

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)?

Creating a safe space. Like do students feel comfortable and safe in their school environment. Engagement is an important factor, i believe that it is vital when it comes to learning. If students aren't engaging with their teachers or work then they wont enjoy being in the class or will struggle to learn the material

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?

Hands-on, tailored and inclusive learning have evidence backing their teaching strategies and help keep those at-risk cohorts at their required level. Not everyone learns the same way, so if teachers can learn and respond to how students learn and take in information then they will greatly benefit the students outcomes. As well as hands on learning, as, as you go into upper high school, topics become hard to visualise/put into practice, so a visual demo or practical activity can really help with ones learning.

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

By teachers making connections/relationships with students, struggles with schooling can be easier to identify. By keeping track of who is doing well in tests and paying attention in class, the minority that is not may become clear. Or by having those relationships, students may feel safer and more comfortable to share those struggles with their teacher. Well if multiple people are struggling with the curriculum why not put certain measures in place to fix or bring students up to speed. For example extra time spent on the struggling topic, for the teacher to explain or use different strategies, homework, practical and visual activities, will further the student's understanding surrounding the topic. I think that research needs to be done on the most affective strategies and then that research implemented in guides the teachers can work off.

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?

Gifted and talented kids. There is countless numbers of research into the risk that 'Gifted' kids are at without having ample resources. They are much more likely to become disengaged, much more likely of developing mental health disorders and more. The risks of this is putting resources into a group of students that data shows already have more than enough resources. the benefits of this is extending gifted kids to their full potential by engaging them.

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?

Yes I believe targets should be different for primary and secondary schools. My reasoning is that motivation between these groups is significant. NSRA should target high school students with practical 'world knowledge' from the start. With practical lifeskills, not just textbook learning. This should be a target as many students leave with little to no knowledge of how to buy houses, apply for apartments, change tires, do they tax return, and not all have family or carers with tthe ability to teach them. Primary and Secondary school should also have different targets, primary schools should target curiosity and exploration in their learning, making them interested about the world and eager to learn, as well as beginner knowledge to prepare them for high school. High school targets should target both extended learning and targeted exploration as well as life skills to prepare teens to be capable and functioning adults.

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?

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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?

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?

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## **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?

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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?

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?

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.

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