



PRE-BUDGET SUBMISSION 2026-27

Quality Teaching Rounds: National scaling and sustainable funding pathway

Submitted by:

Teachers and Teaching Research Centre | University of Newcastle
Distinguished Laureate Professor Jenny Gore AM and colleagues

JANUARY 2026

EXECUTIVE SUMMARY

Funding request

The Teachers and Teaching Research Centre seeks \$5 million over four years (2027-2030) to continue the national scaling of Quality Teaching Rounds beyond the current funding period and establish a sustainable funding pathway through the Better and Fairer Schools Agreements.

Key points:

- Quality Teaching Rounds is a highly successful education intervention developed in Australia with multiple randomised controlled trials demonstrating positive impact on student achievement and teacher wellbeing.
- With 18 months left to run, the current program of national scaling is on track having reached 1,000 teachers of the 1,600 target, including teachers in every state and territory and all three sectors.
- Evaluation of this project demonstrates positive effects on teacher wellbeing, reduced burnout, and increased teacher efficacy and retention.
- Current funding under the National Teacher Workforce Action Plan ends July 2027, creating **critical urgency to secure the future of this program.**
- Without funding certainty by May 2026, program wind-down will commence in December 2026, risking the loss of trained staff, institutional knowledge, and momentum in more than 250 schools.
- Proven ROI: \$40-\$150 return in GSP per dollar invested (Deloitte Access Economics cost-benefit analysis) and reduced workforce costs through improved retention outcomes.
- Longer-term sustainability proposed through tapered federal funding as part of a proposed transition to state/territory funding pathways via the bilateral Better and Fairer Schools Agreements.

Recommendations:

1. Given demonstrated demand and impact, **invest \$5m over four years** to continue the national scaling of Quality Teaching Rounds to an additional 1,600 teachers.
2. Support a Quality Teaching Rounds funding pathway in Better and Fairer Schools bilateral agreements with states/territories over the longer term.

Budget implications:

- Teacher turnover costs \$25-35k per teacher in recruitment, training, and replacement.
- Extrapolating the current reduction in teachers' intention to leave the profession after participating in Quality Teaching Rounds to 1,600 additional teachers would result in savings between \$4.4m and \$6.16m.
- Additional positive effects on teacher wellbeing, classroom practice, and student outcomes (including greater equity) would also deliver long-term benefits to productivity and GDP uplift.

What is Quality Teaching Rounds?

Quality Teaching Rounds combines the evidence-based Quality Teaching (QT) Model with powerful professional development that guides teachers to improve their practice. A decade of rigorous research demonstrates that this program improves student learning and teacher wellbeing outcomes.

The program is low-cost and highly scalable, involving as few as two teachers per school participating in a two-day workshop and then running in-school Rounds using a strengthened train-the-trainer model that ripples through schools without additional external input.

Key features:

- Evidence-based pedagogical framework (QT Model)
- Low-cost, highly scalable professional development
- Enhanced train-the-trainer model enabling school-based sustainability
- Tested across all contexts: primary, secondary, disadvantaged, government, Catholic, independent, rural and remote schools, hospital, distance and special schools
- Works for all teachers: experienced, early career, those with permission to teach, casual, and support staff
- Rapid impact: teachers need just one four-day engagement in school-based Rounds to experience the benefits
- Complements and strengthens all teaching strategies

Current reach and impact

Reach since 2018:

- 7,000+ teachers have been trained in Quality Teaching Rounds Australia-wide
- 1,530+ schools have participated
- 1.04+ million students have been positively impacted
- Operating in all states and territories and increasingly taken up overseas

Research impact since 2018

Based on data from four randomised controlled trials across three states involving 1,400 teachers and 14,500 students from 430 schools:

- Improved student outcomes in reading and mathematics by 25-30%
- Stronger effects for disadvantaged students
- Improved quality of teaching, teacher morale, wellbeing, efficacy, confidence and retention for early career and experienced teachers alike¹
- Outcomes sustained over more than six months²

Current funding:

- \$5 million National Teacher Workforce Action Plan funding for the *Strengthening Induction through Quality Teaching Rounds* project (2023-2027).
- \$4.3 million philanthropic contribution from the Paul Ramsay Foundation for the *Thriving Schools* (2024-2027) project focused on supporting NSW government schools in disadvantaged communities through sustained engagement in Quality Teaching professional development.
- Academic time and research and delivery infrastructure provided as in-kind support from the University of Newcastle.

