overall Young people involved in decision making that affects them at schools. Schools are more involved and engaged with the community. More partnerships with wellbeing organisations in the community. Young people and teachers report that they enjoy being in schools.

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?

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### **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?

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

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

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?

Students should be involved in designing, implementing, collating and reporting back on such surveys. Surveys are not enough. Students should be involved in individual interviews and focus groups. Young people should be paid for their work in this space. Could work with AYAC, state youth peak bodies and youth workers Associations to assist in this meaningful engagement of young people.

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

Many teachers have very limited understanding of the needs of vulnerable and marginalised young people. As a youth worker I am often providing psycho-social education to schools. Teachers are under too much pressure to achieve academic outcome. Perhaps employ more youth workers in schools to work in partnership with teachers.

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

Teacher need more time to attend networks and PD. Have more community services and programs based in schools. School could make really great community hubs, This works well in the UK.

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?

Increase in pay for teachers. Allow more teachers more flexibility. Remove standardised curriculum . We should be educating from where students needs and interests are. Teachers should be allowed to follow their passions,

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

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

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?

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## **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?

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?

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?

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?

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](mailto: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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