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# 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)?

Important student outcomes for the next NSRA: -Holistic Personal Development: Nurturing students' creativity, critical thinking, problem-solving abilities.. -Engaging Families and Religious Learning: Involving families and recognizing religious education's significance. -Teaching Respect and Morals - Lessons on Volunteering and Community Service -Strengthening family connections: By teaching students the importance of caring for their families and fostering strong bonds with them. - Providing Withdrawal Option: Ensuring that controversial & sensitive content is taught in a manner that respects each student's religious beliefs or ethos and offering an advance withdrawal option for students or families who may find the content challenging -Enhancing writing lessons and instructions is crucial for fostering students' writing skills & overall communication abilities. -Including comprehensive teaching of chemistry & physics from Yr7 to lay a strong foundation for scientific understanding & inquiry

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?

1. Promoting well-being and critical thinking. 2. Family Engagement: Involving parents and supporting religious learning. 3. Character Education: Emphasizing morals and ethical principles. 4. Connecting learning to community service. 5. Strengthening Family Bonds: Facilitating positive interactions. 6. Developing clear guidelines and procedures for students or families who wish to withdraw from controversial or sensitive content. Respecting diverse beliefs and providing alternative learning opportunities. 7. Effective Writing Instruction: Focusing on process-based writing. Offering writing workshops. 8. Engaging in hands-on learning and providing laboratory access. 9. Make teaching sexual relationships and gender identity optional and upon parents request, because it conflicts with parental and religious teaching, and deviate students' thinking and decrease academic progress. Students may benefit from targeted interventions, such as response to intervention (RTI) or small group instruction, to address learning gaps early on. At-risk students from low socioeconomic backgrounds may require additional support, such as access to free workshops, and tutoring.

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

To identify students at risk of falling behind early on and enable swift learning interventions, schools can use various strategies, including data analysis, assessments, teacher observation, parental input, monitoring social-emotional indicators, implementing response to intervention (RTI), establishing early warning systems, fostering collaboration among educators, sending notes to parents, sharing marks of assessments and quizzes, providing monthly updates about student progress, and conducting regular progress monitoring. These comprehensive efforts aim to proactively address individual learning needs and provide timely support to ensure all students receive the necessary help to succeed academically.

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?

The addition of the Muslim Shia community as an additional priority equity cohort in the next National School Reform Agreement (NSRA) By involving representatives from the Muslim Shia community, educators, parents, and advocacy groups, policymakers can gain insights into the specific needs and experiences of these students. The goal should be to develop targeted and culturally responsive interventions that address the unique challenges they may encounter in the education system.

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?

Making sexual education and gender ideology an optional subject in the curriculum. Providing students and their parents with the choice to opt-in or opt-out of sexual education and gender Id allows for greater respect of individual beliefs and values. An optional sexual education subject could follow an age-appropriate and comprehensive curriculum, encompassing important topics related to human development, relationships, consent, and reproductive health. To implement this approach effectively, educational institutions should: 1. Curriculum Design: Develop a well-structured and evidence-based sexual education curriculum that ensures students receive accurate and reliable information to make informed decisions about their health and well-being. 2. Parental Consent: Require parental consent for students to participate in sexual education classes, ensuring that parents have the opportunity to be involved in their child's educational choices. 3. Alternative Learning Options: Offer alternative subjects for students who choose not to take sexual education, providing them with meaningful and engaging learning opportunities aligned with their interests and academic goals.

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?

To ensure evidence-based approaches in the next NSRA while allowing flexibility, consider the following: 1. Establish national priorities and core targets based on evidence. 2. Include differentiated targets for specific student needs. 3. Provide flexibility in implementation to suit individual circumstances. 4. Emphasize data-driven decision making for continuous improvement. 5. Foster collaboration and share successful practices. 6. Invest in professional development for effective implementation. 7. Implement a robust monitoring and evaluation framework.

Q7. 7. How should progress towards any new targets in the next NSRA be reported on?

