Productivity Commission's Review of the National School Reform Agreement

About ARACY

ARACY – Australian Research Alliance for Children and Youth aspires to see all Australian children loved and thriving. We catalyse change by bringing people and knowledge together for the benefit of children and young people in Australia. We strive to achieve this by advocating for evidence-based policy and practice, focusing on prevention and early intervention. Our consultations with over 4000 children and young people, their families, and experts have shown us what wellbeing means to them: to be loved, valued, and safe; to have material basics; to be physically and mentally healthy; to be learning; to be participating; and to have a positive sense of identity and culture. These six domains are reflected in ARACY's wellbeing framework for children and young people — the Nest. ARACY sees the education system as a critical opportunity to enhance the lives of Australian children.

Summary of Recommendations

- Key drivers of educational outcomes arise from the broader context of children's lives, including their material wellbeing, physical and mental health, family and home life, community, and sense of identify and culture. Reform of the education system must consider means of supporting children across these wellbeing domains if educational and lifelong outcomes are to be optimised.
- Additionally, educational reforms must consider how children can be supported in these domains throughout the life course, commencing during the antenatal period through to new parenthood, in order to wholly embrace the opportunity the education system provides to interrupt intergenerational cycles of disadvantage.
- Echoing these concepts and aligning with the goal of the education system to support students to become active and informed members of the community, ARACY recommends the reform directions be reconceptualised to encompass brain development more broadly (as opposed to student learning and achievement), and to capture the avenues through which wellbeing more broadly can be supported through education systems.
- This holistic, lifelong approach to reform cannot be achieved through a siloed approach. The National School Reform Agreement, as a collaborative endeavour, is therefore a powerful opportunity to enact this approach to reform. The three reform directions and associated National Policy Initiatives must therefore:
    - Commit to cross-portfolio collaboration
    - Consider child learning and development from an ecological perspective, with policies and programs supporting children at the individual, family, community/service provider, and policy/systems level
    - Reflect the four evidence-based pillars of best practice: holistic, collaborative, strengths-based, and child-centred[i]

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- Encompass universal proportionalism
- Be based upon the best available evidence
- Consider cost, benefits, and sustainability

- Examples of key policy opportunities for consideration include:
  - **Enhancing material wellbeing,** given socioeconomic disadvantage is widespread and a key driver of developmental vulnerability and educational inequity.
    - Specific policy initiatives could include consideration of unconditional cash transfers to vulnerable families particularly in the early years given evidence demonstrating enhanced brain function in infancy causally related to cash transfers.
  - **Supporting parenting and the home learning environment**, given evidence indicating this can help mitigate the impact of early financial disadvantage.
    - Specific policy initiatives could include implementation of evidence-based nurse home visiting programs during the first 1000 days such as right@home, which has demonstrated improvements in parenting behaviours and the home learning environment as well as a trend towards improved language, literacy, and social emotional development at school commencement.
  - **Supporting participation in high quality early childhood education and care**, given evidence indicating a disproportionate positive impact on developmental vulnerability in children from disadvantaged backgrounds
  - **Supporting parent and family engagement throughout the school years**, given evidence indicating the positive impact this has on educational outcomes

- This list of policy opportunities is far from exhaustive, and ARACY points to the Centre for Social Impact's Amplify Education Insights[ii] as a more comprehensive resource for considered policy recommendations.
- ARACY recommends the NSRA Performance Reporting Framework be expanded to include objectives, outcomes, targets and sub-outcomes that monitor student wellbeing. Further, ARACY points to our own wellbeing framework, The Nest, to help inform this expanded framework, including as a source of potential indicators for monitoring.
- ARACY points to Ei Pulse as a data project of interest to the NSRA. Ei Pulse is a student wellbeing tool used to monitor and support student wellbeing in real time through a weekly digital check-in. Ei Pulse is a rich source of data having been implemented to over 76 000 students nationally.