¹ Gore, J., & Rickards, B. (2020). Rejuvenating experienced teachers through Quality Teaching Rounds professional development. *Educational Change*. <https://doi.org/10.1007/s10833-020-09386-z>

² Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2017.08.007>

Impact on student achievement

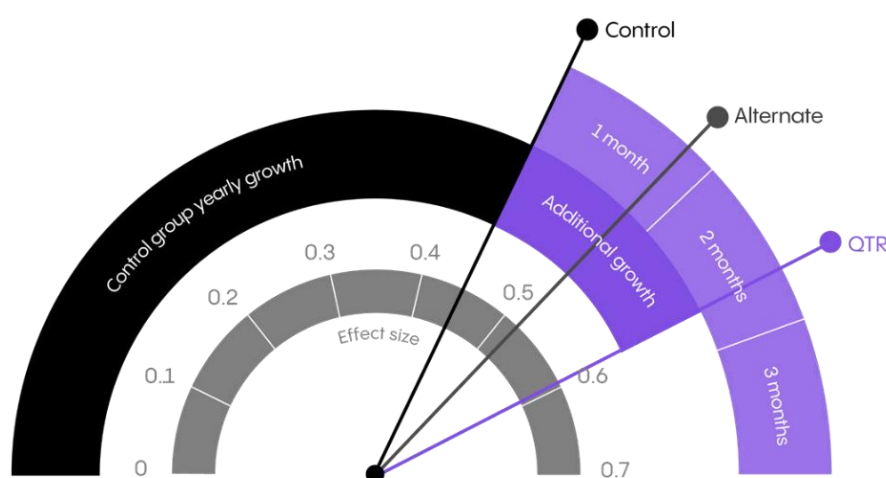
Quality Teaching Rounds was first evaluated under randomised controlled trial conditions in 2014/15, which established direct causation for its ability to improve teaching quality and teacher morale.³

Based on these promising findings, in 2018, the Paul Ramsay Foundation provided \$17.2m to rigorously evaluate Quality Teaching Rounds' impact on student outcomes, scale the program, and establish the Quality Teaching Academy to support scaling beyond the funding period.

In 2020, the University of Newcastle launched the non-profit Quality Teaching Academy social enterprise to address scale and sustainability. Since 2018, more than 7,000 teachers Australia-wide have participated in a Quality Teaching Rounds workshop, positively benefiting at least 1.04 million students – a number that grows exponentially year on year.

Three of four PRF-funded randomised controlled trials demonstrated clear and significant impact of Quality Teaching Rounds on student achievement in mathematics⁴ (Figure 1) and reading.⁵ The fourth trial was seriously underpowered due to COVID disruptions. Education research is notoriously complex, and significant findings are rare because of the variability in classroom settings. These results are therefore exceptional on a global scale. Even more remarkably, the trials demonstrated the efficacy of this *pedagogy-focused* intervention⁶ in improving student achievement, rather than relying on professional development targeted specifically on mathematics or reading instruction.

Figure 1: Impact of Quality Teaching Rounds on mathematics (2019 RCT)



These studies involved more than 14,000 students, 1,400 teachers and 430 schools in three Australian states. Crucially, the results were stronger in disadvantaged settings, signalling the potential for this approach to narrow longstanding equity gaps.

³ Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2017.08.007>

⁴ Gore, J., Miller, A., Fray, L., Harris, J., & Prieto-Rodriguez, E. (2021). Improving student achievement through professional development: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2021.103297>

⁵ Gore, J., Miller, A., Fray, L., & Patfield, S. (2023). *Building capacity for quality teaching in Australian schools 2018–2023: Final report to the Paul Ramsay Foundation*. Teachers and Teaching Research Centre, The University of Newcastle. <http://hdl.handle.net/1959.13/1493345>

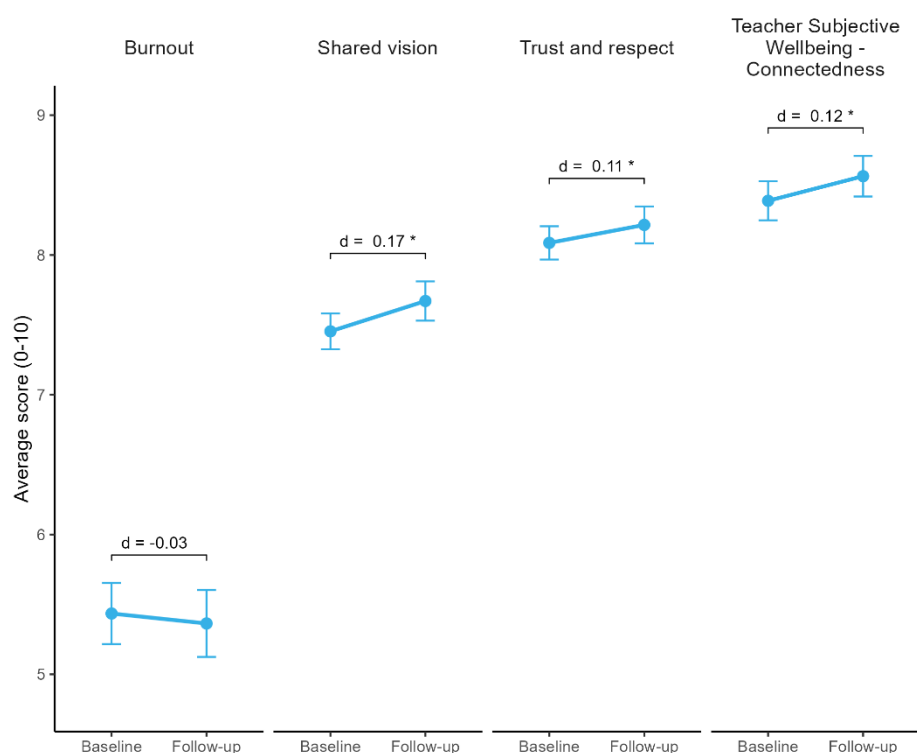
⁶ Gore, J., & Rosser, B. (2020). Beyond content-focused professional development: Powerful professional learning across grades and subjects. *Professional Development in Education* <https://doi.org/10.1080/19415257.2020.1725904>