-Clear Indicators: Define clear and measurable indicators for each target. These indicators should be specific, relevant, achievable, and time-bound to track progress effectively. -Regular Reporting Cycles: Implement regular reporting cycles, such as quarterly or annually, to update stakeholders on the progress made towards the targets. Regular reporting allows for timely feedback and facilitates prompt actions to address challenges and opportunities. -Transparency and Accessibility: Ensure that the reported data and progress are easily accessible to the public and stakeholders. -Engagement with Stakeholders: Engage with various stakeholders, including educators, parents, students, and community members, to gain insights into the progress made towards the targets. -Involve the Parental Rights Committee Australia. The committee works closely with parents and students, facilitating a better understanding of their needs and requirements. By collaborating with the committee, the education department can receive timely and comprehensive insights, leading to more parental concerns and expectations.

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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?

Effective support for student mental health and well-being in schools involves a comprehensive approach that includes accessible support, parental involvement, multi-tiered systems, mental health literacy for staff, a student-centered approach, community partnerships, , positive school climate, well-being programs, mental health screenings, cultural sensitivity and Collaborating with religious groups or organisations to offer religious advice and follow up for students.

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?

yes as recommended above, get religious organisation involved , which the student and parents trust.

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?

Surveying students to understand their perceptions of safety, belonging, well-being, school climate, and disruptions offers several key benefits. It allows for a student-centered approach, early identification of issues, improved school climate, targeted interventions, data-driven decision-making, feedback for improvement, and stronger parent-school partnerships. Incorporating student perception surveys into existing assessments like NAPLAN can enhance understanding beyond academic performance and contribute to a positive and nurturing learning environment.

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?

To ensure schools can easily refer students to external support services, a well-established partnership with the Parental Rights Committee Australia (PRCA) can be leveraged. The PRCA can act as a valuable liaison between schools, students, and parents, providing information and guidance on available support services outside the school gate. This collaboration can be done seamlessly by integrating the PRCA's expertise and resources into the school's support system, allowing for efficient referrals without adding to teacher and leader workload. By having the PRCA as a reliable support network, schools can access a wide range of services and resources tailored to students' individual needs. This approach not only enhances the wellbeing and support available to students but also ensures that teachers and school leaders can focus on their primary educational responsibilities without being burdened by excessive administrative tasks related to external referrals.

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Chapter 4: Our current and future teachers

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

To attract more students into the teaching profession: 1. Offer competitive salaries and benefits. 2. Provide loan forgiveness programs. 3. Create career advancement opportunities. 4. Enhance teacher preparation and support. 5. Offer meaningful professional development. 6. Promote work-life balance. 7. Integrate technology in education. 8. Recognize and appreciate teachers publicly. 9. Offer free airline ticket to Europe/MiddleEast/ America/Africa for the teacher every year. 10. Offer rent assistance of 20% of the rent paid. 11. Offer mortgage assistance. (discount and longer term)

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

- Provide an 80% discount on medicine and ambulance services. - Participate in international conferences. - Offer bonus payments. - Award proficiency awards. - Represent NSW and Australia in international events. - Provide free master's and PhD courses. - Offer free transport services. - Offer the option to choose the content regarding sensitive and controversial topics. - Do not force teachers to teach any content that contradicts their religion.

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

- Part-time work: Three hours per day. - Introduce subject specialization for primary school teachers, similar to secondary school. - Currently, primary school teachers spending their entire day in one class may lead to boredom for both students and teachers. Students become accustomed to the teacher's voice and may not pay full attention, similar to how children may tune out their mothers' repeated instructions. -Providing financial incentives. - Reducing administrative burden. -Respect teachers beliefs and religion. -Offer a financial gift for returning to work. -Offer private health insurance for teachers -Facilitate mortgage loans and business loans.