1. Drivers of Student Outcomes

Australia has one of the most inequitable education systems in the developed world[iii], with factors such as postcode and parental income strong predictors of children's educational performance. Children from disadvantaged backgrounds are up to several years behind their peers, with gaps in educational attainment widening with passage through the education system. Demographic groups identified as being at risk of inequitable educational outcomes include:

- Children living in a low socioeconomic household
- Children with an Aboriginal and/or Torres Strait Islander background
- Children living with disability
- Children with a non-English speaking background
- Children living in rural, regional, or remote areas

The Centre for Social Impact has recently published a series of reports detailing the key drivers of educational outcomes for children and key associated levers for change, with specific actions recommended for each stakeholder group including government organisations. ARACY points to these publications as a key resource for informing the present review. The publications include:

> Varadharajan, M. et al. (2021). Amplify Insights: Education Inequity. Part 1: Drivers of Inequity. Centre for Social Impact, UNSW Sydney. Available at: https://www.csi.edu.au/research/project/amplify-insights-education-inequity/
>
> Varadharajan, M. et al. (2022). Amplify Insights: Education Inequity. Part 2: Levers of Change. Centre for Social Impact, UNSW Sydney. Available at https://www.csi.edu.au/research/project/amplify-insights-education-inequity/

The key drivers of educational inequities and levers for change include those both within and outside of educational settings. These are summarised in Appendix 1. Importantly, many of these key drivers and levers cross government portfolios and are thus particularly suited to collaborative efforts. Several of these drivers and policy opportunities are discussed below.

Drivers of Educational Inequity

Developmental vulnerability.

Developmental vulnerability as measured by the AEDC is a measure of how well children have been supported from conception until school age and is predictive of children's educational outcomes[iv]. For example, children found to be developmentally vulnerable in 1 or more domains are more likely to be in the bottom 20% of NAPLAN scores up until Year 7v. Children with Indigenous background, non-English speaking background, living in rural and remote areas, and from low socioeconomic areas were more likely to be developmentally vulnerable in one or more domains[vi]. Educational

inequity is enhanced with passage though the education system; children who start on the backfoot are left behind. It is therefore imperative to maximise the proportion of children commencing school developmentally ready. Approximately 20% of children commence school developmentally vulnerable in 1 or more domains, and 10% in 2 or more domains.

Socioeconomic disadvantage.

Material disadvantage is a strong driver of inequitable educational outcomes. Indeed, socioeconomic disadvantage is one of the strongest risk factors for low educational attainment.

Approximately 20% of Australian children live in financially insecure households, with inadequate financial support to meet basic needs such as paying for bills or attending school excursions[vii]. Approximately 3% of children are hungry always or oftenviii, with hunger directly correlated with lower literacy scores on PIRLS[ix], reduced school attendance and engagement, increased bullying, and increased health complaints[x]. When households are affected by poverty, provision of basic needs such as housing and food become a greater priority than educational materials, while chronic parental stress impedes care-giving capacity and ability to support learning[xi]. This is compounded by reduced access to technology and internet, online and other learning resources, and tutoring support.

Evidence indicates that exposure to socioeconomic disadvantage in infancy (i.e. child age 0-1 year) is associated with lower academic performance at age 10-12 years irrespective of whether that disadvantage persists at school entry[xii]. This is consistent with theories around the first 1000 days, where critical time points in a child's brain development are sensitive to adversity, and can therefore have long-standing effects on developmental outcomes. The first 1000 days therefore represents a critical window for intervention.

Conversely, socioeconomic disadvantage in infancy was not directly associated with lower social and emotional skills at age 10-12 years. Rather, later socioeconomic disadvantage at school entry influenced self-regulation skills in later childhood.

Policy Opportunities

Importantly, several policy levers have been identified that can be harnessed to mitigate the impact of socioeconomic disadvantage and developmental vulnerability on educational outcomes.

Supporting parenting and the home learning environment.