Impact on teacher retention and job satisfaction

National expansion of Quality Teaching Rounds is currently being funded by the Australian Government as part of the National Teacher Workforce Action Plan to improve retention and job satisfaction of teachers.⁷ The funding is supporting 1,600 teachers from across Australia to participate in a Quality Teaching Rounds workshop free of charge. With 18 months left to run on this funding, more than 1,000 teachers from 250 schools are engaged in Quality Teaching Rounds, which means the project is well on track to meet its targets.

Findings to date in this *Strengthening Induction through Quality Teaching Rounds* project show that teacher participation in Quality Teaching Rounds has reduced burnout and improved wellbeing for both early career (first three years) and experienced teachers (more than three years classroom experience) (Figure 2).

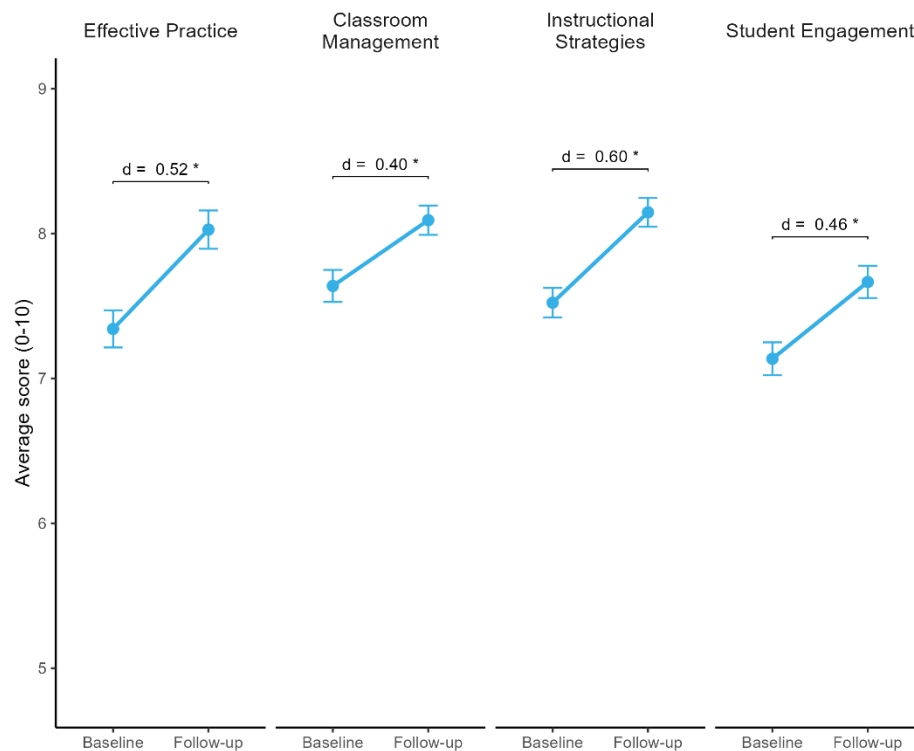
Figure 2: Impact of Quality Teaching Rounds on teacher wellbeing



Participation in Quality Teaching Rounds has also increased teacher efficacy in general (effective practice), and in the specific domains of classroom management, instructional strategies and student engagement for both beginning and experienced teachers (Figure 3).

⁷ Clare, J. (2023). Expansion of Quality Teaching Rounds program. *Ministers' Media Centre*. <https://ministers.education.gov.au/clare/expansion-quality-teaching-rounds-program>

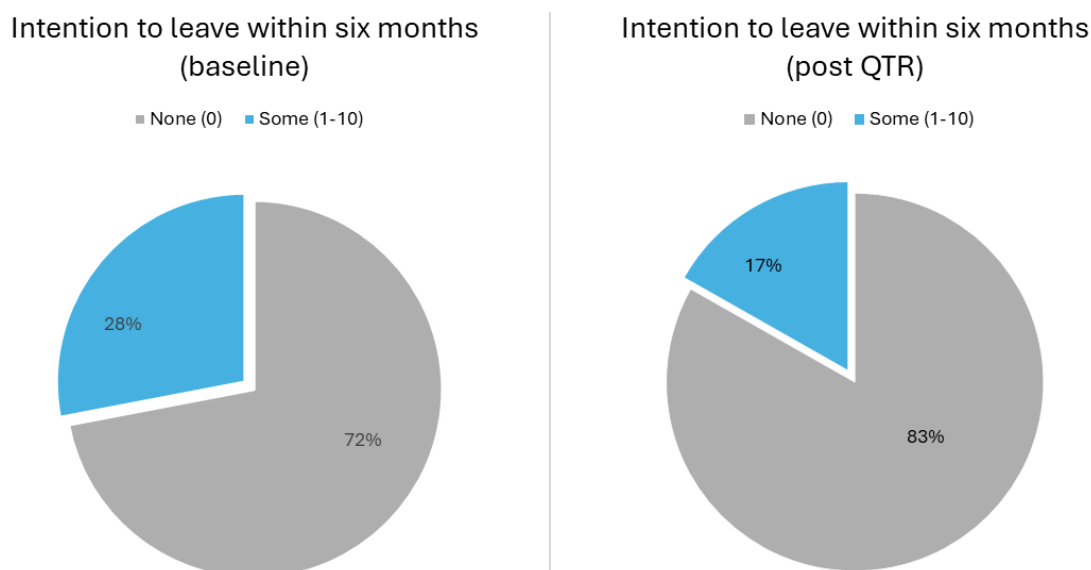
Figure 3: Impact of Quality Teaching Rounds on teacher efficacy