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

Highly effective teachers are those who have the best manners and follow the religion. Provide teachers with daily half an hour religious or ethical consultation or time to pray, provide a nice relaxing praying room. provide teachers with early morning access to gym- provide a room for gym at school with showers for teachers only. Targeted funding should be provided to teachers who work on beneficial projects with their class. Reducing administrative burden, allows teachers to focus more on instruction and student engagement. career pathways, Community engagement, Foster strong community engagement by involving parents, families, and local organizations in the school's activities, creating a sense of shared responsibility and support for teachers. Addressing student needs, Provide targeted resources and interventions to address the specific needs of students in high-needs schools, ensuring teachers have the tools to support diverse learners effectively. Recognizing success, Collaboration with universities on specific projects. Collaboration with parents on projects and workshops that benefit 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?

Community Partnerships: Collaborate with community organizations and leaders like the Parental Rights Committee Australia which has thousands of members from varies backgrounds, to raise awareness of teaching opportunities and encourage community members to consider teaching careers  
Scholarships and Financial Incentives: Offer scholarships and financial incentives to individuals from marginalized communities who wish to pursue teaching degrees. Assure teachers that they are not forced to teach any content that contradicts their belief, ethos and religion. Culturally Responsive Training: Provide teacher training programs that emphasize cultural competency, inclusivity, and sensitivity to diverse student needs.

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

Same with any teachers, give them the same opportunities.

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

Offering opportunities for teachers to specialize in subjects or age groups where they excel can optimize their expertise. Creating mentorship programs and collaborative learning communities can facilitate knowledge-sharing and skill enhancement among teachers. Moreover, flexible scheduling and job-sharing arrangements can accommodate individual preferences and work-life balance, ensuring a more efficient and satisfied teacher workforce. Additionally, allowing individuals with degrees in specialized subjects like math, science, legal studies, social studies, and writing to teach without obtaining a separate teaching degree can enhance the utilization of the existing workforce. This approach enables subject experts to contribute their knowledge and passion in the classroom, providing students with access to diverse expertise and fostering a more dynamic and engaging learning environment.

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?

To improve teacher career pathways, various approaches can be adopted. Offering postgraduate students opportunities to work as teacher assistants while receiving compensation can attract individuals without a bachelor's in teaching. Providing financial assistance and scholarships for professional development, including HALT certification, can encourage teachers' advancement. Additionally, recognizing the importance of teachers' high manners, respect, and love for children can further strengthen teacher career pathways and foster a supportive and compassionate teaching community.

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

Resources for teachers can be achieved if negotiated with singapore and mideastern schools. those are very rich in resources and they have the highest ranking in school results.

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?



Offer free software programs for teachers Allow teachers to use artificial intelligence. educational coordinators at school should not be asked to teach, they have to do the administrative work and prepare all lessons for teachers.

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

A national registration system for teachers offers numerous benefits, including consistent standards and portability, enhanced professionalism, quality assurance, improved teacher mobility, public confidence, streamlined processes, and better professional development and support. This system promotes accountability, elevates the teaching profession, and ensures high-quality education across states and territories.

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?

What data holds the most value for you, and how accessible is this information? Gathering data on parental acceptance of teaching sexual education and gender fluidity to their children, as well as the number of parents seeking to withdraw their children from this content or advocating for its removal from the curriculum.

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?

There is no data collection on religious interpretation of contents allowed to be taught. Additionally, there are no surveys directed to religious individuals to ascertain whether they agree to teach their children about sexuality and gender identity.

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?

Academically, not necessarily. The focus should be on students who can contribute to Australia's best outcomes, achieving higher rankings and improved academic education. Prioritize children from disadvantaged families by offering additional tutoring classes after school or during holidays. Recognize that each student possesses unique gifts in various areas, and providing support can make a significant difference.

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?

The components of the report include: 1. Presenting baseline and updated progress data at jurisdictional and national levels. 2. Incorporating qualitative insights from stakeholders. 3. Addressing implementation challenges and successes. 4. Evaluating impact on student outcomes. 5. Offering recommendations for improvement. 6. Reporting on stakeholder engagement and involvement. 7. Engage the Parental Rights Committee Australia (PRCA) as a stakeholder, as it can facilitate work, data collection, and effectively communicate the curriculum to parents. The PRCA can also provide valuable insights into the requirements from parents and students to achieve improved academic outcomes.