Firstly, parenting behaviours and the home learning environment is known to mediate the impact of low income on school readiness[xiii]. For example, access to books in the home (as a measure of home learning environment) is positively correlated with improved mathematics and science scores on TIMMS[xiv]. A large, Australian randomised controlled trial of nurse home visiting targeting parenting

and the home learning environment delivered to vulnerable mothers during the first 1000 days has demonstrated improvements in parenting behaviours and the home learning environment, with follow up at school entry demonstrating a trend towards improved language, literacy, and social and emotional function[xv].

Enhancing material wellbeing.

Mitigating socioeconomic disadvantage in infancy through unconditional cash transfers to mothers has been demonstrated to influence infant brain activity at age 12 months, with increases in brain activity associated with higher language, cognitive, and social-emotional function and reductions in brain activity associated with behavioural, attention, or learning problems[xvi]. This was demonstrated via randomised controlled trial in the United States, where low-income mothers were randomised to receive either 20 USD per month or 333 USD per month. Unconditional cash transfers have been suggested as a tool for addressing early socioeconomic disadvantage in Australia[xvii].

Supporting participation in high quality early childhood education and care.

Lastly, participation in early childhood education is a powerful lever to address educational inequity[xviii]. Children who participate in early childhood education and care are about half as likely to be developmentally vulnerable in one or more domain as children who do not participate in early childhood education (20% vs 39%)[xix]. The positive impact of early childhood education is increased in children with disadvantagexx, yet children from disadvantaged communities are least likely to engage in early childhood education services[xxi,xxii] and have reduced access to high-quality services[xxiii]. For example, children from low socioeconomic areas are 3 times more likely to be missing out on preschool, children of Indigenous background twice as likely, and children from non-English speaking background 1.5 times as likely[xxiv]. Barriers to participation have been studies, and include barriers such as cost, transport, opening hours, complexity of paperwork, beliefs and attitudes around parental roles in raising children, perceptions of child-minding versus education, concerns around teacher/child ratios, and waitlists[xxv,xxvi]. A paper published by Restacking the Odds earlier this year outlines the barriers and facilitators to participation in early childhood education, including a detailed list of service, community, sector, and government level actions that can be taken to improve participation, as well as an overview of effective Australian initiatives to increase participation[xxvii]. The publication is freely available here:

> Molloy, C., Goldfeld, S., Harrop, C., Perini, N. (2022). Early childhood education: A study of the barriers, facilitators, & strategies to improve participation. Restacking the Odds. Available at: https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf]

Parent and family engagement.

Evidence indicates that family engagement (also known as parent engagement) in children's learning improves educational outcomes[xxviii]. Family engagement involves an active partnership between

schools and the primary carers of children[xxix], such as by talking with children about their homework, having two-way conversations with teachers, and supporting students to manage the stressors and pressures of formal education[xxx]. It is the active engagement of parents (or caregivers) in their child's learning, community, and social and recreational lives[xxxi]. Effective family engagement improves both academic and non-academic educational outcomes, such as child wellbeing and successful transition to adulthood[xxxii]. Engaging families can be complex in families with low socioeconomic background, Aboriginal and Torres Strait Islander families, and culturally and linguistically diverse families[xxxiii]. Barriers to family engagement include lack of confidence, knowledge, language and opportunities to engage[xxxiv]. A review published by ARACY explores the program and policy responses that can support parent engagement, and can be found here:

> ARACY. (2016). Parent Engagement: A Review Linking Policy and Programs. Canberra, ACT. Available at: https://www.aracy.org.au/documents/item/640

The report concludes that "from a strategic perspective, parent engagement needs a strong policy framework to set the boundaries around what parent engagement is, is not, and the roles and responsibilities for each of the major players. A strong focus is also needed on identifying the resources and professional development requirements that will foster the embedding of parent engagement into educational policy and practice"[xxxv].

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2. Assessing the National Policy Initiatives

Regarding the nature and principles of national initiatives, as well as the three reform directions, there are several recommendations ARACY can provide.

