

Brief comments received

Included are only those comments for which the submitter gave their permission for their comment to be published.

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1	Teacher aides are invaluable in assisting with small group and one-on-one learning, especially with those requiring attention. The functions, training and pay scale should be reviewed. The pay is very low compared to a teacher's. Employing more teacher aides would be cost effective.
2	This was a facebook post I wrote in August, but it seems relevant on some level here... some thoughts for the education ministers... - create a pay scale that allows for a teacher to keep teaching in the classroom for as long as they want...don't cap the pay scale at 10 years, so that in their 11th, 12th etc year they don't get a new increment. - yes, provide opportunities for more new teachers to learn on the job, but recognise that they need an in-school mentor, and pay that mentor. we all know that money is cheaper than time in education, so make it a decent chunk of cash so the mentors feel rewarded and valued. - challenge unis to think about their curriculum and ensure that graduate teachers are prepared for the realities of schools. when survival is necessary, theory hardly comes to mind as a practical solution. - don't try and measure teacher performance. that's a joke. just take a look at vcaa performance descriptors at vce... 'limited', 'some', 'satisfactory', 'thoughtful', and 'sophisticated'...imagine what a government generated performance descriptor for 'that certain something' that every excellent teacher has, that we can't even put it into words, would look like... - build health and welfare wings for staff and students. its hard to learn if you feel like crap and its hard to teach someone who... (fill in the blank with whatever you know to be the reality of many, many kids that actually, teachers are not all trained to deal with because they are teachers, not psychologists, counsellors, doctors, keepers of the world's morals etc) - ask actual teachers to help work on the solutions I'd also add that teachers are expected to 'differentiate' for learners of all abilities in their classrooms and that's just not possible. A teacher can't possibly pitch to cater for up to three years difference in ability in secondary classrooms. We need to stream. We need to tell parents the reality regarding their child's capacity from an early age and provide targeted support, outside the classroom. We need to allow our top kids to move forward, to avoid disengagement. We need to be able to exit disruptive students so we can actually teach. We need to remove expectations around collecting 'data' that is meaningless. It is meaningless, because we don't have time (or in some cases capacity) to analyse it and to figure out how it could translate into different teaching practices that might improve learning outcomes. And there's so much more... Anyhow...come and visit me in my school for a week and see what teachers on the ground actually do!
4	From a high school teachers perspective, there will always be a small percentage of students who have completely disengaged and no matter what you do as the teacher the student refuses help, refuses to do any work and does not care what the consequences are. Many of these students have social - emotional issues such as mental health, family issues and / or trauma. More psychological support for students in high school would help these students

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	immensely. Some of their families would also benefit from support - financial, psychological etc. Some students become disengaged from societal and family pressure to succeed and what success looks like. A school based verification process needs to be in place for Government run schools. Catholic schools can start the process and testing so why can't Government? Many students are undiagnosed and are unable to be provided with modified assessment. Some are undiagnosed due to parents not wanting their child to be labelled and others because the parents don't know where to start or think it's the schools responsibility.
5	I am highly concerned that "teacher wellbeing" is only mentioned 3 times in this report. On the other hand, "teacher effectiveness" is mentioned 110 times. This is despite the fact that on p12 you show that 61% of teachers rank their mental health as a serious issue. It is great to see that "Student Wellbeing" is discussed on 139 occasions. I suggest that if as much attention was paid to teacher wellbeing as is being paid to student wellbeing then many of the other issues in the report such as: teacher shortages, retention of early career teachers and teachers being effective might improve. While I am glad to see that "teacher workload" is being addressed, I am concerned that not enough focus is being placed on the fact that just doing the essential parts of being a teacher take more time than teachers have. At the end of the day, analysing data, contacting home, counselling children, creating differentiated tasks, creating engaging tasks that suit the cohort in front of the teacher and staying up to date with ICT all take time and they are the core duties of a teacher. The FYA identified that all professions need to spend about 1/3 of the week in professional development to stay up to date with digital changes. Teachers do not get that time. The jobs outlined above should not be done by someone else. They need to be done by the teacher so teachers should have more time to do them. The thing is these are not all things that teachers needed to do in the past. High school teachers need to have less classes and primary school teachers need smaller classes and more NIT time so that they can do all of the things that a teacher now needs to do to be a good teacher. As so many more students are diagnosed with learning difficulties and mental health issues teachers need more time with each student and preparing to teach each student. The same ratios that worked years ago do not work now. 5 -6 different subject/classes in high school is too much to be able to do the job properly. Teachers are burning out and have wellbeing issues because they know what they need to do, but there is not enough time to do it so they always feel like failures. There is no point creating units of work, or providing professional development to make teachers more effective if you don't also create a lot more time for teachers to actually be able to implement what they learn. In short, teachers need to teach less children. (FYI - Hattie's research that claims that class size doesn't mater is based on research that does not fit the current 21st century context of Australia - it does not acknowledge the huge amounts of mental health issues that our students are dealing with and that therefore our teachers are dealing with). Teachers need to teach less children so that they can have the time to do their job properly. ie - increase "teacher effectiveness" More time = greater productivity. I am a teacher and I am only paid to work .6. Last week I worked 44 hours
6	Re: Australian teacher workload is greater than the OECD average. Australian teachers spend more time on non teaching tasks, and less time on teaching tasks, than their international counterparts. Teacher workload has increased over time. Many teachers cite heavy workload as a reason for wanting to leave the profession. At the same time that teacher workload has been increasing, the number of teaching assistants and other support staff has grown. There are los of jobs for non-teaching staff - ie online communication and publicity etc. However, the actual jobs that only teachers can do have also increased. Even if you take away all of the 'red tape' there will still be too much workload as the job of a teacher has increased. Teachers didn't used to care about student wellbeing, they now do; teachers didn't used to do continuous reporting, they now do; teachers didn't used to differentiate, they now do; teachers didn't used to need to learn new ICT platforms and modes of delivery continuously, they now do; teachers didn't used to have access to all sorts