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?

While the PRCA-Parental Rights Committe Australia Inc and parents play a crucial role in supporting students, longitudinal data collection to identify at-risk students based on their performance and monitor their progress over time is indeed an essential data reform for the next NSRA. This data-driven approach complements the efforts of stakeholders like PRCA and parents by providing evidence-based insights into student performance, enabling targeted interventions, and ensuring a more comprehensive and informed approach to improving student outcomes.

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?

It would be beneficial to assign this responsibility to an independent body that prioritizes the interests of parents, students, schools, and overall educational outcomes. The Parental Rights Committee Australia (PRCA) is actively working to provide assistance and support in this regard. To govern the sharing of data through this body, several rules should be in place: 1. Data Privacy and Security: Ensure strict measures to safeguard data and prevent unauthorized access. 2. Consent and Transparency: Obtain explicit consent from parents and students before data sharing. 3. Anonymization and Aggregation: Anonymize or aggregate data to protect individual privacy. 4. Purpose Limitation: Data should be used only for specified educational purposes. 5. Data Sharing Agreements: Formal agreements with stakeholders to govern data sharing. 6. Data Ethics Committee: Establish an independent committee to oversee ethical data usage. 7. Data Access Control: Limit data access to authorized personnel with legitimate needs. 8. Periodic Review: Regularly review data practices and compliance with sharing rules.

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?

Additional objectives for funding accountability and transparency include efficient resource allocation, equitable distribution, program evaluation, financial sustainability, public engagement, fraud prevention, long-term planning, performance metrics, accountability to stakeholders, and strategic investment. These objectives aim to enhance the effectiveness, equity, and public trust in educational funding practices.

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?

Additional funding accountability and transparency information that would be useful for schools includes a detailed budget breakdown, comparative analysis with similar schools, impact assessment on student outcomes, an equity index for diverse student populations, fund utilization reports, alignment with school improvement plans, community involvement, investments in teacher professional development, facilities maintenance and upgrades, and information on financial aid and scholarships. These measures aim to promote effective resource management, build trust with stakeholders, and make informed decisions to enhance educational outcomes.

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

From my perspective, the priority gaps in the current funding transparency and accountability arrangements are as follows: -Equitable Funding Distribution: Ensuring that funding is allocated in a way that addresses the needs of all schools, including private and religious schools, and provides equal opportunities for quality education. -Transparency in Funding Allocation: Improving transparency in how funding is distributed and utilized across different schools, enabling parents and stakeholders to understand how resources are allocated and utilized to support student learning. -Targeted Support for Disadvantaged Students: Implementing targeted support programs, such as equity scholarships or financial aid, to assist students from low-income families to afford private school education and create more opportunities for their academic success. -Monitoring and Evaluation: Establishing robust monitoring and evaluation mechanisms to assess the effectiveness of funding allocations in achieving desired educational outcomes.

Q59. Do you have any additional comments? (2,000 characters)

Refrain from allocating funds to teach sexual education and gender identity to students; these topics fall under the responsibility of parents.. It is essential to allocate funding wisely, prioritizing academic subjects and educational standards in primary and high schools. Currently, Australia's academic performance in writing, math, and science lags behind many developed countries, with HSC students' proficiency comparable to year 8 students in other nations. To improve academic outcomes, emphasis should be placed on teaching subjects like chemistry, physics, and agriculture at earlier stages, encouraging well-structured homework assignments, and promoting traditional writing and communication skills. Additionally, investing in practical workshops, such as carpentry and hardware work for boys and sewing, cooking, and nursing for girls, can provide valuable vocational opportunities for students. By focusing on academic excellence and well-rounded education, we can better prepare our students for success.

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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