Brain Development and the Reform Directions

Firstly, the three reform directions should reframe the concept of education towards the nurturing of brain development throughout the life-course. Healthy brain function, particularly executive function and self-efficacy is required to support children succeed. Self-efficacy is the belief that one can achieve desired goals. Executive function is described below:

> *In children, these skills enable them to focus, remember and follow directions and exercise self-control, while in adolescence, they contribute to problem solving, making ethical decisions, and delaying gratification when appropriate. In adults, they support more complex behaviours such as planning, multi-tasking and weighing multiple options in light of long-term goals, all of which promote effective decision-making. Executive function skills help us to achieve our*

goals by executing the steps needed to reach them; for example, being able to set goals, identify obstacles and possible solutions, lay out the series of steps needed to achieve goals, set appropriate deadlines and reminders, monitor progress and context, reflect, strategize, and adjust if necessary.[xxxvii] *p10*

The current reform directions do not adequately capture the importance of wellbeing as a whole in supporting educational outcomes to produce thriving, active members of the community, nor do they capture the importance of learning or more broadly brain development throughout the life course.

ARACY therefore recommends that the reform directions be reconceptualised to encompass brain development more broadly (as opposed to student learning and achievement), and to capture the avenues through which wellbeing of students more broadly can be supported through education systems.

Principles Underpinning the National Policy Initiatives

Secondly, the purpose of education is to equip children with the skills and attributes needed to thrive – to "support young people to realise their potential by providing skills they need to participate in the economy and in society and contribute to every aspect of their wellbeing"[xxxviii]. Educational attainment is inseparable from the broader context a child faces, including their material wellbeing, their physical and mental health, their family, their sense of identify and culture, and their community, and how this changes over times. This concept is captured in the following excerpt:

> *"Evidence tells us the effects of disadvantage begin before birth, escalate in the first thousand days of life, and continue over the life course. The evidence also tells us that once a child starts from behind, the prospect of catching up to their peers, in schooling and in life, is much diminished."*[xxxix]

Policies that aim to support children to realise their potential must therefore:

- Entail cross-portfolio collaboration, so that a holistic approach to enhancing educational outcomes can be achieved by supporting the other elements of wellbeing more broadly
- Provide supports throughout the life course, starting in the antenatal period and through to parenthood, supporting intergenerational success
- Consider child development from an ecological perspective, with polices and programs supporting children at the individual, family, community/service provider, and policy/systems level.
- Encompass universal proportionalism, where universal services are resources and delivered at a scale and intensity proportionate to the degree of need
- Reflect the four evidence-based pillars of best practice: holistic, collaborative, strengths-based, and child-centred[xl].
- Be based upon the best available evidence
- Consider cost, benefits, and sustainability

Taken as a whole, the reforms set out in the NSRA are likely to be of limited benefit if the broader wellbeing of children and young people is not addressed, in a holistic manner, and throughout the life course commencing in the antenatal period through to new parenthood.

3. Assessing the National Measurement Framework for Schooling

NSRA Performance Reporting Framework & student wellbeing.

The reporting framework of the National School Reform Agreement attempts to capture Goal 1 of the Mparntwe Education Declaration, that "the Australian education system promotes excellence and equity",[xli] which is reflected in the frameworks objectives, outcomes, and targets. However, the present framework does not capture Goal 2 of the Mparntwe Declaration, that "all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community". This goal encompasses a young person's holistic wellbeing, their opportunity to thrive, and their ability to engage meaningfully within their community. Despite the increasing evidence supporting the importance of non-academic educational outcomes for children's lifelong success, Goal 2 is not captures in the present performance reporting framework.

ARACY therefore recommends that the current NSRA reporting framework be expanded to adequately reflect Goal 2 of the Mparntwe Education Declaration, including objectives, outcomes, targets, and sub-outcomes that can monitor progress toward this goal.