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	of data on their students which they need to and should analyse, they now do. These are all things teachers and not someone else should be doing. However, all of this means that it is imperative that teachers teach less classes so that they can do a good job of teaching the ones they do teach. Increasing support staff cannot get rid of the fact that teacher themselves needs to do all of the things above so they need more time to do it.
7	Teacher wellbeing concerns and time allocations need to be addressed for teachers to be effective. The curriculum is so crowded there is no time for teachers to grow as educators or be effective/thorough. Completing the required administration tasks, plus effective planning/preparation can not be done in 50 minutes a day. Additional support staff (to support teachers with admin) and smaller class sizes are absolutely necessary.
8	I would like there to be more concern about teacher wellbeing and teachers given much more support than current structures to achieve greater teaching effectiveness.
9	This is quite thorough, but fails to really mention the effect of teacher well-being on results as well. It mentions workload, and reducing workload will help, but with a lack of respect afforded to teachers from society, compounded with being blamed for society's ills consistently, teachers also often have poor mental health.
11	Teacher wellbeing needs to be moreso at the forefront for teachers to be effective. I am a VET Leader trying to support 300+ students with a 6 lesson load to do so. The recent Jobs and Skills Summit would suggest that teachers like myself need more time to be effective. This week I had a medical emergency at work and was transported to hospital via ambulance. Thankfully I'm ok, but my work did not stop...whilst lying in a hospital bed I still wrote lesson plans and answered emails from staff, students, parents and training providers. Meanwhile, my husband as my carer this week took leave from work and was left alone to look after me!
12	Worried about the work load and wellbeing of teachers. How can we perform as teachers with large class sizes and so many lines of teachers and reliefs. We work 90 hour weeks. Would You be productive or effective if you were over worked.
13	Teachers need 100% in classroom support. I believe teacher training should be an apprenticeship...one year solid, foundational literacy and numeracy education for their own foundational knowledge and the 'how to' teach students these foundational skills, no matter what year level teachers are teaching. Followed by three years of paid ESO work, balanced alongside university study, allowing for years or trying out strategies learnt, programs, ideas, creativity, planning, staff meetings, administrative tasks, assessment, reporting, etc, etc, etc. This model will support existing teachers and NCCD students, while giving Early Career Teachers first- hand experience in the classroom. This will expose those who realise early that teaching is not for them, support existing teachers with adult support in class, support 1:1 needs of NCCD students and keep everyone accountable to something called a 'teaching profession'. Additionally, an added understanding of how to practise and teach well- being skills is essential to the success of all involved. Happy to share my views further, if needed. Please listen to the voices of those on the 'front line' in this societal climate. We , as teachers, are not all things to all of societies challenges, parents must step up and carry their initial responsibilities as parents. We can only add to the child's foundation and extend them academically, socially within the school setting. Praying for real change in a broken system.
14	"Teacher Wellbeing" is only mentioned 3 times in the National School Reform Review, while "Teacher effectiveness" is mentioned 110 times! More NEEDS to be done to address teacher wellbeing so that they can improve teacher effectiveness. To improve student outcomes and "teacher

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	effectiveness" more time is needed. There is no point in providing professional development if you have no time to implement things. ie - smaller classes in primary and fewer lines/subjects taught in high schools so that we can do all of the pastoral/data/ICT training etc that modern teachers need to do. Time to plan and mark, to ensure our teaching is effective.
15	I have been an educator for over 25 years and feel that the expectations of teachers has become increasingly unrealistic. I only work part time now as a result. Contact hours could be reduced to accommodate increasing demands on time. Alternatively, demands on time could be reduced by a renewed focus on core business. Many schools pay lip service to differentiated learning as teachers simply do not have time to develop and deliver it well. The curriculum is far too busy and I'd prefer teachers and students do less well than a lot poorly. Executive that are given more time in the class room would also help as many are out of touch. Elevating the role of support staff so they are genuinely seen as fellow educators could relieve some of the pressure and create more flexibility in addressing educational needs.
16	It is unproductive to base any reforms on the results that are generated by NAPLAN results without firstly considering or reviewing the effectiveness of NAPLAN as an assessment tool. I would suggest that before any goals are made using NAPLAN results as a measure, the assessment is reviewed and alternative ways to measure success in teaching and learning in our schools are considered. From my experience as a teacher, NAPLAN is a mostly ineffective Assessment tool. There are many variables would cause results to remain the same, decline or stagnate are many and varied. What's more, as an assessment for Writing in NAPLAN for instance, the test can be manipulated or 'gamed' so that students who do well have only produced formulaic response. Other students across the other NAPLAN tests have put varying degrees of effort into the tests. NAPLAN is not a true representation of our education system. Global tests such as PISA are even less representative of the success in schools, are not taken seriously by the randomly selected 15 year olds who take the tests. It is essential that the data used to review our school systems performance is also reviewed. The Agreement acknowledges that "wellbeing of all students is fundamental to successful education outcomes." This is correct, but it fundamentally flawed to ignore the well-being of teachers and other school staff in any school system review. We share schools and classrooms with students in what is a very personable environment, where the well-being of teachers and school staff has a direct impact on the well-being of students, and on the impact of students. Any Agreement needs to acknowledge and address the importance of positive teacher well-being on students and their ability to thrive in our schools. Improving schools must address teacher well-being, and this could also improve the retention and recruitment of teachers. Students need to be supported in practical ways that enable students to thrive and develop skills and capabilities that will help them in the future. These include information literacy skills. This can be done by ensuring every school has access to a school library space, as well as a qualified Teacher Librarian. School libraries with Teacher Librarians can not only support improve reading and literacy skills with students, but provide spaces where students can work independently, develop collaborative skills, and work in individual differentiated inquiry projects. Assessment needs to further allow for and encourage of these 'future ready' capabilities and be valued.
17	As a teacher for over 35 years I am surprised that anyone is choosing to go into teaching as it is much more difficult that it used to be. Students are much more demanding, as are their parents, the admin tasks are so time consuming and the curriculum is so crowded. I am not a full time teacher by choice and so many colleagues are choosing to cut down time rather than leaving the profession altogether. There needs to be much more support for teachers in curriculum planning. When I started there were local curriculum experts and many more opportunities for teachers to share their planning, tasks etc. Now we seem to all do it individually. With kids behaviour so much more difficult to manage having your class taken by NIT teachers just adds more stress as

