

Q44.

Review to Inform a Better and Fairer Education System

Privacy Statement

Your personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

Personal information is information or an opinion about an identified individual or a reasonably identifiable individual. Personal information includes an individual's name and contact details and may include opinion-based data.

Your personal information is collected by the Australian Government Department of Education (the department) as part of a consultation process for the Review to Inform a Better and Fairer Education System (the Review).

Your personal information may be used for the purposes of:

- administering the Review and related consultation process, including contacting you in relation to your submission
- informing or contributing to policy development related to the Review
- developing reports
- publishing your submission where you have agreed to that.

If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation.

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

- Qualtrics and the Department of Employment and Workplace Relations for the purpose of IT support, and
- a contracted service provider engaged by the department in connection with the Review.

Your personal information may also be disclosed to other parties where you have agreed or it is otherwise permitted under the Privacy Act.

Where you have agreed, your submission (including any personal information you include in your submission and your name), may be published on the department's website, which may involve disclosure to overseas recipients in any country. As such, by agreeing to the publication, you are consenting to your personal information being accessible overseas and acknowledge that an overseas recipient is not likely to be subject to the Privacy Act and the department will not have an obligation to take reasonable steps to ensure that they do not breach the Australian Privacy Principles in relation to the published information.

The department's [Privacy Policy](#), including information about how to make a complaint and how to access or correct your personal information, can be found on our website. You can also request a copy from the department by emailing privacy@education.gov.au.

For more information on how the department handles your submission, visit the [terms and conditions for public submissions](#) page.

Q51. If you do not provide your contact information and there is an issue with your submission, your submission may not be published or used for policy development related to the subject of the consultation. Please refer to the Privacy Statement at the start of the form for more information.

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)?

Academically, students need to be performing at standards that will ensure they are receiving foundational skills that they can build on each year. There needs to be less within higher levels of curriculum to ensure that students can not only achieve, but master, the 'basics'. In terms of social/emotional health and wellbeing, students need to be developing proactive self-help skills and strategies, including resilience, which will help them succeed throughout life. They need to more explicitly be taught about self-identifying emotions and feelings, and how they can seek help when needed, but also help themselves. A much more explicit and structured wellbeing curriculum should be available, on par with an academic one, ensuring both academic and wellbeing outcomes are equally taught and measured in schools.

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?

Science of Learning (incorporating the Science of Reading) Cognitive Load Theory and Cognitive Science Explicit and Direct Instruction Trauma informed practice Schools to a degree need less autonomy in terms of the school leadership being the deciding factor in how a school operates, but rather a state/federal Department is setting a fine and direction which MUST be based in current cognitive, psychological and educational research. The work of LaTrobe Uni (Vic) and Edith Cowen Uni (WA) are leading this. BUT schools must still have the flexibility to meet the needs of their students and appropriately adapt and differentiate practice and approaches to do this (likely for the few, not the many).

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

Structured 4 year old kinder programs which prepare students for school in terms of having a clearly planned curriculum that is pre-foundation and focuses on phonological and phonemic awareness, number sense and counting, and social and emotional skills, Entry testing in Foundation which centres on phonological and phonemic awareness and number sense. Progress monitoring across Foundation-Grade 3 in these areas, with provisions in place to support/intervene/tutor these students based on progress monitoring results (i.e. having trained education support staff in all F-3 classrooms regardless of additional student need, to support students who may be falling behind). Explicitly teaching the need for high expectations and classroom/behaviour management in initial teacher education programs, as well as overhauling these ITE programs to focus on the Science of Learning/Structured Literacy approach. Up-skulking opportunities for teachers to become learning specialists in Literacy/Numeracy/Wellbeing, who can lead intervention and supports in schools, so students in grades 3 and beyond are appropriately supported and taught if they are still at risk at this stage if their learning.

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?

Students who fall into these categories should be prioritised to receive additional help and support in schools, but also be prioritised to receive external support services, e.g. speech, OT, physio, psych, etc. Services for students in these categories should be heavily subsidised/potentially free to ensure these students are attending and engaging in learning opportunities. The risk of identifying additional cohorts is that segregation happens, and a feel of inclusion can be lost. Regardless of circumstance, ALL students should have equal opportunity and access to learning and support services that will ensure they are adequately supported in their formative years, and then throughout high school are required.

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?

Different targets are needed for primary and secondary levels as they are so vastly different. If targets are set in primary schools, and appropriate foundational learning is achieved, this should support the setting of goals in secondary schools and as students move through their education, it would be hoped that gaps lessen because students have received quality teaching and intervention at foundational levels, so as the curriculum gets more complex as they move up, they are adequately supported at every stage to meet the expectations of their level, so they have less gaps year on year.