The Nest Wellbeing Framework

In considering this expanded framework, ARACY notes the relevance of our wellbeing framework, *The Nest*, as a tool for developing relevant outcomes, targets, sub-outcomes, and indicators. The Nest is Australia's first national framework for child and youth wellbeing, developed in broad consultation with over 4000 children and families, sector experts, service providers, researchers, and policy-makers. The Nest conceptualises wellbeing as six interconnected domains that must be adequately supported for children and young people to thrive: to be loved, valued, and safe; to be learning; to be physically and mentally healthy; to be learning, participating; and have a positive sense of identity and culture. The Nest has been used widely in a variety of contexts, including to structure and report on national child wellbeing using relevant indicators[xlii]; to inform actions, directions, and strategies for example, the Tasmanian Child and Youth Wellbeing Strategy[xliii]; and to develop a tool to monitor real-time student wellbeing through Ei Pulse (discussed below). Given the strong parallels between Goal 2 of the Mparntwe Education Declaration and ARACY's *The Nest*, ARACY points to our framework to help inform the outcomes, targets, sub-outcomes, and indicators to inform an objective centred upon Goal 2 and prevent duplication of effort.

EI Pulse data project

Of final note is the data project Ei Pulse, a student wellbeing tool used to check-in and support student wellbeing in real time. Presently Ei Pulse has been introduced in 145 school across Australia, reaching an estimated 76 000 students[xliv]. Ei Pulse gathers wellbeing data through a weekly check-in

with students via a brief digital wellbeing survey based on *The Nest* wellbeing domains[xlv]. The survey is delivered via an app and takes approximately 1 minute, with opportunities for students to reach out to a local staff member of their choosing, including support officer, pastoral care teacher, or classroom teacher they nominate by name as needed. Ei Pulse is a practical, ready-made tool to monitor student wellbeing which may be high relevant to measuring progress against an NSRA reporting framework that considers child wellbeing.

More information on Ei Pulse can be found here:

> Barker, B., Thurbon, J., and Goodhue, R. (2021). Taking the Pulse of Australian Students: Ei Pulse Results March 2020 to March 2021. Canberra: ARACY. Available at: https://www.aracy.org.au/documents/item/697

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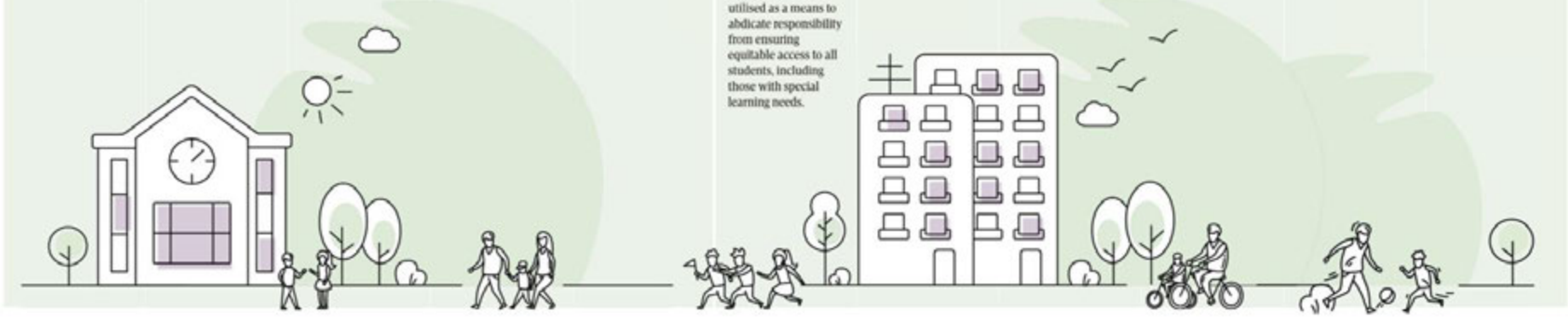
Appendix 1: Drivers of educational inequity. Source: https://www.csi.edu.au/media/uploads/amplify_insights_education_inequity_report.pdf p12