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	<p>you have to sort out problems when they return. Class sizes need to be smaller to take this into account. Save the money spent on standardised testing to reduce the class sizes and thus planning and marking. Put specialised teachers into schools to do intervention that is evidence based. Have many more counsellors trained to deal with students that have experienced trauma. At our site we have three part time counsellors for 1500 students. How can that make a difference. Have counsellors trained to deal with parents who are difficult so they can be more supportive of what we are doing with their children. Have sensory rooms for children who have high needs in this area. Also somehow get student teachers more into schools where they can learn their craft and help with the learning needs of students in classes. Look after teacher and ESO well being by providing avenues for them to be supported when times are tough. So many teachers I know are dealing with their own kids and the increasing needs of their elderly parents as well as trying to be a fabulous teacher. A recipe for burn out. I could go on but in conclusion times are very tough for teachers at my school and we are not a Cat 1 or 2 school. I don't know how teachers at those schools are able to cope.</p>
18	<p>In order to improve teacher effectiveness, teachers need to be given the time and space to innovate and create amazing lessons for our students. It is what we love to do. We know and understand our students and WANT to produce quality learning opportunities for them. Our schedules have become so cluttered with documentation, administration, communicating with families, managing behaviour, collecting data, analysing data but then not having the time to ACTION anything. There is limited time available to use our skills effectively. We don't need (or want) external organisations planning our lessons - we love doing it - there just isn't the time! My workload has increased substantially in the last 12 years of teaching, so much so, that I am regularly doing 60-70 hours per week. Due to the increased demands, what we NEED is TIME! Not more money, not other people to plan our classes. WE NEED TIME. Give teachers an extra line of non-contact time and watch teacher effectiveness (and wellbeing) skyrocket. Watch student outcomes increase.</p>
19	<p>You have completely discounted and ignored the importance of teacher well-being. It is paramount for successful education to have educators with good well-being. It should be obvious!</p>
20	<p>Teaching is a very tough profession at the best of times. Not keeping up with the technology advances, putting more administrative tasks into the load of teachers and expecting them to work out of hours for the love of their vocation is pushing many to the brink of exhaustion. The continued focus on data that shows improvement and lack of funding for anything actually useful to teachers has not helped morale in this profession. The pandemic simply brought to the fore the issues that have been put up with for far too long. Put teachers and their needs first and you will see improvements in every measure of student achievement and success.</p>
21	<p>Nobody can be effective if they are unwell. Teachers are unwell. I am a teaching grad with a Masters Degree and outstanding placement results. I choose not to enter this profession because I do not want to be unwell. Improving pay won't lure me into it. I need to see that the workload I am expected to take on is compatible with work/life balance, and achievable. My opinion from what I've seen is current training and workplace expectations of the standard teacher are equivalent to at least 3 full time jobs in other industries. The only option is to feel broken and not good enough, and like you are failing, because that simply can't be achieved. No amount of money is worth that. Thanks for the opportunity to comment.</p>
22	<p>I have been teaching for 5+ years and for the most of it enjoy teaching and enjoy being part of my students lives. Having a full time SSO (school support officer) in every class would assist in learning outcomes for students. Students who need support for behavioural or learning - need small class placements 12 to 15 students. Assessing 5 year olds for speech/ASD/other by experts as a pre-requisite to school entry.</p>

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23	<p>I find it concerning and even insulting to the teaching profession that the title of the organisation conducting this inquiry is "the Productivity Commission". Teachers, students and schooling are not 'products'; but the intervention and influence of industrialists has hijacked the education agenda since the 1980s. That, coupled with teacher undergraduate education being taken over by universities has undermined teaching ever since. One only has to read teacher FaceBook pages to see that graduate teachers are not prepared for classroom work in their 4 years at university. The erosion of the status of teachers in the community and media, and the lack of permanency in state education departments has diminished our profession. The constant tinkering of the curriculum by state governments and bureaucrats is exhausting, and the use of tests like PISA and NAPLAN to rate student performance when these tests were never designed to do this is reprehensible. There is also the lack of consistency between states, despite the lie of 'national curriculum' and the false and misleading dichotomy between government and independent schools is perpetuated by a cynical media. Rarely does the media ever ask why there's a disparity in results from desirable state schools in the 'leafy suburbs' and state schools in the fringe suburbs of lower socio-economic status. Apart from hearing lots about 'teacher effectiveness', I'm dismayed that the Productivity Commission does not seem interested in 'teacher wellbeing', and examining why so many graduates exit the profession within their first 5 years. It is high time to get rid of industrial models of measuring schooling as if students are a product to be enriched and enhanced as they travel through the conveyor belt of 13 years at school. It never really worked like that, and certainly doesn't now.</p>
24	<p>I am an experienced teacher close to leaving the industry. I love teaching and give everything to my class. However, it's at a cost! I feel devalued, student-centred pedagogy is no longer valued and streamlining of the system with scripts, teacher-directed learning and common assessments (with little regard for teacher assessments) are becoming too much to cope with. I've gone from being heavily invested to surviving which is sad. Nominated for an education award just five years ago to wanting to give up my position.</p>
25	<p>There needs to be more accountability for teacher wellbeing. Our workloads are high because of things that can be controlled from higher up i.e paperwork, admin requirements, smaller class sizes. Until teachers feel valued and respected by both their counter workforce partners (department of education), parents and students, teaching quality is low. We are consistently dealing with challenging behaviours, resentful parents, with little to no support or time to accommodate for this and therefore the teaching becomes second. It's not a case of 'teacher effectiveness' we are passionate and strive to do the best for our students but when we feel belittled and disrespected our teaching loses hope. Constant pressures for 'high achievements and the competitive nature between schools and states makes teaching a game rather than a career. We shouldn't have to fight for our jobs each and every year based of student data and growth. More accountability for teacher wellbeing and value for the profession.</p>
26	<p>Teacher and student well-being should be the priority. When teachers and students feel valued, appreciated and heard, they will perform better. Successful outcomes come from nurturing learning environments. Teachers are currently under appreciated and overworked, surrounded by students with high needs and and little support, as the students don't "qualify" for support. Relationships are critical for positive student outcomes, effective relationships are built in small classes with supportive and most importantly supported teachers. Watch outcomes increase when well-being for all is made the number 1 priority in this country. More time given for teachers to interact with children, build relationships & then implement high quality learning programs effectively, thus increasing student outcomes.</p>