Quality Teaching Rounds is also having a positive effect on teacher retention. When asked to indicate their intention to leave the profession within the next six months on a scale from 0 (not at all likely) to 10 (extremely likely), almost 40% of those who had previously indicated some intention to leave (depicted in blue) changed their response to 0 following participation in Quality Teaching Rounds (Figure 4). Notably, two thirds of those rating their intention to leave 7-10 no longer plan to resign.

Importantly, all these positive effects are reported by both early career and more experienced teachers involved in the *Strengthening Induction* project.

Figure 4: Reduction in teachers indicating their intention to leave the profession



Impact case studies

Case Study 1: Keeping teachers in the profession

The Australian Government has funded the University of Newcastle to expand Quality Teaching Rounds (QTR) as part of the National Teacher Workforce Action Plan, supporting the induction of early career teachers. The *Strengthening Induction through Quality Teaching Rounds (2023-2027)* project helps teachers remain in the profession by improving wellbeing, confidence, and job satisfaction. It has the added benefits of lifting teaching quality and improving student outcomes, especially in disadvantaged communities.

Kaitlin Heggen, an early career teacher at Hambledon Public School, faced a challenging transition into the classroom after university, complicated by COVID-19 lockdowns and remote learning. She considered leaving the profession multiple times in her first year. After participating in Quality Teaching Rounds, Kaitlin now reports greater confidence, stronger collegial relationships, and renewed certainty about her teaching career.

Nick Short, who moved to Cobar High School on a NSW Teach Rural scholarship, initially planned to stay for only three years to earn transfer points. Seven years later, he's still there. Quality Teaching Rounds is part of a long-term strategy at Cobar High to support new and experienced teachers alike. Nick reports that by building strong relationships and improving teaching through Quality Teaching Rounds, staff feel encouraged to stay longer while ensuring their students receive high quality learning experiences.



“It was super valuable to make and strengthen collegial relationships, especially after Covid. I still go to ask questions and get advice from the teachers in my group, be social with them and, from that, have been connected with more teachers in the school. QTR was our foundation.”

Kaitlin, early career teacher

Case Study 2: Transforming outcomes at Cessnock High School

Cessnock High School is one of the most disadvantaged schools in NSW. Almost 25% of its students identify as Indigenous and more than 70% of families are positioned in the bottom quartile for socio-economic advantage. Prior to 2020, Cessnock High faced numerous challenges, including low engagement, poor academic performance, and behavioural issues.

In 2020, the University of Newcastle's Teachers and Teaching Research Centre began a partnership with the school, co-designing a four-year Quality Teaching Action Plan centred on Quality Teaching Rounds. The results achieved at Cessnock High School throughout this partnership have been remarkable. From a school being below state average on all measures, Cessnock High:

- Ranked 7th in NSW for NAPLAN improvement in 2025, up from 11th in 2023, and 35th in 2022.
- Ranked 1st in the Hunter region for NAPLAN improvement since 2023.
- Ranked 2nd in NSW in 2024 for most improved Band 4, 5, and 6 HSC results.
- Increased student attendance in 2023 by 7% (triple the state average) and has been sustained.
- Saw negative behaviours significantly decrease and positive behaviour referrals grow.
- Experienced crucial improvements in teacher wellbeing, efficacy, school belonging, and leadership perceptions.

“We’re not just trying to help kids through school here, we’re trying to help the Cessnock community by producing kids who are capable of getting quality jobs, being able to operate as a community member, and adding to our community.”

Peter Riley, principal

“I want to be a teacher. The main reason is the teachers at this school. They’ve influenced me in a massive way.”

Charlotte White, student



Teacher Kelsey Kisina (centre) walks with Year 12 students Gabrielle and Charlotte

Economic case for Quality Teaching Rounds

This proposal presents the government with a unique solution to many of education's enduring challenges. As one initiative with broad impact, Quality Teaching Rounds can simultaneously improve student learning, keep great teachers in the classroom, and address long-standing equity concerns.

