Review to Inform a Better and Fairer Education System

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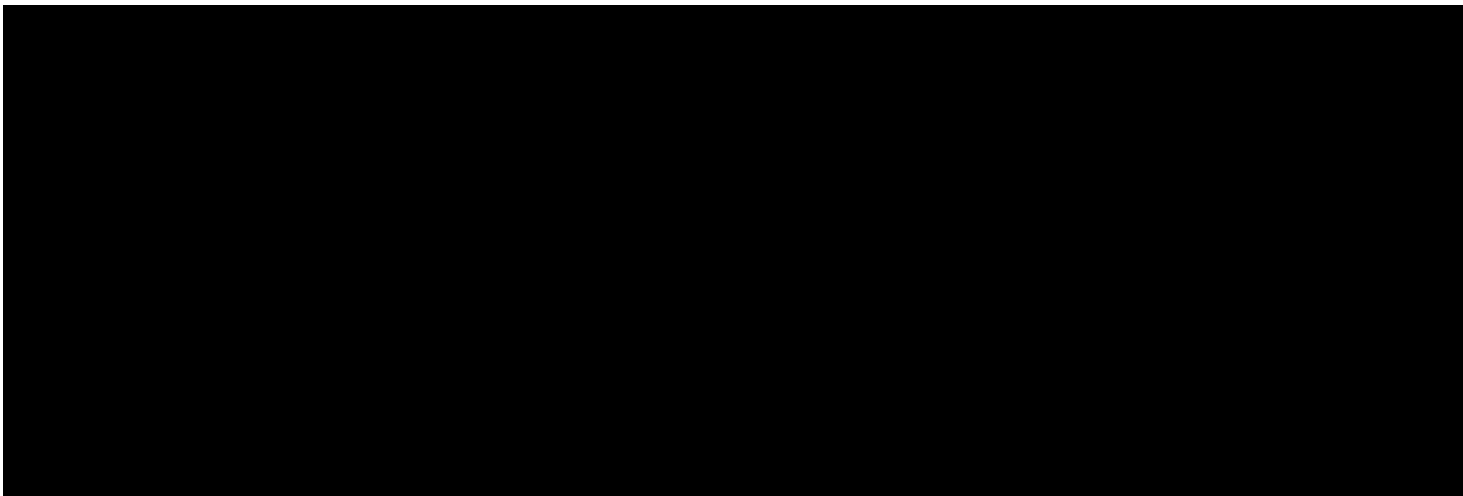
Chapter 2: Improving student outcomes – including for students most at risk of falling behind

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)?

Educational engagement is key. For this to be meaningful, key measures need to consider: - Days absent per term for any reason (incl suspensions, part time enrolment) Absence for whatever reason has negative impact on school success. See: https://www.aitsl.edu.au/tools-resources/resource/spotlight-attendance-matters and https://www.telethonkids.org.au/globalassets/media/documents/research-topics/student-attendance-and-educational-outcomes-2015.pd - Student Well-Being Outlines a methodology for measuring student well-being https://research.acer.edu.au/well_being/8/ Productivity Commission report into Mental health included in their prevention and early intervention recommendations – the measurement of well-being https://www.pc.gov.au/inquiries/completed/mental-health/report/mental-health-actions-findings.pdf - Essential Skills or "soft skills" (Time Management, Collaborative skills, approach to learning, critical thinking, ability to think independently). - Resilience - Flexible attendance - Functional literacy Note: using measures of student well-being, and SOBAS, (i.e., Continuum of Education Support research) to clarify support needed for suitable student outcomes.

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?

There is no single intervention that will work for every student, and a combination of evidence-based practices tailored to individual needs and school contexts would be most effective. Approaches to consider: - Career Development Learning (CDL) needs to be resourced to reduce inequity and disadvantage Quality, best-practice career education means students do not "fall through the cracks" and supports students in their educational and vocational goals. https://www.ncsehe.edu.au/publications/best-practice-career-education-low-socioeconomic-students/ - Adequate funding for well-being teams within schools i.e., allied health practitioners and support roles (speech pathologists, school psychologists, social workers) that identify students at risk and are able to remediate early. - Reduce class sizes - Social & Emotional learning (SEL) - Family & Community engagement programs - High Quality Early Childhood Education - Reduction of syllabus size/outcomes to be met in KLA's - Trauma informed pedagogies that facilitate full inclusion of all students - Restorative practice - Aboriginal 8 ways of knowing - Better provisions for students with neurodiversity

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

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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?

Adding additional priority equity groups to the NSRA will have immense benefit of engaging/re-engaging with education and learning. Of importance and a priority are students in OOHC. These students have some of the poorest education outcomes in the nation. This cohort of students require much greater support from the systems. They often face multiple, compounding challenges – Indigenous children and young people are over in out-of-home care and therefore also face difficulties associated with cultural displacement. After these children are in the "care of the state". There also needs to be strong advocacy against behavioural measures like suspension, exclusion and managed enrolment to not to applied to this cohort. Other priority groups for consideration include: -First Nations children & young people - Young parents - LGBTIQ+ children and young people. - EALD students - rural and remote students - Students experiencing family & domestic violence Note: The inclusion of additional priority equity cohorts runs the risk of disadvantaging / neglecting the needs of existing equity cohorts. Any new additions need to be carefully considered and the approach well balanced.

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 are trauma informed– With Leadership that is trauma informed. Leading Trauma Informed Practice in Schools: https://www.berrystreet.org.au/uploads/main/Files/Research-Articles/Stokes-Brunzell_2020_Leading-trauma-informed-schools_Leading-Managing.pdf - Considered approaches to wellbeing, part of an integrated, consistent, whole-school approach, that considers the well-being of students and teachers, including provision of wellbeing workers in the classroom in additional to learning supports. https://www.aitsl.edu.au/research/spotlights/wellbeing-in-australian-schools - Students are engaged, attending and connected to their learning. - Quality access to allied health support, community engagement - Student voice and agency is valued as fundamental to engagement and student success. All aspects of the system need to be much more supportive of systemic process that afford students agency. - A emphasis on skills rather than content knowledge, move away from 5-point achievement scales to a something more competency based like the Aust core skills framework - celebration of individua learning and achievement. - Manageable teacher: student ratios All this requires investment.

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?

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

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?

Q56.
Chapter 4: Our current and future teachers

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

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

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

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?

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.

If you have any questions about your submission or the submissions process more broadly, please contact NSRA.submissions@education.gov.au