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27	<p>I have been a public educator for over 15 years and the pressures and workload in that time have doubled. I'm now in leadership and I see my teaching staff struggling to manage increasingly violent and complex children with mental health disorders, constantly disrupted classrooms and seemingly never-ending issues with mobile phones and social media. The internet and technology were supposed to make teaching easier but over 50% of classroom management is taken up dealing with managing behaviour. The biggest change has been in the attitudes of parents and society to teachers. Once parents supported disciplining their children but now, they actively encourage children to ignore teachers and school rules. The media and government keep loading all of societies issues into education. Apparently, teachers are now de facto parents, social workers, counsellors, mental health nurses and the traditional academic tasks have been replaced by addressing our broken society. Public school teachers continue to teach in outdated classrooms, exposed to illness and under constant scrutiny about 'performance'. There are few other professions subjected to such unhealthy workplace pressure. It is little wonder that so many are burning out or just giving up on trying. Stop focussing on performance and let teachers go back to teaching. Increase non-instructional time and hire more staff. The answer to improving outcomes for children is to reduce public spending on private schools and redirect that funding into the poorest public schools. It is inequitable that the children of wealthy families are supported by the taxes of the poorest families, while their own children (unable to access private education) are in overcrowded and under staffed schools with asbestos filled classrooms from the 1970's. The Government can't continue to point the finger at teachers for poor academic results of public school children when those teachers are not given the time or resources to teach adequately and when the children in the class are sitting on their mobile phones all day. Teacher wellbeing is at an all time low. For the first time since I left Uni, I have recently considered walking away from teaching altogether and the only thing stopping me was not a love of the job but my mortgage.</p>
28	<p>Teacher effectiveness is not possible without a focus on teacher well-being. If you put students first by putting teachers last, I'm sorry to break it to you but no one wins. More teachers are needed, even removing a 3 lesson line from a teacher's load to do EVERYTHING that comes along with teaching can have seismic effects on everyone's well-being. Surely it is something to consider after the years we've had the mass frustration and resignation teacher's are going through at the moment. Teachers and the next generation need and deserve change. Let's be better</p>
29	<p>I would like to see a greater emphasis on teacher wellbeing as this will improve teacher effectiveness and the quality of education in Australia.</p>
30	<p>I see you are all still at the "identify" stage of the problem regarding teacher shortages and gaps. I await the next agreement where you are all still attempting to identify it.</p>
31	<p>I would like to see a disability support coordinator in all schools. This person would have a minimal or no teaching role. With Inclusion HODs and Guidance Officers being tied up with other tasks our students with disabilities are not getting the support they need. The disability support coordinator would work with families to help connect them with the NDIS or if students are not eligible for NDIS they will be connected directly with support agencies who can help. The disability support coordinator would liaise with parents/caregivers, teachers, students and support agencies. Ensuring students have access to appropriate supports will give them the supports they need to interact effectively with others and will prepare them for life after school. Many students who have disabilities have parents with disabilities who many not be able to effectively put adequate supports in place for their child. By assisting families to get adequate supports while children are at school the number of students who have the skills to be employed should increase thus decreasing the number of adults on disability support payments.</p>

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32	Increase job security and stability. It takes a long time (and/or luck) to get permanency. It's not sustainable for many to float from contract to contract. It's difficult to borrow for a home loan or car loan, and plan/ budget for future.
33	I am retiring this year. I love teaching and have worked hard to become more effective as I have gained experience. The past three years have been incredibly hard and I no longer feel supported to do my job- teach! The high performing school is under the pump to improve and that means extra everything for teachers. Extra training, extra staff/ team meetings, extra expectation! I am sure that I am not the only teacher who is retiring earlier than planned. The number of great contract teachers jumping through hoops to gain permanency is ridiculous. Fix the employment situation and start to look at reasonable workloads to get happy, motivated, conscientious teachers again.
34	Teachers do not have sufficient time to effectively implement new learning relating to pedagogical shift and student achievement. There needs to be less face to face teaching time, so teachers have sufficient time to do their jobs effectively.
35	The strangest aspect of having moved into teaching later in life, is that the time allocations of the role seem to bear little relationship to the tasks being undertaken. Teachers are managed as though all their jobs are the same, but they are not. The proportion of work that needs to be completed in "own time" is outrageous. How can teachers do their jobs effectively when they are chronically overworked and overwhelmed?
36	Teacher wellbeing should be FIRST and FOREMOST in this reform. Stop trekking teachers they are not doing a good enough job and understand that you wouldn't be where you are without having had a teacher in your life at some point.
37	I suggest to reduce to 4 teaching lines for full-time secondary school teachers and reduce administrative work and yard duties for teachers who teach composite classes. As a secondary school language teacher, I always have composite classes which I understand and still happy to support my students' language learning. Otherwise, there would be no senior language classes. However, running 2 or 3 programs requires more planning time and energy. But the complexities of teaching composite classes won't be considered in the current timetabling and teachers' workload structure. It's only based on the numbers of teaching line and student.
38	The National School Reform is an amazing opportunity to make some big changes to impact the way education looks in Australia. I am a primary school teacher who is at the point of complete burn out and exhaustion. Teachers are expected to work late nights, weekends, and what many deem as "holidays" and our bodies and minds are giving out. I work 50 hour weeks on site and another 20 hours at home spread across the week and weekend and this is unfortunately not unusual. This last year, I have debated leaving the profession, had multiple break downs at school due to the work load, and have almost turned to alcohol. I work at an incredibly supportive school with an amazing leadership team, but they can only do so much when the system is corrupted and forcing teachers to make teaching their whole life, with no personal balance because we want the children to succeed. The administrative load on teachers is at an all time high and it is unmanageable. The work expected from teachers mean we are never "finished for the day" and that drastically decreases the feeling of accomplishment and work satisfaction. I'm up for permanency this year and my principal has begged me to keep toughing it out because I'm very good at my job and he has said to me that the school and students couldn't afford for me to quit. The education department either need to fund schools to create smaller classes to lessen this load, or fund a specialised person to complete teacher administrative duties. As teachers, we should be focusing on actually teaching the students with a less focus on data collection. If you are worried about student