By providing an additional \$5m over four years and supporting a sustainable funding pathway for Quality Teaching Rounds, the Australian Government is assured that this investment will produce positive outcomes for both the education sector and the economy more broadly.

This funding would enable an additional 1,600 teachers to participate in Quality Teaching Rounds. Current estimated national teacher turnover costs exceed \$690m-\$1.2b annually, or \$25-35k per teacher, in recruitment, training, and replacement.^{8,9,10} If the effects on teachers' intention to leave the profession were realised at the same rate with this second cohort of teachers, **this investment would result in budget savings between \$4.4m and \$6.16m** in retention costs alone.

As well as the compelling research on the impact of Quality Teaching Rounds on teacher and student outcomes, in 2020, Deloitte Access Economics produced a comprehensive cost-benefit analysis which found that Quality Teaching Rounds:

- is a relatively low-cost intervention that achieves a positive impact on student progress equating to a **lifetime GSP uplift of between \$40 and \$150** for every dollar spent on program costs.
- produces non-monetised benefits to health, wellbeing, civic participation and interaction with the police and judicial system which stem from improving student academic achievement.
- delivers a high level of economic return to society for the level of associated program cost compared to other education interventions which return between \$8.50 and \$25.40.¹¹

National scaling targets (2027-2031)

- Teachers: 1,600
- Schools: 250-350
- Students impacted: 80,000-180,000
- Coverage: All states, territories and sectors

Priority expansion areas

Quality Teaching Rounds has always been focused on increasing equity and excellence in Australian classrooms by supporting teachers and building their capacity for quality teaching.

While this program will remain available to all Australian schools and teachers, the expansion of Quality Teaching Rounds will continue to focus on implementation in:

- low ICSEA schools
- schools serving diverse communities
- regional, rural and remote schools
- schools with a high proportion of Indigenous students
- hard to staff schools, or schools with a more transient workforce

⁸ e61 Institute (2025). Who stays, who goes? A new look at teacher attrition using administrative data. <https://e61.in/who-stays-who-goes-a-new-look-at-teacher-attrition-using-administrative-data/>

⁹ Learning Policy Institute (2024). What's the cost of teacher turnover? <https://learningpolicyinstitute.org/product/2024-whats-cost-teacher-turnover>

¹⁰ Gundlach, H. (2023). Dynamic career pathways may be the key to teacher retention. *Education Matters*. <https://educationmattersmag.com.au/the-key-to-teacher-retention>

¹¹ Deloitte Access Economics. (2020). Quality Teaching Rounds – Cost benefit analysis. Report to the Teachers and Teaching Research Centre. <https://gtacademy.edu.au/a-deloitte-access-economics-cost-benefit-analysis/>

Capacity to deliver

The University of Newcastle's Teachers and Teaching Research Centre (TTRC), established in 2013 and led by Distinguished Laureate Professor Jenny Gore AM, is an Australian leader in high quality impactful educational research into initial teacher education, quality teaching, teacher development, school change, leadership, student aspirations, equity, and STEM education.

In 2020, the TTRC established the Quality Teaching Academy (QT Academy) as part of the Paul Ramsay Foundation's \$17.2m *Building Capacity for Quality Teaching in Australian Schools* project. A non-profit social enterprise, the QT Academy is tasked with supporting the scaling of Quality Teaching Rounds nationally.

The QT Academy employs experienced teachers and school leaders who facilitate Quality Teaching Rounds workshops in every state and territory ensuring relevance and applicability. Over the past five years, the Quality Teaching Rounds workshop receives a Net Promotor Score of at least 62, placing it in the top quartile of this measure, demonstrating sustained excellence.

As well as delivering the current expansion of Quality Teaching Rounds through the National Teacher Workforce Action Plan, the QT Academy is conducting a project funded by the Paul Ramsay Foundation seeking to replicate the Cessnock High School partnership in 20 highly disadvantaged NSW government schools over three years. The Academy is also supporting the evaluation and scaling of Quality Teaching Rounds in Sweden, Germany, Cambodia, Indonesia, Scotland, Ireland, Japan, Albania, and the South Pacific, with interest also in other parts of the world.

Funding breakdown

The requested funding structure provides for grant establishment, continued national rollout, and transition to sustainable state/territory funding through the Better and Fairer Schools Agreement.

<i>Funding period</i>	Investment	Purpose
<i>Year 1 (2027-28)</i>	\$1.75 million	Grant establishment and national scaling
<i>Year 2 (2028-29)</i>	\$1.75 million	National scaling
<i>Year 3 (2029-30)</i>	\$0.75 million	National scaling and transition to state/territory funding
<i>Year 4 (2030-31)</i>	\$0.75 million	National scaling and transition to state/territory funding
<i>Total (Years 1-4)</i>	\$5 million	

Funding sustainability

Over the longer term, the program can become sustainable through securing a funding pathway via the bilateral Better Fairer Schools Agreements.

Phase 1: Commonwealth direct funding (2027-29)

Phase 2: Transition to Better and Fairer Schools Agreement (2029 onwards)

- Integrated into Better and Fairer Schools Agreement bilateral agreements with each state/territory
- Linked to National Reform Direction 84.c.ii: A strong and sustainable workforce
- Strong alignment with evidence-based teaching practices, closing equity gaps, school improvement and excellence.

