

Q44.

Review to Inform a Better and Fairer Education System

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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)?

Academic achievement, attendance, student engagement, and student aspiration based on post school pathways should be measured.

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?

Students require differentiated curriculum materials that they can access asynchronously if they are absent due to illness or extenuating circumstances. The capacity to provide additional supplementary online resources that are mapped to curriculum content, provide direct instruction through interactive videos, and instant feedback through auto-grading can support students to fill skill gaps if they have been disconnected from schools for periods of time. These platforms should be fully subsidised to support these children. Children would also benefit from formalised mentoring and coaching programs so they are connected with a trusted adult within the education system to support them in their academic journey at school. This could include support with managing homework and classwork loads, study skills, and learning how they learn best. Engagement should be key in lessons and funding for industry partnerships to provide in school enrichment experiences where students can explore content in context will support students seeing subjects as relevant and meaningful in their lives

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

Teacher observations should be trusted and supports put in place for streamlining additional allied health professional connections to these students. A central referral system with opportunities for students to be connected to tutoring systems, counselling, wellbeing support, OTs, speech pathologists, etc. would be most beneficial

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 to out of home care and yes to CALDs. Danger is that CALDs may be very engaged in school and feel targeted when there is not a need for them to receive additional support. There should be opt in systems available.

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?

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?

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 teach wellbeing strategies and the skills to flourish using current science and positive psychology There is a strong referral system for those who need additional mental health support Teachers are not seen as mental health practitioners and referrals are made in a timely manner Greater connection to bodies such as Flourish Girl, Man Cave, Berry St, Project Rocket, HeadSpace, and Minus18

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

Explicit teaching of and training in positive psychology Psychologists available in schools Connection to community programs to support those in need: such as art or personal training with social worker support Training in trauma informed practice: Berry St model Training in Mental Health First Aid

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

Look to use some positive psychology measures such as EPOCH surveys to consider wellbeing. Consider noticing, measuring, and amplifying those who are flourishing as well as capturing those who are struggling.

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, students cannot learn if they are not psychologically safe Teachers should have greater access to high quality professional learning on how to create psychologically safe classrooms Free PL for positive school wide behaviour approaches Free PL for high impact wellbeing strategies

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

Skills vary between staff based on experience. Staff should not be required to manage student mental health as it is not part of their core business of teaching. They should create warm, welcoming, inclusive, and psychologically safe classrooms. They should model positive behaviour and mental health strategies. They should have the skills to notice challenges for students and then refer on to those who are trained to support young people with their mental health challenges.

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

Put providers in schools Have providers run training for school teachers on noticing changes/challenges for students Empower teachers to refer on

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?

Create hotlines for rapid booking services or a central website that students can use to access services in their local area (HotDoc for students)

Q56.

Chapter 4: Our current and future teachers

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

Paid placement Formal mentoring programs Greater provision of classroom resources that can be adapted to the context of your classroom Competitive pay (level out the difference between Private & Public Sector remuneration) Formalised collaboration amongst staff between schools

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

Workload reduction Competitive pay Increased quality professional development Career progression opportunities Scholarships to engage in further study in areas of interest Capacity to complete teacher exchanges between schools to broaden experience Provide professional coaches for teachers

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

Pay Workplace conditions

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?

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?

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?

Q58.

Chapter 6: Funding transparency and accountability

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?

Private versus public schools Funding for those with additional learning needs Funding for classroom resources to ensure every child has access to textbook and online materials Funding for high quality professional development Scholarships for teachers to do further study Funding for teacher exchanges and school visits Funding for further collaboration

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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