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	performance, you need to first address the teacher workload, because at the moment the administrative workload and their timeliness are getting in the way of how effective we are in the classroom. Teachers are crying out for help, without support soon the good and dedicated teachers are going to leave the profession and the teachers who are there for the "holidays" will be the ones teaching the next generation. We know how to support students, we do it every day, but who is there to support the teacher who is crumbling under the pressure of this profession?
39	For teachers to be effective, they need to be healthy. High workloads, difficult student behaviour, excessive administration work, and all the other pressure we face every day, severely impact teacher physical and mental wellness. This needs to be highlighted and dealt with IN ADDITION to focusing on student outcomes. They go hand in hand. You can't have one without the other.
40	More of a focus on teacher wellbeing and job security.
41	One of the things that needs to be a key factor is that with teacher roles expanding over decades to include increasing data and administrative requirements as well as increased wellbeing requirements, our workload is skyrocketing. These are good initiatives that we need to have to support students; we know that to attempt to close the gap we cannot rely on important social and wellbeing teachings and supports to be done at home as would have been the norm in the past, we must take the lead as teachers to support students emotionally to allow them to learn other content. We also now have prioritised inclusive education to support all learners in the classroom instead of using exclusionary practices which helps students to recognise difference as natural and not something to be stigmatised. However, the support put in place for teachers has been wildly insufficient. Face to face teaching time has not decreased in years, despite the fact that over years we have needed to: create highly differentiated resources that will support students within one class to learn at anywhere amongst 9 different year levels, attempt to work around a lack of intervention program support with students who are unable to read in high school, implement incredibly time consuming trauma practices to support students with trauma to feel safe, as well as emotionally supporting students with mental health issues. This is not to mention that students with learning difficulties rarely have one to one support or even any support at all in the classroom, resulting in yet more modifications required for each lesson to support each learner. Realistically, I am now essentially planning 5 different lessons in one AT MINIMUM. I am in support of inclusive education and always will be, but when I am given essentially 4 lessons a week to plan all of my lessons (and the variations of my lessons within the lessons), do all of the marking with the extensive feedback required to support student learning progress, complete all of the administrative requirements, support students wellbeing both inside and out of the class itself etc. the burden is way too high. I believe in education as an equaliser, and it can be a game changer for our students, but for years now, we have been blaming teachers on a social and political level for our students decreasing test scores when we are dealing with so much more than ever had to be dealt with in the past. We have also moved away from a system in which families/carers broadly acknowledge the necessity for them to be actively involved in their child's education, perhaps due to their own life and work pressures. Can we be expected to produce results with a) minimal support in terms of preparation time, b) minimal support in terms of specialised support staff for learning difficulties, disability support and wellbeing support, c) a change in how much families are viewed as part of the education process? Help us help students, and reduce face to face time.
42	I am glad to see teacher workload mentioned in the report, but the importance of this is being dramatically understated. As a teacher, the two biggest impacts on my "effective practise" are the high workload and a complete lack of funding or support for children with learning difficulties and disabilities in mainstream classrooms. Both of these things impact my ability to plan, implement and assess effectively. I feel as though I am constantly playing catch up,

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	and to maintain some kind of work-life balance, it comes at the cost of my students' education. You really need to try and address these things, as this issue is leaving a lot of your younger teachers looking at other employment options. Given that any improvements or incentives you offer to get people into teaching degrees will take over 4 years to take effect, and that the standard of teachers being allowed out in their third year as part of the current stop-gap solution is comically low, one of your first issues needs to be the retention issue.
43	So much of this documents places pressure and focus on teacher effectiveness. Lets focus on increasing social services provided in classrooms. When wellbeing is at an ultimate low in teaching, why is there an emphasis on teacher effectiveness? How can teacher have an impact when they are so stressed and stretched? Let's create schools which are joyous social hubs. Schools are what churches were to communities 50 years ago. Teachers are currently having to carry the load of that hub, let's change that to involve other social services onsite to support the 'whole person' so that students come to school ready to learn.
44	While it's nice to see acknowledgement of the need to reduce teacher workload, there's not enough focus on teacher wellbeing. As an early career Science and Maths teacher in my 3rd year, I am burnt out, and like many others are questioning whether this career is for me. I don't see myself teaching in 5 years time. The workload is only part of it. The bigger issue for me, and many others, is the level of disrespect from students and wider society, compounded by teacher bashing articles and constant, insulting questioning of "teacher effectiveness". Meanwhile the obvious elephant in the room is that we cannot be effective if we are not given the means to do so. How exactly am I meant to cater for the needs of 25-30 kids in a class, when half of them are on an Individualised Learning plan? I teach a year 7 maths class with an ability range from year 1 to year 7, with no in-class support and severe behavioural issues. I deal with regular abuse from students with no leadership follow up. If I spoke to a child the way they speak to me, I'd be out the door. Let's be clear: a couple of mandated mental health webinars aren't going to fix this issue. There needs to be serious, genuine attention on treating teachers with the respect they deserve, and ensuring a zero tolerance policy of abuse. It all starts with acknowledging that "teacher quality" is NOT the major problem here. Falling educational attainment has many contributing factors, not least of which is socioeconomic disadvantage and an unequal funding model. Lack of resourcing, SSO's and indeed teachers (teachers are increasingly losing planning time to cover staff absences and vacancies) are stifling our abilities to carry out our job. Ignoring the real issues and focusing on "Teacher quality" and "effectiveness" (how do you even measure something so complex in a fair way) is only going to drive more teachers like myself away.
45	Student bullying (physical and verbal) of teachers is being condoned by parents and management. Bring back pass English / Maths to progress to next year level, instead of expecting teachers to do the work for students, just to meet statistical graph requirements. Got don't listen and then blame the teacher of complex classes with excessive student numbers.
46	To address productivity and effectiveness of teachers, you need to address workload and well-being. Most teachers are working well over their 40 hour week. They require more paid preparation leading up to term to consolidate units of work, and time to mark, have conversations and plan during the week, not out of hours. If we continue to not supply this - well-being of staff will continue to suffer, seen in high rates of burnout and stress leave.
54	The fact that teacher wellbeing is largely ignored in this national review is why so many teachers including myself are looking to leave the profession.

