

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)?

Engagement Critical Thinking Analytical Skills More qualitative data, there is too great a focus on quantitative data or being able to take something qualitative and turn it into something quantifiable.

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?

Positive Behaviours for Learning Response to Intervention Evidence based interventions such as Macqlit, Multilit etc.

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

Teacher qualitative data should be used first and foremost. In a secondary context, writing samples early on are an excellent indicator of where students are at and then a focus on what's next can occur. Data collected at enrolment is also critical. Relying solely on standardised testing is too late. It's also only a snap shot and should not be relied on solely.

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 think identifying additional priority cohorts could be positive, as long as clear guidelines exist that the needs of these cohorts should be considered alongside, teacher qualitative data and standardised testing. The risks are that students will have their ability immediately questioned or they may be pigeonholed. Young people living out of home care often have additional needs that can be complex.

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?

Standardised testing that is criterion referenced is problematic, particularly in the context of writing as often fluency and sophistication play no role in the marking. Publishing measurement data in league tables influences what is taught and how it's taught and this can have a negative impact. What is measured matters because it drives what educators do. If you want to see improvement in critical thinking, creativity etc and PISA scores then you need to change what you measure and the way you measure it. NAPLAN and HSC style exams are limiting. More qualitative data measurement is required. Engagement, school retention, post school destinations, volunteering and co-curricular engagement. Critical thinking and creativity, problem solving, analysis these must be a focus of measurement if you want to change teaching practice to improve these skills. This means the nature of NAPLAN and the HSC must be reconsidered.

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?

If you want to influence structure and outcomes then you need to look at what is valued and measured. Until you change the nature of ATAR scores, standardised assessment such as NAPLAN and the HSC examinations you won't be able to influence teaching and learning. Removing scores from published league tables will also provide surety for schools who need to try new systems.

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

Through a written report that is provided to education systems and jurisdictions. No more published league tables.

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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?

A flexible curriculum that proactively engages students is important. Schools need increased psychological support, training for staff and flexibility in the curriculum to meet the needs of students. High stakes testing such as the HSC or NAPLAN do not support students who have significant wellbeing concerns.

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

Unsure but systems must be underpinned by clear behaviour management systems firstly.

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

Yes. Attendance data, engagement data, co-curricular engagement data, post school destinations are all areas that could help to do this

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 there would be benefit. I think the most benefit would come from sharing this with school and education systems. Reporting this in a national system doesn't provide agency to schools to address identified issues. Some of this data will be impacted by demographics.

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

Some have more skill and experience than others. The difficulties come in terms of having access to the required staffing or support for students. Knowledge and good will can only go so far.

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

Youth mental health and youth health services connected with schools would be a good start. Local network teams that meet regularly with school representatives and health representatives to develop and implement joint initiatives.

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?

A clear directory of services for each locality A streamlined referral process A network of educators and health services that meet regularly and forward information on.

Q56.

## Chapter 4: Our current and future teachers

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

Schools/systems that have the processes, space and time to support new graduates. This means existing schools need to be adequately staffed with fewer face to face teaching hours. Increased pay. Improved recognition as professionals. Less negative media. Improving student engagement and behaviour which could be done by changing the industrial revolution model of education we currently use.

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

I think the same things that would attract teachers would also retain them. Schools/systems that have the processes, space and time to support new graduates. This means existing schools need to be adequately staffed with fewer face to face teaching hours. More support for students with complex learning or behaviour needs. Increased pay. Improved recognition as professionals. Less negative media. Improving student engagement and behaviour which could be done by changing the industrial revolution model of education we currently use.

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

Schools/systems that have the processes, space and time to support new graduates. This means existing schools need to be adequately staffed with fewer face to face teaching hours. More support for students with complex learning or behaviour needs. Increased pay. Improved recognition as professionals. Less negative media. Improving student engagement and behaviour which could be done by changing the industrial revolution model of education we currently use.

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

Increased pay to work in those schools. Accommodation provision in rural and remote areas. Reduced face to face teaching time for staff in those schools in recognition of the increased individualised planning that would be happening. Support by way of time and money for staff to complete postgraduate study to support there working those schools.

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?

Teaching needs to be a professional valued by the community and the government. During the covid period in NSW there were many comments by government about the connection between schools and work forces and the economy. So the inference was their key benefits were as baby sitting services for workers. Teachers need to be paid and recognised as highly skilled professionals. If teachers cannot fulfil the requirement of the role then they need to be forced out. Having teachers who are not up to the task or unable to be effective is not helpful to teachers who work hard and are capable.

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

This is about opportunity and access. Targeted university placements. Alternate entry pathways for First Nations Students who want to pursue teaching. Fee free undergraduate degrees for first nations students.

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

Private schools attract teachers because they pay higher wages so that's also an issue. Perhaps education needs to be rethought. Should we consider hybrid models of learning? It's worth a conversation. Obviously looking at school hours and the structure of school day could also be of benefit.

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 workload for HALT and Lead is significant for teachers already working full time. For many teachers they would rather undertake Masters Degree which can be seen to be more highly valued. How are we supporting teachers to complete HALT or Lead and recognising this is significant.

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

I'm firmly opposed to standardised banks of resources for teachers. These already exist, they're called text books. Teachers need the TIME to create the resources for the students in their classes. They need time to work with and share with colleagues. This is how you improve educational outcomes.

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?



Admins support staff can reduce teacher workload. They need to have specialised understanding of schools and education to be effective. Streamlined use of digital platforms Zoom or other video meeting/conferencing. AI for some of the mundane admin tasks.

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

Consistency of approach. Freedom of movement between states and territories for teachers. The ability to potentially pool knowledge and resources nation wide rather than state wide.

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?

The data most valuable to me as a teacher is the data that comes from the students in front of me. Following this is any data attached to an Individual Education Plan or similar. Standardised data can give you a heads up, so to speak on students but seeing what they can and can't do in your subject area allows you to plan the next steps. NAPLAN doesn't do that on its own.

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?

Student voice. What are students saying about their learning? If Australia has significant problems with classroom behaviour then we should start with asking students about what they value and enjoy in education. We can ask industry and business what they want, teachers will be vocal about what they want. Students should also be asked.

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?

Disability is not a one size fits all. So any approach at reporting on this needs to take this into consideration. Closely determining what should be measured and reported on could lead to improved outcomes for students with disability. Getting this wrong could have negative effects.

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?

Yes. There should be clear targets and mid point check.

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?

Schools collect different data sets and store them in different ways. There is significant data available in schools. To be used effectively to inform policy design and implementation you need to standardise the data recorded and the way it's recorded.

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?

Yes, that could be useful. It would be extremely useful to see if equity groups correlate with the groups falling behind, or if there are other gaps.

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?

Yes, providing the data it collects is qualitative as well as quantitative and it's shared. What is measured will drive teaching and learning so getting that right is essential to this having a positive impact.

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

NAPLAN really is wasted data give the investment in collecting it.

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

It allows for student tracking over time. It can allow for tracking of post school destinations as well.

Q58.  
**Chapter 6: Funding transparency and accountability**

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

No

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

No sure.

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

There needs to be equity in funding.

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

Students with learning difficulties that are not significant. Some students with ADHD or specific learning disorders like dyslexia or dyscalculia. Mental Health disorders are also significant and require additional support.

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

What we measure will determine what teaching and learning looks like. This is the critical factor moving forward.

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.

If you have any questions about your submission or the submissions process more broadly, please contact [NSRA.submissions@education.gov.au](mailto:NSRA.submissions@education.gov.au)