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?

All states and territories have a responsibility to collectively educate the future of tomorrow. Whilst there are many different contexts across the country, the science behind best practice pedagogy is the same. As a collective, the Commonwealth needs to lead the states and territories to say 'this is the approach we will be using to teach Australian children' but the application of how this is done is left to states/territories and schools to adapt this practice to suit their context. The Commonwealth can provide endorsements to various programs or approaches that schools/states and territories could choose from, which then gives them flexibility over how the pedagogy is taught. It needs to be made very clear that as educators in Australia, we are collectively responsible for the outcomes of all our students - embedding collective responsibility in the mindsets of stakeholders is key. Where the flexibility can come in more so, is in the timing of background knowledge, cultural learning, humanities, the arts, etc. Whilst it is consistent in HOW we teach, there could be more flexibility in WHAT we teach (to a degree) depending on context.

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

To support the reporting of the targets, there needs to be discussion around nationalising the curriculum more consistently than it was done previously. Literacy and Numeracy should be reported on against national standards, with these areas having one curriculum for all students in the country. There should also be a 'core knowledge' component to the curriculum which all students are expected to learn at various stages. This can also be reported on and would cover science, humanities, the arts, etc. Wellbeing and social/emotional learning also needs to be reported on nationally. Other specific subject areas could then be state/territory specific and reported on against state/territory level standards. By ensuring the reporting of Literacy and Numeracy standards was consistent across the country as teachers would be reporting student achievement against the same curriculum, NSRA standards could very easily be measured.

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?

Schools are responsive to the needs of students to the best of their ability. They provide support to families and students with accessing external services, they make accommodations at school to support students, and they work closely with families. Schools need more authority to make referrals to allied health services for students and to more plainly give recommendations and advice to parents to seek support from health services. Allied health practitioners should be much more common place in mainstream schools, not just in specialist settings. There needs to be more alternative education settings for students with additional needs, particularly severe behaviour, and teachers and school staff need much more training in mental health, inclusion, and wellbeing practices. More money and Human Resources must be invested in this area. All F-2/3 classrooms should have a teaching aide regardless of the students either additional needs-these students would then receive further support as required. At a system level, teacher aides need more formal training to ensure they are supported themselves to then support our most vulnerable and high needs students.

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

Trauma informed practice High Impact Wellbeing Strategies Rights, Resilience and Respectful Relationships Berry Street

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

Yes, it should absolutely be included. However, collecting wellbeing data can be subjective - it would need to tie into the NCCD somehow, or the NDIS and look at how many students are accessing allied health services (for example). The measuring of wellbeing goals would be more complex than the measuring of academic goals.

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?

In Victoria, this occurs as part of the Attitude Towards Schools Survey, which in my context years 4-6 complete. We find that students do not understand the questions and results varying hugely year on year and between cohorts. If a national student survey were to occur, it should be targeted to older students NOT completing NAPLAN (e.g. years 6,8,10). Any national survey should look to be incorporated into any current state based surveys, to support teacher workload and time spent teaching students correctly curriculum. A survey could also then be conducted on these students' families/parents to gain alternative perspectives too.

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

Minimal. Unless they have undergone specific training in Uni/engaged in professional learning. Psychology and mental health courses should be a key feature of ITE programs - teachers need to be much more informed on supporting students with mental health and wellbeing than we currently are. Increasing the training we receive in this area would also support the increased standing the profession would receive from the community and parents, as it would be sidely known that we have trained in this, so we are an authority to speak on and recommend things, such as seeking other professional advice from psychologists.

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

There has to be more open dialogue with schools being able to refer students to these services. Health practitioners also need to understand how vital it is that they work closely with schools and teachers to support the students in their care, and how important it is to listen to the perspectives of teachers when they discuss their concerns about students. Having allied health practitioners work from schools would be a start, as school based practitioners could then liaise so the other professionals in their networks and be the conduit between schools and health networks. There should also be a central place (state based) teachers can contact to then get advice from health practitioners/refer students to as needed.

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?

It is inevitable that this will add to teacher workload but it is something that is almost unavoidable. Teachers know their students best, so they need to make the referral. A state/territory based system needs to be set up online (like a portal) where teachers can refer students for allied health/health practitioners in their local area. They are then allocated to someone, who makes contact with the teacher. To support this, governments need to support families with payment for these services, and investment needs to be made into allied health so that it is more regulated and more available for students. This referral system should be two fold: providing support to the teacher as needed (e.g. giving professional advice) and supporting the student/family (e.g. providing sessions to the child as required).

Q56.