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55	There is not enough funding for students working below the national SEA achievement levels. How can students get through to year 5/6 without being able to read and write? When student behaviour impacts learning, what options are there? How is this student supported to move beyond this? Not eligible for funding despite copious of additional hours by teachers putting in applications as they are not low enough? This is one of the many issues. If you want to improve outcomes for all students, you must reduce class sizes in Primary Schools so that all students can be supported to meet the minimum standard or stretched beyond their learning. An example of this is 250 minutes (teaching Minutes per day per class) An average of 30 children per class. This equals 8.333 minutes per child per day. Of course you need to remove group instructional time, and transition times and then you might end up with 4-5 mins per child if you are lucky. Then if you have a number of students with disabilities in your class or students with extreme behaviour, do they then take time away from other students? Oh and this is one person who is solely expected to move and make growth for all students. What is going to be done to improve these numbers? Different of course in schools with different educational disadvantage, but still an issue all around. Reducing the class size based on the complexity of students, providing a teacher's aid for every classroom so that there are two people at all times supporting students.
56	Please consider more on teacher well-being! Also smaller class sizes!
57	It is unfathomable to think that here in Australia there is still not a National workforce data base. Furthermore, each jurisdiction has been attempting to poach/entice teachers to work for them the past 2 years [at least] when the real issue is lack of attraction overall to the profession.
59	Teachers need more than one Non instructional lesson a day for planning, funding submissions (IESP), reports and marking. If we have PLCs we must have more time to alter plans so we can implement the new learning. Schools must be better resources so teachers don't have to pay for supplies. Highly scripted teaching programs can reduce teacher satisfaction and do not offer equality to students. Focus on teacher wellbeing and reducing unhelpful structures in the department of education
60	Teacher wellbeing needs to be addressed so that teacher can be effective.
61	Fix teacher well-being and teachers will be more productive and effective within their classroom. It is hard to keep giving of yourself to your students when you have nothing for yourself. Remember that teachers are people who do a job because they are passionate about helping others and improving outcomes. It would be nice to feel as though the community acknowledges that and that teaching is emotionally, socially and physically draining if you are not given time to rest and recover. I would be a much better and more effective teacher if I wasn't forced to do so many administration tasks that take away from my prep time and was allowed to just focus on my passion of educating young people and creating engaging lessons that will spark curiosity within my students.
63	Much more attention needs to be given to teacher wellbeing. It is near impossible for teachers to be effective if their wellbeing is not being maintained/protected. It IS impossible in the long term.
64	Class sizes need to be reduced! I've taught in both the private and public sector and at the private school the average class was 15 students. It allows so much more one-on-one time and less work to draft/ mark. Which means more time with my family. I am currently working at a public high school and teach English and Drama. One of my Drama classes had 27 year 8s, which is just unsafe for a practical subject! I have heard of similar situations for woodwork

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	and metal work teachers. There is high interest in the subject so our leaders allow them to select it without thinking of the repercussions on the poor teachers taking it!
65	I am sceptical about the analysis described in Appendix D of the Interim Report. The model is described in general terms, but no information is provided about the data used and no results are reported or referred to. What data were used? How can I examine the results of analyses conducted using Australian data?
66	Academic and well-being measures cannot be lifted without addressing the home lives and community needs of students. School refusal and low attendance, for example, is a major barrier to well-being and success in education for students, yet there are so few home-school liaison officers available to take in the massive case-loads in certain regions. Funding into counselling and social services to promote well-being at home, and education for parents is key to addressing falling outcomes. Parents need to take responsibility but they also need help to bring out the best in their child.
67	Currently there are over 110000 FTE TAs employed in Australian schools and this is increasing every year (approx 1 TA per 3 teachers) but it is unclear how they are used. The Grattan Institute recently estimated that the country spends \$5 billion on this workforce annually, yet the role is unregulated, varies considerably across the country and between education systems, formal qualifications are not required and there are no professional standards clarifying what the role entails (ATA is currently developing draft TA standards). When used effectively (e.g. when trained to facilitate interventions with fidelity), TAs can be a valuable and cost-effective resource. There is no Australian research that demonstrates how teachers deploy and collaborate with TAs. The UK's MITA project provides a framework for how this data might be collected in Australia. Alarming, the APST do not make reference to collaboration with support staff as being a core skills required by teachers. Initial teacher education does not appear to be covering this skill in pre-service teacher training programs. Initial teacher educators are not trained in how to teach this content in their courses. In-service teachers lack training in how to work effectively in partnership with TAs. My own PhD research indicates teachers' self-efficacy in working with TAs is high, despite receiving next to no training in this regard. This means they may think they are making the right decisions about how to work with TAs, when in fact, the way they utilise a TA in their lesson could lead to poorer outcomes for the students receiving TA support and inequitable access to high quality teaching from teachers. Michael Giangreco is a lead researcher in this field internationally and the question he has been asking for over 30 years is would it be ok for students without disability to receive support from unqualified adults, resulting in reduced contact with the teacher? TAs can help to 'take the pressure' off teachers (e.g. taking on administrative duties associated with the NCCD for example) and can contribute to improved learning outcomes for students, but it is vital that teachers know how to utilise their support for the benefit of all students, not only those with disability. We need to address this inequity in Australian schools otherwise entrenched practices will continue to occur without reflection as to whether there is a better way to collaborate.
68	As a teacher in a catholic high school I think an investigation into where education funding goes is worthwhile. The report speaks about record funding and this may be the case but I don't always think it gets to where it's needed. My school is managed by 3 overarching organisations CECV, MACS & the owner organisation of the school with hundreds of employees in each organisation. Either these managing organisations are overly burdened with regulation or they are bloated. At school, teachers are doing things like supervising at lunchtime 3 to 4 times per week as we are short on staff. I regularly have to tidy my classroom in the morning because the cleaners are short staffed. A deeper dive into the spending of funding would be worthwhile.

