

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)?

Student and family wellbeing needs to be a top priority

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?

Coming from a background in Early Childhood, evidence based practice suggests that without a sense of wellbeing humans are unable to learn and retain information. Without first addressing this we are unable to expect engagement. With the implementation of the new Indigenous Frameworks within the curriculum I believe we need to closer look at 'how' we are teaching. Teachers in areas of expertise such as mathematics, literature, the Arts, history and sciences need to be passionate about their subject and find innovative ways of facilitating their lessons, including, 'learning without walls', hands on learning, 'walking, talking', exploring the subject through as many mediums as possible, and making sure that each and every lesson can demonstrate its relevance and purpose in today's knowledges. It has been demonstrated well that learning in block units that have a connection to the other learning in the student's subjects also works well for retaining and expanding upon one's existing knowledges and engaging those not engaged in traditional teaching deliverance.

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

More engagement from Speech Therapists and OT's in the classroom to assist with families having access to early diagnosis they require to be eligible for support.

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?

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?

I think the pressures put upon secondary school students are extremely high and don't allow for the success of many neurodiverse students who have much to offer the community and society as a whole. I believe the way we 'test' a students ability in a certain area needs to be scrapped. We cannot judge everyone's competence on their ability to be able to sit in an exam or write an assignment. I believe the way in which we test, kills the passions of many great minds before they even have an opportunity to show us.

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?

Psychologists, psychiatrists and experienced social workers that are provided to students at no charge by the school. These professionals would be able to speak with staff/teachers on behalf of the student if the student gives permission

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?

Trained professionals (psychiatrists, psychologist's and social workers/drug and alcohol counsellors) that work during school hours and are accessible at no cost to students. This should be a standard service in all schools.

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?

Yes but maybe not as part of naplan, as something seperate

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

Zero to nil, unless it's something they are passionate about and/or they are passionate teachers who know their students very well.... In some schools where teachers remain with their class for longer periods (example 6 years) they are able to build a clearer picture of the child and their family and notice changes in behaviour more so than a teacher who only spends a year with the child. Family gatherings at the school such as fares where all parents are asked to contribute also helps to create a stronger community so there are more families looking out for each other as well as caring for their child's teacher and the school community.

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

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?

Suggestions made in earlier responses

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## Chapter 4: Our current and future teachers

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

Better pay and more support whilst in the profession. Easier pathways that don't involve so much unpaid placement!

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

As above

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

As above

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

Better pay, easier pathways, added incentive for passionate teachers to work/travel/relocate to areas in most need or with high rates of disadvantage within the community. Better funding and easier reimbursement for resources. It is not understood how much of our own money we spend on resources.

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?

Easier pathways, no HECS and a reworking of how we teach teachers, stop killing our passions with paperwork both at University and beyond!

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

A re working of University teaching and assessment! We are expected to re work our teaching methods to be inclusive of neurodiverse individuals, yet expect our teachers in training to all match up to neurological expectations which are black and white and don't include passion, problem solving and creativity. Test us on who we are and what we can bring, come observe us in our roles, rather than who's research we looked up to complete this necessary assignment.

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?

Many of us who work in education and wish to upskill are mothers trying to juggle or prioritise between our parenting, ability to earn an income and study. This has put my studies on hold for many years. I've heard many of us say, "If only I could be paid to study and not end up with a 30k hecs debt!" - the student debt is extremely off putting for a role that still is not as highly paid as most male dominated trades.

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?



I believe less is more. Most of us are overwhelmed by emails and apps as it is!

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?

Empty rectangular box for response.

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?

Empty rectangular box for response.

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

Empty rectangular box for response.

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

Empty rectangular box for response.

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.

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)