# 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)?

Social and emotional needs need to be met before academic performance can be a true indicator of success in our sector. So yes outcomes need to measured outside of the data of academic excellence. Outcomes could and should include skills and community building.

*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?

Surveys to the school community to address their needs (functional and academic). At home visits with the classroom teacher in attendance with the goal of building relationships not academic success. Meeting h the school community where they are at.

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

By asking and believing the classroom teacher. By educating families that interventions improve student outcomes. By resourcing schools better and more frequently (keep it updated and modern)

*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?

*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?

Paid time Staffing surveys

*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?

Resources are readily available. No hoop jumping (forms and one schools and teacher calls) just the verbal acknowledgement/agreement/assessment for initial assistance. Each school needs onsite psychologists/go/ chaplain/ wellbeing staff to help with personal trauma, relationship building and integration into school through school programs (lunchtime/social/emotional) and counseling

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

Chaplains, guidance officers (but remove the referral process and vetting).

*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. Additional data is needed.

*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, parents and staff should be surveyed. No point in putting it with NAPLAN. This data should also be collected by trained professionals who just observe a school (to try an remove false data entered by over cautious participants).

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

Some would have some from personal experience. But none have the time in the current system to implement well enough. Schools as a whole have no real formal education in this. But it should not be on leaders and teachers to do more than understand those students

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

> Free days. Free programs. More collaboration.

*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?

> Support staff who's job is to engage outside services. Based on teachers/leaders verbal referral. Extra needed (after initial engagement) can be short with permission and time off class.

*Q56.*
# Chapter 4: Our current and future teachers

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

> Respect from government bodies and media sources. Small classes. Full time aide assistance in each class. Greater non-contact hours to allow for better work/home balance. Successful mentorship and positive leadership.

*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. And incentives.

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

Media sensorship. Community mindset changes. Government funding being spent where the teacher needs it (the individual not the 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?

Traineeship/apprenticeship like education for those who want to pursue career. Not uni degrees with very limited practical experience.

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

Stigma removal. Further education and relationship building with community.

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

Let them teach. Allow teaching and assessment be student need and want driven

*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?

HALT should be open for all those who feel they can show the APSTs at that level. Not just a certain year of service etc.

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

Yes. But they need to be more accepted and free for teachers to access at all levels.

*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?

Apps and the like can be used effectively if schools are resourced well enough. (The HIVE, twinkl and other data bases should be accessible and those who develop such resources adequately reimbursed)

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

Yes! Much easier manoeuvrability for those who wish to/need to move across Australia. Less 'hoop' jumping especially as we're all expected to teach the same curriculum. Why should each stated have its own set of goal posts to teach within?

*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?

Student and family attitude to education/education system. Mindset can be a big motivator in educational success. If there is no or little value placed in the education of one's child or personal growth the outcomes will remain low. If the student or family cannot see the purpose in succeeding at school the value in the system is lessened and the outcomes dwindle.

*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?

Staff retention/movements at schools. I believe looking at the number of transfers and leave applications (Maternity, long service, etc. ) and resignations from schools need to be considered when looking at retention and finding issues within a school. It can often be a sign of a workplace that isn't being well managed or taking a holistic approach.

*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.

*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.

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

Probably

*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?

Socio demograph of each school. The age of each school (buildings and resources). Some schools and demographics are better equipped to keep up with the times. Equity is not the same as equality.

*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.

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