Strategic alignment with Government priorities

Funding a sustainable Quality Teaching Rounds expansion program aligns with the Government's education and productivity agenda.

Better and Fairer Schools Agreement:

- Direct delivery on National Reform Direction 84.c.ii: A strong and sustainable workforce
- Supports full and fair funding objective: improving quality in all schools
- Addresses equity through stronger results in disadvantaged settings

National Teacher Workforce Action Plan:

- Builds on current NTWAP investment
- Addresses teacher shortage through improved retention
- Enhances teacher quality and job satisfaction

Productivity benefits:

- Improved student achievement, educational attainment and employability
- Higher future earnings for students
- Skilled and adaptable future workforce
- Indirect impacts: improved health, civic participation

Workforce productivity:

- Reduced teacher turnover costs
- Improved retention without additional salary increases
- Improved teacher wellbeing and effectiveness

Budget sustainability:

- Self-funding model: Initial investment creates perpetual capability through a strengthened train-the-trainer approach, where teachers drive ongoing participation in Rounds with new colleagues without further external input.
- Scalable efficiency: Per-teacher costs decrease as program scales. Teacher knowledge and skills developed, enabling them to take the approach from school to school as they move within, or across, education systems.

Cross-jurisdictional benefits:

- Universal applicability: Framework works across all education systems without requiring structural changes. Quality Teaching Rounds has been mapped to the Australian Professional Standards for Teachers, the National School Improvement Tool, and other state and territory policy documents.
- Reduced inequality: Effects on student learning are greater in disadvantaged settings, addressing urban/rural and advantaged/disadvantaged gaps affecting all jurisdictions.
- Shared research base: Collaborative evidence building benefits all states through knowledge sharing.
- Public/private alignment: Benefits government, Catholic, and independent schools equally.

Recommendations

The Australian Government should:

1. **Allocate \$5 million over four years (2027 to 2031)** to continue scaling Quality Teaching Rounds nationally, with tapering investment:
 - a. 2027-28: \$1.75m
 - b. 2028-29: \$1.75m
 - c. 2029-30: \$0.75m
 - d. 2030-31: \$0.75m
2. **Commence work with states and territories** to include Quality Teaching Rounds in Better and Fairer Schools Agreement bilateral negotiations, ensuring:
 - a. Formal commitment clause in each bilateral agreement
 - b. Funding pathway from 2029-30 onwards
 - c. Integration with National Reform Directions (workforce sustainability, teaching quality, equity)
 - d. Shared accountability framework

Letters of Support

Letters of support (attached) have been received from the following:

Jess Teesdale – Member for Bass
Emma Comer – Member for Petrie
Anne Stanley – Member for Werriwa
Dan Repacholi – Member for Hunter
Australian Primary Principals Association
NSW Secondary Principals' Council
Studio Schools of Australia – Western Australia
Anula Primary School – Northern Territory

Atherton State High School – Queensland
MidCoast Christian College – New South Wales
Lauriston Girls' School – Victoria
St Michael's Collegiate – Tasmania
Para Hills High School – South Australia
Norwood International High School – South Australia
Seymour College – South Australia

Contact information

Distinguished Laureate Professor Jenny Gore AM
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CT Building, University of Newcastle, University Drive, Callaghan NSW 2308
E: jenny.gore@newcastle.edu.au



Support for Quality Teaching Rounds Pre-Budget Submission

Dear Expenditure Review Committee,

I am writing in strong support of the Teachers and Teaching Research Centre's pre-Budget submission seeking \$5 million to continue scaling Quality Teaching Rounds nationally.

Earlier this year I met with Laureate Professor Jenny Gore AM and heard firsthand about the positive impact Quality Teaching Rounds is having on student outcomes, teacher wellbeing and the broader school community around the country.

Quality Teaching Rounds directly addresses three of Australia's most urgent education challenges: lifting student outcomes, improving equity, and keeping high-quality teachers in our classrooms. The evidence is compelling. Schools participating in Quality Teaching Rounds have seen measurable improvements in student achievement, reduced teacher burnout, and a significant drop in teachers intending to leave the profession. These benefits are especially important for regional and rural areas like mine, where access to high-quality professional development is often limited.

With current funding under the National Teacher Workforce Action Plan set to conclude in mid-2027, it is crucial that this momentum is not lost. Continued investment will ensure teachers across Australia, including those in regional and disadvantaged communities, have access to the support they need to stay in the profession and deliver the best outcomes for their students.

I strongly support this investment.

Yours sincerely,

Jess Teesdale MP

Federal Member for Bass



Emma Comer MP

Federal Member for Petrie



To Whom it may Concern

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over four years to continue to scale Quality Teaching Rounds nationally.

Recently I visited Clontarf Beach State High School in my electorate to see first-hand the positive impact of Quality Teaching Rounds on students, teacher wellbeing, and the broader community.