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69	<p>Dear Sirs, Productivity Commission Interim Report National School Reform Agreement I have perused the above interim report and in particular issues mentioned in the extracts from the report below. A. I make the following observations on the subject of leadership which is not include in the interim report: 1. Any significant improvement to performance starts from the leadership of any group. 2. Adaptability in leadership style is the key to managing improvement in performance. 3. Effective leaders support and inspire their subordinates. B. Teaching is plagued by industrial relations and public service rules and regulations and the influence of the Teachers' Union, from performance outcomes to lack of appreciation of teachers within the community. Whilst I agree with the interim's comments on principals' importance, my observations of school principals in the NSW educational system are I believe relevant as follows: 1. Diversity in private enterprise not only includes ethnic and gender it includes qualifications and experience in order to provide a fully diverse organization. 2. School principals are not diverse as they have been often been appointed more from the "Humanities" rather than from "STEM" teachers, and this imbalance has an impact on schools' poor STEM performance. 3. School principals' personal performance reviews are conducted by their peers who are not independent. 4. The school principals' primary response to criticism by parents, is to protect their teachers against legitimate concerns expressed. 5. I note that within Commonwealth, States and territories educationalists there is a universal belief that school principals are the only leaders that can administer schools require a knowledge of teaching. In my view the above premis is false, as there are many leaders within private and public organisations that are more than capable of heading a school, and change managing it, leading to it's improved performance D. School autonomy I note that the interim report states: 1. More accountability in school systems stems from the "public service" administrative practices derived from Commonwealth/States funding arrangements. 2. The current "public service" approach involves central control over administration of schools, and it is this which increases the complexity of accountability. 3. It is suggested that a review needs to be made of all processes within the "public service" approach with a view to eliminating and simplifying such processes that do not significant add to the desire output of statistics and other data detailing student performance. 4. It is also suggested that management consultants be employed to examine all Commonwealth and State education departments with a view to restructuring them as a result of the above review.</p>
70	<p>Increased funding for Educations Assistants to be employed fulltime in all classrooms, at every year level at Primary Schools, would make an enormous difference to student outcomes and to teacher workload. Our whole education system would benefit positively from additional staff in schools to support students, teachers and programs.</p>
71	<p>Children and Young People with Disability Australia (CYDA) welcomes the opportunity to comment on the NSRA and wishes to highlight the following key points as per the scope of the review and information requests in the Interim Report. 1. Measurement framework: a. Explicitly cite inclusion in the outcomes and sub-outcomes of the measurement framework. Not only would this reflect the recommendations from key inquiries, commissions and strategies[1], but it would serve to meet our legal obligations as a result of ratifying international agreements[2] (information request 7.2). b. CYDA supports the addition of wellbeing as a fourth outcome in the new agreement. However, to avoid implicit bias, inappropriate policy direction and perverse outcomes, and to ensure their intersectional experiences and interests are genuinely accounted for, we recommend indicators and measures be co-designed with priority equity cohorts (information request 7.2). c. CYDA joins others in calling for AERO's direction to reflect inclusive education and wellbeing as key actions of the reform agenda. Additionally, we support a substantial funding increase to allow for the design and implementation of new research areas to support this agenda (information request 2.1). 2. National Policy Initiatives: a. Inclusion. Applying the six pillars of inclusive education outlined by ACIE[3] and supported by a large cohort of organisations would embed the perspectives of priority equity cohorts into the NPIs (as per</p>

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	<p>information request 3.5). It would also recognise the large and compelling evidence base for this agenda in the academic literature[4]. b. Data. As acknowledged by the Interim Report, although listed as a priority equity cohort, students with disability are not sufficiently represented by current data. Capturing attendance, disciplinary absences, enrolment refusal, behavioural incident, and absenteeism data from students with disability along with achievement, attainment, engagement and new wellbeing data would provide the granularity required for policy reform that supports inclusive education (information request 4.1). Linking these data at the individual level, for the purpose of reform only and not publication, would provide additional confidence that the wellbeing of students with disability was being measured with validity. c. Include a standalone NPI 'Planning for disaster response and recovery in schools' to ensure reforms capture contemporary Australian and global contexts and responses remain inclusive for priority equity cohorts during key events[5].</p>
72	<p>Inequality in the education system, I think drives poor results, behaviour, retention & young people ability to have a legitimate voice in their education. Ask young adults what they see would improve the education system. When I ask they say respect, relationships, taken seriously, not patronised & consulted. I think that needs to be added so there is a genuine discussion with them A definition & investigation of this inequality in the report would be very useful. Returning to what the Gonski Report enunciated would help if it is fully implemented. Employ folk in schools to do the regulations which are now a burden, not instructive. Thanks for the opportunity to comment.</p>
73	<p>As a teacher who is exploring leaving the profession, I am appreciative of the focus on teacher workload, and developing and sharing best practice as the current shortcomings in both areas are significant contributors to me looking to leave teaching. With respect to workload, I would suggest decreasing the time in front of a class to 80% of the current level as quickly as possible, within the context of teacher shortages, as this should bring the hours worked back to a manageable level. Additionally, signalling this may attract some of the registered teachers who aren't currently working as teachers back into the profession. With respect to attraction and retention, I would also recommend returning teachers' pay back to that of an average professional salary, as explored in the linked article. https://grattan.edu.au/news/debunking-dangerous-myths-about-teachers-pay/</p>
74	<p>Teacher workload should be decreased. The amount of paperwork required of (classroom in particular) teachers outside their daily planning is creating an unsustainable work/life balance for majority of staff. More staff should be put on to support schools and teachers, especially rural and remote schools, increased non-contact/planning time, additional teacher aides supports should be increased for each classroom teacher, not just focused on students with high needs, to support differentiation for students not provided with "funding" . Staff who also work more rural and remote should be paid additional and increased locational payments/benefits to support them living in these regional areas (increased cost of living due to travel expenses etc), higher classroom allowances for equipment and materials to support teachers with implementing a very full curriculum (including simplifying the curriculum so that it is actually an achievable amount in the time frames expected).</p>
75	<p>Schools need to be more equitably funded. Schools in low SES areas are often made to spend allocated money on support measures for the student bodies, to make up societal gaps (particularly those around the poverty cycle, mental illness, and children who are in and out of juvenile detention). This money is then removed from being able to properly resource classrooms with up-to-date text books, ICTs, teacher-aides... These schools also have higher rates of disability, particularly cognitive disability. These children generally need very high levels of specialised support, and just aren't provided this. This takes its toll on both the students and the teachers, and creates very crushing pressure on teachers to perform in circumstances where they are already</p>