Chapter 4: Our current and future teachers

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

-the knowledge that they will be respected and safe when completing their work -opportunities for further learning and growth -reviewing ITE courses to include much more in depth practicum and placement time, including internships - a revised model for graduate teachers: when they have finished Uni, graduates would be employed for two years. The first year would be a 'residency' of sorts, where they teach alongside another teacher in the same room and have a year long mentorship, teaching the same grade together (and being paid as a first year graduate teacher). The second year they would remain at the same school (this is essential, unless they had to move due to circumstance) but with their own class. Currently, throwing graduates into their own grade straight from uni, with the same expectations on them as experienced teachers, is unfair and is a huge reason for the attrition rates we see. -more ongoing and on demand support -knowing they are making a key difference in the lives of young people -promoting the profession as much more than just the work inside a classroom -acknowledging that teaching is hard work, but it is important work

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

See above suggestion re changing the graduate employment contracts for first year teachers. Also: -mandated additional time off class for graduate teachers to observe others and receive coaching (for at least 3 years, with the reduction in teaching time lessening each year) -adequate training at university: preparing them for actually teaching children, including learning about the Science of Learning, trauma informed practice, and having MUCH more time in placement in schools to get experience, including completing a term long internship in their final year (for both a bachelors and masters degree). -making masters degrees more for secondary teachers: promoting the need for them to be a specialist in their field before competing an 18 month masters degree (incorporating a term long placement in a school at a minimum) which would also support secondary teachers to have adequate skills in the area they're teaching - i.e. science rescheduled have a bachelor of science and s masters of teaching, maths teachers have something similar. -more support for student behaviour, including easier federal to specialist behavioural schools/behavioural experts

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

-more support in classrooms through having teaching aides in all F-3 classrooms at a minimum. -having teacher aides trained more than they currently are in both student behaviour and teaching/learning pedagogy so they have awareness and skills to support students within the classroom -more respect as a profession, so that we can make a recommendation or a referral in the best interests of students and parents need to accept that it is because we are knowledge in this area and they need to understand we are doing this in the best interests of their child -more easily accessible allied health services/referral process for students -less to teach (i.e. not such a crowded curriculum) -appropriate pay for conditions and working hours - teachers work anywhere up to 60 hours per week. Our pay needs to reflect that, and will also be another thing to attract people to the profession. Higher pay does mean more work and expectations, but it will also likely mean higher quality people are being drawn into the profession. Teaching needs to be made quite prestigious.

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

-Provide adequate support for student behavioural issues -Give lots of opportunities for professional learning and growth -Schools are adequately resourced -Improve pay and conditions -entice teachers to teach in remote or low SES schools with something like a reduction in their HECS debt/or it is paid off after x amount of years service in a remote/low SES/hard to staff school

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?

-incentives to study teaching for priority groups (e.g. reduction in HECS, priority entry/fast tracking for people experienced in other fields) -working with local community groups to provide volunteer opportunities for people to trial of teaching is for them -current teachers working more closely with unis and secondary schools to promote the profession through establishing a mentorship/ambassadorship program (i.e. current teachers are tenured as 'ambassadors' for the profession and then go and promote the profession to other people in schools and unis, these 'ambassadors' would be from diverse and varied backgrounds and contexts)

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

I am not a First Nations person, but I would think speaking with First Nations people, Elders and communities to gain their perspectives would be the first step.

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

-more opportunity for growth and development, including specialising in different areas by completing subsidised professional learning/diploma/degree courses -providing incentives for experienced teachers to work in hard to staff schools/areas for 1-2 teachers, on a bit of a teacher exchange (this would also give remote teachers the change to work in larger, more metropolitan schools who may have more access to services and learning)

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?

The HALT certification is not available nation wide. For example, I can't do it in Victoria, which is a problem as I would be interested in doing so. Things like the HALT need to be made available nation wide. Master teachers and instructional coaches should receive incentives such as subsidised tuition fees to further develop their knowledge with specialised courses, such as Masters and Grad Certificate degrees. Teachers holding these qualifications AND with the required experience (e.g. 15 years or more) should then have the option to be employed as Master teachers/specialist intervention teachers, etc. If you hold a HALT (or similar) or a specialised Masters/Grad Cert/PhD you should have a different classification and lay range to reflect this, but you should also have different employment opportunities at schools and within the relevant Government Department you work for.

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

OCHRE education has developed daily reviews in Maths, which are a great resource for teachers to use to review Maths concepts with their students on a daily basis. This practice of daily refries is supported by the Science of Learning and is one of Rosenshine's Principles of Instruction. Core Knowledge Units is from the USA, but are being utilised and adapted in Australia. These provide a framework for teachers to teach core knowledge and background information to students, which builds their knowledge up so that they can infer and comprehend from a place of knowledge when reading. A similar resource should be developed for the Australian context.