Quality Teaching Rounds addresses three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely

Emma Comer MP
Federal Member for Petrie



ANNE STANLEY MP

FEDERAL MEMBER FOR WERRIWA



21 November 2025

The Hon Jason Clare, MP
Minister for Education
Via email: minister.clare@edu.gov.au

20251121/NC

Dear Minister,

Thank you for the opportunity to represent you on Wednesday 12 December 2025.

I was pleasantly surprised by the report from principal and the important improvements for students at Busby Public School.

I write to you to lend my support for pre-budget submission requesting \$5 million over four years to continue to scale Quality Teaching Rounds nationally.

It is clear that Quality Teaching Rounds is addressing three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms has significantly improve student and educator's experiences.

I believe all Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds are sustained into the future.

I strongly support this investment, given the results in Busby Public School.

Yours sincerely,

Anne Stanley MP
Government Whip
Federal Member for Werriwa



Dan Repacholi MP

MEMBER FOR HUNTER

To Whom It May Concern

Support for Quality Teaching Rounds – 2026–27 Pre-Budget Submission

I am writing to express my strong support for the Teachers and Teaching Research Centre's pre-Budget submission seeking \$5 million over four years to continue the national rollout of Quality Teaching Rounds.

I have seen firsthand the positive impact of Quality Teaching Rounds at Cessnock High School in my electorate. The program has helped lift the quality of teaching, improve teacher morale and wellbeing, and deliver better outcomes for students, particularly in a school serving a disadvantaged community.

Quality Teaching Rounds directly addresses some of the most pressing challenges facing our education system: improving student learning, supporting equity, and retaining high-quality teachers at a time of ongoing workforce shortages. The evidence is clear that the program reduces burnout, strengthens professional collaboration, and helps keep experienced teachers in the classroom.

With current funding under the National Teacher Workforce Action Plan due to conclude in mid-2027, there is a real risk of losing the momentum that has been built over the past few years without funding certainty. Continued investment will ensure this proven, evidence-based program can be sustained and expanded to benefit more schools, teachers and students across Australia.

I strongly support this investment and encourage the Committee to give it favourable consideration.

Kind regards

Dan Repacholi MP
Federal Member for Hunter



Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally.

The Australian Primary Principals Association (APPA) is the national professional association for primary school principals in Australia, representing more than 7,600 principals and school leaders nationwide.

As President of APPA, I have had the pleasure of hearing firsthand the impact of Quality Teaching Rounds on teachers, students and principals, including recently at Busby Public School and at the national Quality Teaching in Practice conference.

Quality Teaching Rounds addresses three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

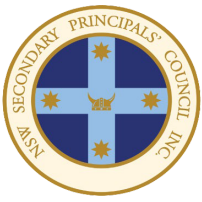
With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,



Angela Falkenberg
President
Australian Primary Principals Association



NSW Secondary Principals' Council

Supporting Principals and Public Education

President: Denise Lofts

UTS, Building 10
Level 4, 235 Jones Ave
Ultimo, 2007
www.nswspc.org.au

9th January 2025

Dear Expenditure Review Committee,

Re: Support for the Quality Teaching Rounds Pre-Budget Submission

I am writing on behalf of the New South Wales Secondary Principals' Council (NSWSPC) to express strong support for the Teachers and Teaching Research Centre's pre-Budget submission seeking continued investment to scale Quality Teaching Rounds (QTR) nationally.

The NSWSPC is the professional body representing principals of NSW public schools with secondary enrolments. Our members are acutely aware of the intersecting challenges currently facing schools — workforce sustainability, teacher wellbeing, retention, and the ongoing imperative to improve student learning outcomes equitably across diverse contexts.

Through engagement with school leaders and with Laureate Professor Jenny Gore AM, I have seen and heard compelling evidence of the positive impact of Quality Teaching Rounds. QTR is supporting teachers at all career stages by strengthening professional practice, improving confidence and efficacy, reducing burnout, and contributing to higher levels of retention — outcomes that are critically important in the current workforce climate.

The scale of engagement achieved to date, with more than 1,000 teachers involved across every state and territory, reflects both the credibility of the model and the appetite within schools for high-quality, evidence-informed professional learning that is embedded in practice. Importantly, QTR aligns closely with what school leaders know to be effective: collaborative professional learning that improves teaching quality while also supporting teacher wellbeing.

With current funding under the National Teacher Workforce Action Plan concluding in mid-2027, there is a real risk that the momentum built over the past two and a half years could be lost without funding certainty. From a school leadership perspective, continuity

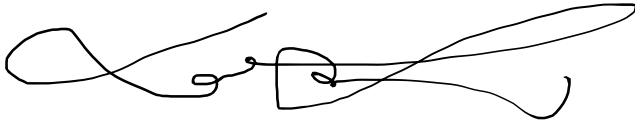


We appreciate and thank our Business Partners
ABN: 69 183 368 075

and scale are essential if initiatives such as QTR are to deliver sustained system-level impact.

On behalf of the NSW Secondary Principals' Council, I strongly support continued investment in Quality Teaching Rounds and commend this submission for consideration as part of the 2026–27 Budget process.

