Review to Inform a Better and Fairer Education System

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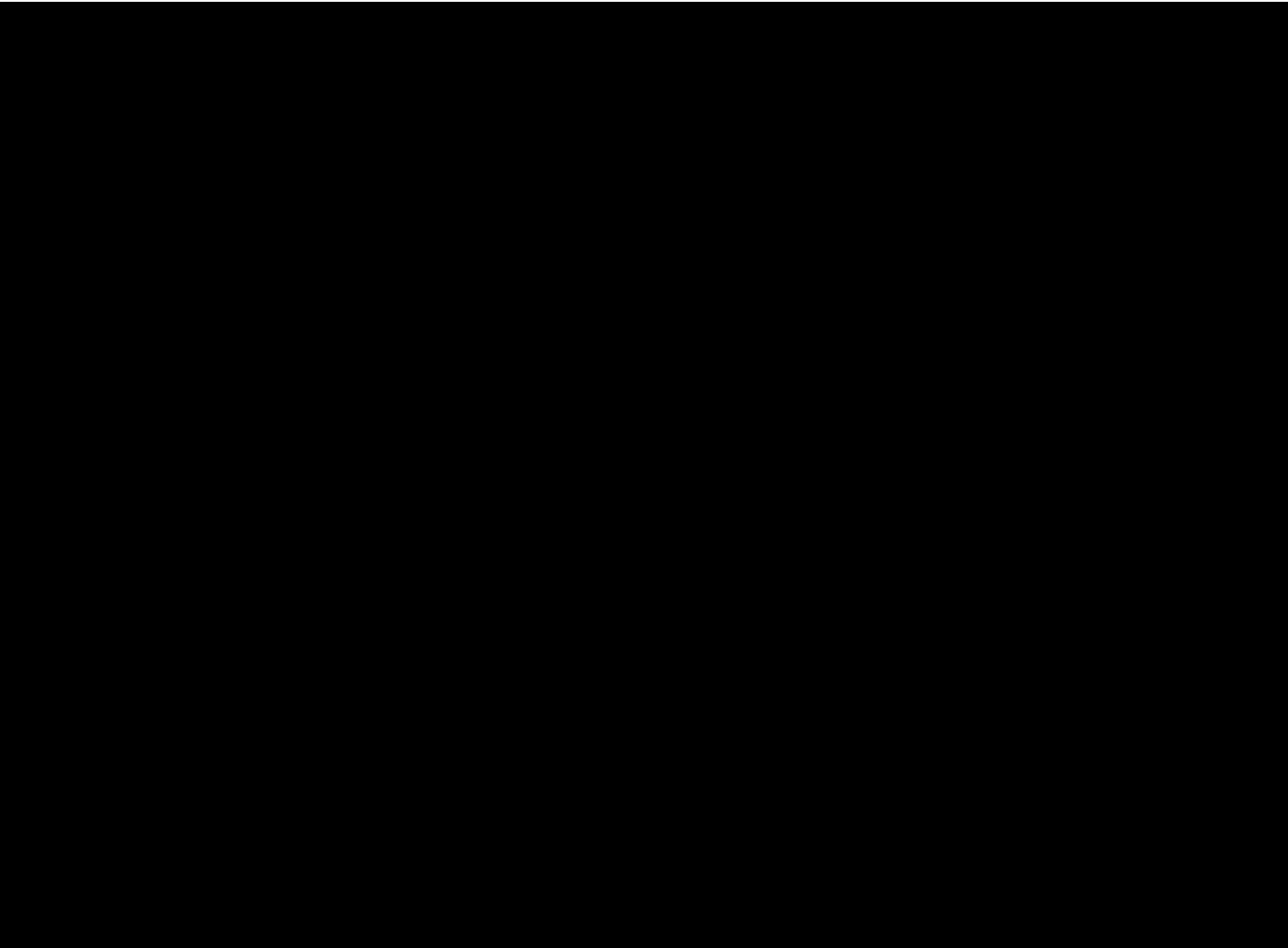Your personal information may be disclosed to third parties, including but not limited to:

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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)?

Language, literacy and numeracy skills, being able to solve complex problems and simplify complex situations

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?

Summative assessments, that do not have drafts or second chances. Assessments are to understand where students have gaps and limitations, not for teachers to give everyone a "badge of participation" Allow students to repeat levels, subjects and core skills when and where necessary, without stigma. i.e. if a student looks to be failing a year, allow them to repeat the whole year level. Do not exclude students from a particular course, subject or stream just because they do not fit the outcomes the school is looking for to meet quota requirements. Allow teachers to build their own learning, training and course materials, allow teachers to expand as required for students who excel.

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

Do not do this, allow students who are falling behind to fall behind, everyone does not need to be at the same level at the same time in their life, this is a discriminatory imposition on students learning pace and alienates students who cannot keep pace. student who are identified as falling behind, and have interventions are then singled out by their peers. Make it acceptable to learn at a different pace then others, it does not mean a student has less capability and needs interventions, it may be a maturing aspect, a learning method being used does not suit, or just the student has too many other outside issues to mean effectively. The entire sentence above is a problem, students who are falling behind, do not need an intervention, that creates anxiety, destroys self confidence and results in students being singled out from their peers. Instead the process should be; Identify all students who are finding the course and materials difficult, identify the reasons for their struggles, adjust, modify or make allowances for these issues and correct the training materials and delivery of the learning, or provide the student with an alternative equivalent pathway.