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	<p>set up to fail. The PBL system needs to be properly researched for its efficacy and effectiveness, as I believe it has not had proper research to measure net gains from the behaviour system; particularly in high schools. High school teachers are even remotely trained enough for behaviour management in the classroom, of disabilities and their impacts on learning, and have extremely surface level understanding of differentiation. This is an area where universities need to probably look towards the primary degree to make improvements, and the notion of having a master's degree either needs to be scrapped altogether, or it needs to have far more focus on evidence based practice for behaviour management, differentiation and disability support in classrooms. We will continue to see our children failing until more professional development is given to high school teachers. Most of the structures within education QLD are extremely exclusionary of neurodivergent children, and children who are autistic, ADHD, traumatised etc are being routinely punished for not fitting in, when these children have a right to get an education. The state is NOT meeting their obligations to children with cognitive disabilities through the current educational and behaviour models. All of the feedback models, engagement models etc we are given to use (as policies, mind you) continue to push cognitively disabled children to the side, continuing to not appropriately train high school teachers in the area.</p>
78	<p>It's great to see acknowledgement in this report that traditional ways of interpreting and dealing with challenging behaviours are often detrimental to inclusion and wellbeing. While a move towards making sure practices are evidence-based is good, they also need to be based on current scientific knowledge of the biological needs of children. Practices can be evidence-based but have a faulty end goal, or achieve their goal through means that have other unintended consequences. My dream is that one day schools will take a big step outside the box, and instead of asking how schooling can be done better, asking what children's biological needs are and how schools can meet them (and we absolutely must look after teachers' needs too). There are too many parts of the structure and practices of schooling that were never created with these needs in mind. Needs such as movement, learning through self-directed play, connection to the natural world and, probably most importantly, warm, connected relationships. As a more immediate measure - one that is likely to see improvements in so many areas including engagement, achievement, wellbeing, and improved outcomes for priority equity cohorts and others who get left behind - we need to move more urgently towards implementing really up-to-date scientific understandings and practices. Resources such as Dr Mona Delahooke's training on how we can support nervous systems rather than managing behaviours, and Dr Ross Greene's Collaborative and Proactive Solutions for addressing the reasons behind challenging behaviours, could be incredibly transformational tools to move schools more quickly towards the goals of the reform, because they are based on meeting children's needs. And if it's felt that more evidence is needed regarding the effectiveness of these newer strategies, let's implement them and start collecting it!</p>
79	<p>My daughter in Year 10 today came home from school crying today because she failed OLN for 2nd time for numeracy - she has already passed for Reading and Writing. WA is the only state that requires you to pass the OLN to graduate and get your WAIS. My daughter has an autism level 2 diagnosis and has always struggled with maths. In real life though she can use a calculator and has a paid job the last 2 years working for Containers for Change counting recycling containers (she is really passionate about the environment) and also giving refunds in the office. In society she is earning money and doing well. In the WA school system the OLN is a discriminatory system that is unnecessary that does not make reasonable adjustments for those that struggles with Maths. Even if she passes all her other subjects (which she will) she won't be able to graduate. What on earth is going on in Western Australia? This 'requirement' is traumatising my daughter with a disability who already feels bothered. I only saw submissions were due today. Looking at the National School Reform Agreement I see student not meeting minimum standards year after year is an issue you are looking at. Yes as described above this absolutely is demoralising. My daughter lives remote, we only have 1 public school and the education outcomes are disadvantaged</p>

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	<p>on top of having a disability where the State won't even make reasonable adjustments for using a calculator for OLNA. My daughter is essentially being discriminated by the lack of reasonable adjustments in this OLNA passing for 3 subjects. Yes more can be done to listen to priority equity cohorts. We have so many young teachers without experience and knowledge on disability but also the school system as a whole does not provide extra resources and the teaching scaffolding to meet the standard required. My daughter had an IEP for a few years then she got a C and that stopped. Now she can't pass this numeracy for OLNA but there is no genuine teaching her on how to improve. The real problem thought is this arbitrary OLNA to get WAIS. WA should be called out for disability discrimination. Change management is genuinely complicated. Real supports are needed for remote schools who are already disadvantaged. Student wellbeing being measured is a great idea. For students with disabilities a who new approach is required. For neurodivergent children autistic, adhd, dyslexic and all other combinations the current system is too one size fits all. Children with ADHD are regularly discriminated against and excluded. My daughter is a rule follower but that can't help her graduate. No matter how hard she tries (and she tries very hard) passing OLNA is a dangerous bar that excludes. Looking at my daughter crying this afternoon it is rigid without reasonable adjustments to a teenager who already has a maths job, uses a calculator and does absolutely fine.</p>
80	<p>Here is yet another inquiry into education by yet another group. Nothing has changed in the 40 years I have been in education. However: 1. All teachers need intensive instruction in how literacy and numeracy are acquired, which entails the science around this acquisition, so that teachers can identify where students are and what they need to grow. Universities and training colleges should implement this ASAP. 2. Teachers need more collaborative time to establish where students are and what instruction they need. Teachers need more time 3. No more casualisation - This is a huge waste of money . 4. More targeted programs to teach students skills they might need either in advanced learning or to fill gaps in subject areas. 5. A deeper understanding by teachers that many of students lack skills rather than having an inability to learn. 6. More specialisation and training rather than less... that's a no to more TA'S... ore money wasted 6. A devolution of hierarchical structures so that teacher's voices are included. Promotional system rarely identifies the best people. It is mostly based on self - promotion 7. Principal's positions are too demanding... they need support and maybe rotate with other staff. 8. All students need to leave school with basic skills. There should be a rigorous assessment to ensure this, beginning in Year 7 and finishing in Year 10 with planned targeted programs if students fail to meet basic benchmarks. 9. All students should have a school to post school school plan which starts to be developed in Year 8. 10. The curriculum is too wide and too shallow. 11. There should be expert behavioural structures in place to support teachers. 12. The Australian system is far too inequitable... this needs to be sorted ASAP.</p>