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)?

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?

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

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?

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?

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?

The Career Start Pilot (which ran from 2021-2023) provided outstanding supports for graduate teachers as they began their careers. Point of need and on demand professional learning, guidance from a skilled mentor, additional time to learn, observe and develop their craft, as well as well-being supports for these teachers were all pillars of this amazing Pilot program. Mentors we're supported by a regional workforce to be coached and developed themselves. This Pilot supported hundreds of new teachers as they began their career & only ever received positive feedback. The Pilot has not been provided with further funding and this is an incredible shame. This additional support would definitely attract more students to consider teaching as a profession.

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

The media narrative about teaching needs to change. Teachers do not need to hear about the pressures of their profession and be continually exposed to stories about teacher shortages, challenging behaviours & students/parents not respecting teachers. No other profession has this continual focus from the media.

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

Allowing a lot more opportunities for part time employment & job share teaching roles.

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

Recognition of these exceptional teachers through financial incentives to stay. There are many incentives for new teachers to be attracted to schools, however nothing for those who are already there. One of the biggest challenges for some areas is housing for teachers. There are no (or limited) rentals & teachers on short term contracts are hesitant to buy property in case they lose their role. It's not a reform as such, however it is an area of real concern.

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?

Highlighting these educators in a multitude of ways. There are already some incredibly diverse school Communities who make their communities safe and accepting.

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

As above. Some schools are doing incredible work in this space & provide culturally safe communities for First Nations teachers to begin their careers and continue.

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

A transfer style program, where teachers can be transferred between schools for a 12 month period so that the workforce becomes more mobile.

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?

Victoria is doing great work in this space with the Victorian Academy of Teaching and Leadership.

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

Providing teachers with 'ready made' lessons and resources is not the answer. Please steer the conversation away from this. Teachers do not want or need lessons that can be picked up and taught. The lessons are not focused on the needs of their students nor do they allow for teachers to be creative and responsive.

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?

Mutually recognised experience sometimes takes some time for teachers to gain & this would be incredibly helpful for teachers moving interstate. This could also regulate the costs of being registered as a teacher (in that each state wouldn't be responsible for setting their annual renewal cost).

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?

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

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

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

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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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