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?

Slide decks need to be utilised to deliver content, such as the slides developed by OCHRE education and The Syntax Project. Heggerty (American) is a digital phonological awareness curriculum which also provides instructional videos to teachers to watch, or which could be played to students. Having videos available for teachers to view supports their own learning as they can see the teaching in action before they complete it themselves.

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

YES! Teachers would be easily be able to move interstate if needed, as their registration is national. We could have a national registration system, but be 'tagged' to a primary state. This would also support 'Master Teachers' to teach and model lessons nation wide, giving all teachers access to quality professional learning. Having a national system also means things like the current HALT recognition are more easily obtained by all teachers in the country.

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?

Formative assessment that I take on my kids - this gives me the most relevant, up to date data I need to inform my teaching that targets their point of need. This is easily accessible to me as I create it and collect it daily. Summative data (PAT, NAPLAN, etc) gives me data to how they compare nationally, but doesn't inform my teaching as much. NAPLAN data takes too long to receive and by the time it is, it's not always relevant anymore.

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?

The earliest national data we collect is Grade 3 NAPLAN. Having an END of Grade 1 national phonics check (which is somewhat in the works) would be highly beneficial to track students between this and their Grade 3 NAPLAN.

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, because students with a disability need to receive inclusive education like all students do. Data can be collected on students with a disability by simply 'tagging' a student as having a disability in a system somehow so this data can be differentiated from the rest, however given how broad the definition of disability is, this would be quite a high percentage of students. I think this data can be monitored in other ways outside of it being a priority.

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?

Both a national and jurisdictional level. The report should include how each jurisdiction is tracking with achieving the targets and why, and how on average nationally we are tracking. Higher performing jurisdictions need to then share their knowledge and expertise with lower performing jurisdictions to see if they can improve their progress the following year. This also ties into the comment I made earlier around these reforms needing to be the collective responsibility of ALL stakeholders and people in the country. This report shouldn't be overly in-depth, but it does need to be publicly discussed and promoted, as it's a 'state of education' report card. Similar things need to be put in place for other departments that people have vested interests in, such as Health

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?

Teacher judgement data (students reports) is collected at a state level and could be (or perhaps is) shared with the federal government. If the curriculum for Literacy and Numeracy was true my national, teachers would all be reporting against the same standards and the federal government would more easily be able to see how students were tracking against expected levels every 6 months. This would give ongoing up to date data to inform policies and initiatives. States and territories would be responsible for uploading their jurisdictions date into a national system that would then also provide reports and information around how each state and territory was tracking in terms of student achievement and could be used as a measure against the NSRA reforms.

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?

Only if the data will be used to provide specific, individualised support for those students, i.e. giving them free access to speech pathology to support language development and therefore their learning. Also, as intervention is best early on, how long would the data be collected for being being acted on?

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, government should be responsible for holding the data.

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

Probably. Schools and departments need to look at how effective the data is that is being collected, and how it is being used. The collection of data itself is unlikely to be an issue, but the type of data that is collected would be.

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

Each student would have a USI and this would then make them more easily trackable over the course of their education. It would then make them more easily identifiable if required to receive specific and targeted interventions.

Q58.
Chapter 6: Funding transparency and accountability

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

Funding needs to go to schools to make direct impacts on students. This includes things like human resourcing and student learning supplies.

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?

In Victoria, we are rolling out a new funding model for student with additional needs called Disability Inclusion. The amount of money students receive as part of this is not enough to cover a full time teaching side/education support person, who is most often required as students with this funding level need 1:1 support. An immediate change that can be made is an increase to this funding so a full time, 1:1 aide can be provided. Independent schools should not be receiving anywhere near the amount if government money they do. Government money needs to fund government schools, and government schools should be funded to 100%. That is one way to ensure Australian kids are recording the best education they can, by investing in schools and teachers completely.

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

Education reform is extremely complex. It doesn't just involve schools, but early childhood education settings, Universities, and allied health practitioners. Teaching children is truly a team effort, and for too long teachers and schools have been the sole leader of those teams. Parent accountability needs to increase, and the respect given to teachers by parents and other professionals needs to increase, so that teachers can fully support their students to the best of their ability. Teachers give so much of themselves to their students, and this is not always recognised or appreciated. Respecting teachers as people and professionals, and ensuring all stakeholders interact with them professionally and ethically will go a long way to improving the standing of the profession, and the retention of teachers. There is also no quick fix - changes must occur at many different levels and across different systems and contexts, but they will take time to embed and show growth and improvement. We must invest now and give it time to succeed, and not have knee-jerk reactions and make changes too soon.

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