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?

LLN skills are key to working in Australia. Additional cohorts is not required. Setting expectations, clear instructions and consistent targets is the key. Adjusting minimum standards for different identified cohorts results in differentiation in the cohort groups resulting in singling out more students as being different in one way or another, which results in psychological damage, and self esteem issues. The main reason these students as noted above attend a average school is because they want to fit in desperately. The suggestion above is another reason these students have to feel like they are different. Especially at high school.

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?

LLN skills and core capabilities in LLN, should always be the targets. Good to excellent skills in these basic areas gives all people in the workplace confidence in all aspects of work and daily life. A complete change to current frameworks is required, assessments need to be actual measures of where students are at, and they need to be assessment more frequently to allow them to gauge their own progress against clearly defined levels. If I want to cross the road, I look left, look right, look left again and if no cars, then walk the judged distance to get to the other side. I use observation, assessment, and judgement to make a learned decision. Learning is the same thing, you look around, find information, know your target and then complete your task, its really that simple.

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?

See previous answers.

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

Via summative assessments and grades that demonstrate to the student where they sit on the scale of achievements. the student then can identify their weaknesses and areas that need work, and chose to work on them and not be confused by the current assessment system. No more bell curves, these just show where the middle of the current crop sit not what is expected of them.

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?

Stop using the current framework, allow for teachers to adjust as they see fit to suit students needs. Allow teachers to teach, instead of fitting into some framework and system, like NSRA.

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

From my experience with my son, there are no current approaches being used, well he did not experience any being put into place, we had to do it all as his parents. He is a very high functioning person, who now has to go through the process of working on his own mental health with our assistance, as the school approach was to destroy his mental health by trying to actively exclude him from his chosen ATAR pathway as it did not have the flexibility to cope with his differences.

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

No, mental health and wellbeing should be a target training requirement for all teachers, especially administrators and people creating things like the NSRA. it is not the place to have this as a target for a student to meet or be assessed against, or for a teacher to focus on a set target around mental health, that will create mental health issues for teachers and students alike. Is this question really suggesting, "look lets check this student against an NSRA target for mental health, and then impose some program, activity or additional work, so we can intervene in the students mental health to have a positive impact?" It is very obvious this is not a method for dealing with this type of issue.

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?

NOOOOOOOOOOOOOOOOOOO!!!!!!!!!!!!!!!! see previous answer.

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

They have minimal to nil from my experience, and the current framework forces them into a position where they cannot provide assistance even when they want to. Students with mental health concerns need, time and space, neither of which exist in the current system. it is very simple love, support, time and space are the keys to delivering good mental health outcomes, not systems.

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

Not necessary. Teachers should have the scope to be allowed to do their job, it is not their job to be a liaison between Local health and primary health care providers. The NSRA framework needs to allow for teachers to make judgements based on input for outside services, and then adjust the learning methods to suit, that is all. Teachers have more than enough to do as it is.

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?

Use the normal approach, tell the parent/guardian, send an email. Train teachers on how to structure these emails, or have specialist trained support staff within the school do it. Short, abrupt and insensitive sentences in emails from teachers are not acceptable. If a parent/guardian is not available, have specialist support staff at the school to handle these situations, teachers should not have to manage this.

Q56.
Chapter 4: Our current and future teachers

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

An older intake age, make sure students have some life experience. Recognition of workplace knowledge and skills in completing a teaching degree Reduction in the paperwork and frameworks and systems and reporting that is not specifically reported to the students. Students are the ones their to learn, it is done by them being interested in learning, a teacher that does not have time to make it interesting and engaging for a student, has not been given opportunity to do so. Stop metrics that base teacher performance on student outcomes. As per previous answers students should be able to learn at different rates, not forced in to a framework where they must fit. much better starting pay for teachers with prior knowledge and experience in the workplace.

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

Ditto all the points above.

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

Ditto all the points above

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

see previous answer

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?

see previous answer

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

see previous answer

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

see previous answer

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?

Professional teachers, master teachers, are not teachers anymore, they are framework creators. Teachers are there to teach students, all that is needed is CPD and recognitions, as per all other high level professionals. the longer a teacher has taught for, and the more CPD they have built up in keeping themselves current in industry needs, the more they are worth as a teacher.

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

Not applicable needed, set targets, then allow teachers to teach using their own intelligence and methods, stop handcuffing them.

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?

CPD tells the story here

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

Yes, so that CPD can be recorded and valued

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?

How happy my child is at going to school, and how interested and self motivated they are.

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?

There is too much data currently collected that fits into a framework, that supports the framework that results in lower outcomes for students. As above happiness and motivation of the learner is key.

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?

No

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?

No

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?

No

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?

No, the key data in student happiness and motivation to learn, then secondary is industry feedback. Are students turning into good workers?

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?

No, stop collecting data for the sake of it.

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

Yes most of it

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

Why should it be changed, students have a national student number, its just that an identifier, it need be nothing more.

Q58.
Chapter 6: Funding transparency and accountability

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

Yes lots, student happiness and motivation.

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

No

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

None

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

More money for schools and teachers is needed.

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

No

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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