Figure 1: Drivers of Education Inequity

Key Drivers of Inequity OUTSIDE education settings					Key Drivers of Inequity INSIDE education settings					
1 POVERTY, RESOURCES AND HOME ENVIRONMENT	2 LACK OF ACCESSIBLE, RESPONSIVE AND AFFORDABLE EARLY CHILDHOOD EDUCATION AND CARE (ECEC)	3 DISCONNECTION BETWEEN EDUCATION SETTINGS, HOME, AND COMMUNITY	4 SYSTEMS AND STRUCTURES: SEGREGATION AND FUNDING MODELS	5 PARENT AND FAMILY ENGAGEMENT	6 STANDARDISED TESTING	7 ONE-SIZE-FITS-ALL CURRICULUM	8 TEACHING AND STAFFING ISSUES	9 BULLYING, DISCRIMINATION AND SOCIAL ISOLATION	10 ABSENCE OF A WHOLE-OF-SCHOOL APPROACH UNDERPINNED BY RESOURCES AND INFRASTRUCTURE	11 ABSENCE OF STUDENT VOICE AND AGENCY
Meeting essential and basic familial needs. Financial burden associated with meeting education needs. Being in a vulnerable setting that is not caring or safe.	Less availability and accessibility of low-cost high-quality care in low socio-economic areas. Lack of responsive, culturally informed ECEC services. Challenges in meeting the school readiness needs of developmentally vulnerable children in low quality care settings. Widening gaps in later education arising out of ECEC disparities.	Groups of students missing out on accessing good quality academic and well-being support programs through community services and local networks. Lack of strong two-way partnership between education settings, communities and families, preventing active engagement with students' learning. Absence of evidence of quality collaboration between educational agencies and wider community to support students' learning and post school aspirations.	Highly segregated and socially stratified school system compounding barriers for students in vulnerable contexts. Lower proportion of students in socially mixed or average achieving schools than in other comparable OECD countries. Inequitable school funding model that is not aligned with agreed national educational priorities.	Lack of awareness on impact of parent and family engagement on learning. Lack of good guidance and appropriate support to families to be partners in learning. Inadequate availability of positive parenting practices and strategies.	Inability to fully capture the impact of engaged, authentic, and connected teaching and learning practices. Inability to capture and record all academic and non-academic (e.g social) dimensions of learning. Inability to provide real-time information on students current knowledge and skills and student growth over time. Discriminatory towards certain group of students, leading to 'lower performance' as measured against western concepts of success. Standardised testing utilised as a means to abdicate responsibility from ensuring equitable access to all students, including those with special learning needs.	Lack of a culturally responsive curriculum, that excludes alternative skills and knowledge. Fewer subject choices for schools in low socio-economic areas and those outside metropolitan areas, due to short staffing and under resourcing. Curriculum inequality caused by segregated education model combined with high-stakes testing.	Teacher wellbeing largely overlooked, especially in poorly resourced schools. Persistent shortage of teachers and staff in schools that are in low socio-economic areas and those outside metropolitan areas. Lack of cultural literacy amongst teachers and school leaders. Lack of recognition of teachers' roles and responsibilities and its relationship to wider systemic and structural problems.	Student disengagement and detachment from learning caused by bullying and other exclusionary practices. Poor mental health outcomes for certain groups of students as a result of bullying and discrimination.	Substantial gaps in students accessing holistic and wrap-around services. Inequitable distribution of learning and technological resources, equipment and school infrastructure. Lack of equitable access to holistic career education advice and future planning. Developmentally vulnerable students left behind due to inequitable distribution of resources.	Absence of voices of young people and groups of students from discussions and decisions impacting their lives. Lack of suitable systems to support students as key drivers and agents of their learning.



[i] https://www.aracy.org.au/the-nest-in-action/the-common-approach

[ii] https://www.csi.edu.au/research/project/amplify-insights-education-inequity/

[iii] https://www.unicefirc.org/publications/995-an-unfair-start-education-inequality-children.html

[iv] https://www.aihw.gov.au/reports/children-youth/australias-children/contents/education/transition-primary-school

[v] https://www.aihw.gov.au/reports/children-youth/australias-children/contents/education/transition-primary-school

[vi] https://www.aihw.gov.au/reports/children-youth/australias-children/contents/education/transition-primary-school

[vii] https://www.aracy.org.au/publications-resources/area?command=record&id=282

[viii] http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP_Final_Report_2016_Full.pdf

[ix] https://research.acer.edu.au/pirls/1/

[x] http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP_Final_Report_2016_Full.pdf

[xi] https://www.csi.edu.au/media/uploads/amplify_insights_educationinequity_partone_full_report.pdf

[xii] https://publications.aap.org/pediatrics/article/143/5/e20182640/37114/Socioeconomic-Disadvantage-in-Infancy-and-Academic?autologincheck=redirected

[xiii] https://www.aihw.gov.au/reports/children-youth/australias-children/contents/education/transition-primary-school

[xiv] https://www.csi.edu.au/media/uploads/amplify_insights_educationinequity_partone_full_report.pdf Part1 p23

[xv] https://www.rch.org.au/ccch/research-projects/right-at-home/

[xvi] https://www.babysfirstyears.com/_files/ugd/88a466_4d32ee6b1b9a43f18f72e0662088ebda.pdf

[xvii] https://publications.aap.org/pediatrics/article/143/5/e20182640/37114/Socioeconomic-Disadvantage-in-Infancy-and-Academic?autologincheck=redirected

[xviii] https://www.facs.nsw.gov.au/__data/assets/pdf_file/0004/321583/barriers_to_participation.pdf

[xix] https://www.aihw.gov.au/reports/children-youth/australias-children/contents/education/transition-primary-school

[xx] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxi] https://www.facs.nsw.gov.au/__data/assets/pdf_file/0004/321583/barriers_to_participation.pdf

[xxii] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxiii] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxiv] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxv] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxvi] https://www.facs.nsw.gov.au/__data/assets/pdf_file/0004/321583/barriers_to_participation.pdf

[xxvii] https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/RSTO-CommBrief-ECEC-Barriers-Faciliators-Strategies-Jan2022(2).pdf

[xxviii] https://www.aracy.org.au/publications-resources/command/download_file/id/389/filename/Please_Just_Say_You%E2%80%99re_Proud_of_Me_-_Parent_Engagement_and_Doing_Well_at_School_-_ARACY.pdf

[xxix] https://www.aracy.org.au/documents/item/197

[xxx] https://www.aracy.org.au/publications-resources/command/download_file/id/389/filename/Please_Just_Say_You%E2%80%99re_Proud_of_Me_-_Parent_Engagement_and_Doing_Well_at_School_-_ARACY.pdf

[xxxi] https://www.dese.gov.au/supporting-family-school-community-partnerships-learning/family-school-partnerships/parent-engagement-learning

[xxxii] https://www.aracy.org.au/publications-resources/command/download_file/id/389/filename/Please_Just_Say_You%E2%80%99re_Proud_of_Me_-_Parent_Engagement_and_Doing_Well_at_School_-_ARACY.pdf

[xxxiii] https://www.aracy.org.au/publications-resources/command/download_file/id/312/filename/ARACY-Researching-parent-engagement-a-qualitative-study.pdf

[xxxiv] https://www.aracy.org.au/publications-resources/command/download_file/id/312/filename/ARACY-Researching-parent-engagement-a-qualitative-study.pdf

[xxxv] https://www.aracy.org.au/documents/item/640 p3

[xxxvi] https://www.aracy.org.au/documents/item/640 p3

[xxxvii] https://www.aracy.org.au/documents/item/667 p10

[xxxviii] https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration

[xxxix] https://www.aracy.org.au/documents/item/667 p4

[xl] https://www.aracy.org.au/the-nest-in-action/the-common-approach

[xli] https://www.dese.gov.au/alice-springs-mparntwe-education-declaration

[xlii] https://www.aracy.org.au/the-nest-in-action/report-card-the-wellbeing-of-young-australians

[xliii] https://wellbeing.tas.gov.au/strategy

[xliv] https://www.aracy.org.au/the-nest-in-action/ei-pulse-for-schools/ei-pulse-for-schools

[xlv] https://www.aracy.org.au/documents/item/697