Yours sincerely,



Denise Lofts
President
NSW Secondary Principals' Council



We appreciate and thank our Business Partners
ABN: 69 183 368 075



Studio Schools first engaged with the University in 2022 following the publication of results from the first of four randomised controlled trials funded by the Paul Ramsay Foundation which demonstrated participation in Quality Teaching Rounds improves teaching and learning outcomes with stronger effects in disadvantaged schools.

In July 2024, QT Adviser Michelle Ware travelled to Yiramalay to work in depth with our teachers to build their understanding of the Quality Teaching Rounds approach. This visit was partly facilitated by the bipartisan federal government commitment to expand Quality Teaching Rounds through the National Teacher Workforce Action Plan.

Since then, we have seen more regular teacher discussion focussed on each key aspect of the Quality Teaching Model. Previously there was a greater focus in meetings on student behaviour management and wellbeing concerns, but following the QT training, the teachers have a shared language and interest in discussing the delivery of the teaching program. It has also provided a platform for teachers to self-reflect. This in turn has allowed for more rigorous and engaging learning opportunities for our students. The teachers also expressed gratitude for the opportunity and support to focus on their teaching practice. Furthermore, the training provided an opportunity for the small teaching team to connect and grow together, which was invaluable in terms of improving team culture.

Based on the positive feedback and successful outcome of the first Quality Teaching Round, we have begun discussions with Michelle Ware around the possibility of a second round of training this year. Our team is keen to continue and will support Michelle to introduce three more teachers to the Model. Our hope is that each year the Rounds will be made up of returning and new teachers.

Our experience at Yiramalay highlights how impactful this approach can be in improving the quality of education experienced by Indigenous students. We would be pleased to see funding committed to enable its broader adoption and I unreservedly support this next step.

Dr Helen Drennen AM
CEO Studio Schools of Australia

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally.

Anula Primary School is a public school located in the Darwin suburb of Anula with around 400 students and 30 teachers. We aim to provide all students with the best possible education and have been recognised globally for our leadership and educational excellence.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in 2024 with three of our teachers, including two early career teachers, participating in the current government-funded initiative, benefiting their careers and their students. The depth and rigour of evidence behind the program convinced us to adopt this across our whole school. So powerful is this program, that we have actively encouraged other schools in our networks to adopt QTR.

Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

Although this is not a department endorsed program, it has certainly been endorsed by Anula Primary School with our school council support.

Yours sincerely,



Brian Hyke
Principal
Department of Education and Training (DET)
Northern Territory Government

19 January 2026

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally.

Atherton State High School is a public school of around 750 students and more than 70 teachers located in Queensland's Atherton tablelands.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in 2023. The depth and rigour of evidence behind the program convinced us to adopt this across our whole school. So powerful is this program, that we have actively encouraged other schools in our networks to adopt QTR. We continue to develop our teachers through QTR, with 8 of our teachers, including four early career teachers, participating in the current government-funded initiative, benefiting their careers and their students.

Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,



Leanne Knight-Smith
Principal



Support for Quality Teaching Rounds Pre-Budget Submission

Dear Expenditure Review Committee,

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over four years to support the Quality Teaching Rounds nationally.

MidCoast Christian College is a K-12 Independent school of around 840 students and more than 70 teachers in Taree on the NSW Mid Coast.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in at the end of 2023 thanks to the current government-funded initiative. Since then, more than 20 of our staff have had the opportunity to participate in and benefit from the program at our school.

The most significant impact on our staff is that it has provided an invaluable opportunity for experienced teachers to come together with early career teachers to discuss what quality teaching looks like in a safe and respectful forum. Our teachers have expressed an appreciation of the cross-school collaborative culture it has created that has enhanced staff morale. For our early career teachers, it has provided an additional mentoring opportunity as they have built trusted relationships with more seasoned educators. While for our more experienced teachers, it has reinvigorated their joy in teaching and what small steps can be tweaked in their practice to enhance learning for our students in our context here in Taree.

Our experience suggests that Quality Teaching Rounds can addresses three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,

Mrs. Lisa Palmer

Director of Teacher Recruitment, Accreditation and Professional Learning

A handwritten signature in purple ink that reads "Lisa Palmer".

8 December, 2025

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally.

Lauriston Girls' School is an independent girl's school in Armadale, Melbourne, with around 900 students and more than 140 teachers. At Lauriston it is our mission to inspire our girls to be courageous lifelong learners. They are ethical and compassionate young women who seek to resolve new-world problems and strive to be responsible, global citizens working with others to shape their world.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in 2018. The depth and rigour of evidence behind the program convinced us to adopt this across our whole school. So powerful is this program, that we have actively encouraged other schools in our networks to adopt QTR. We continue to develop our teachers using the Quality Teaching Model and are proud to be recognised as a partner of the University's Quality Teaching Academy.

Our experience suggests that Quality Teaching Rounds addresses three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,

Kate Hehir

Assistant Principal, Junior School

From the Principal

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over four years to continue scaling Quality Teaching Rounds nationally.

St Michael's Collegiate is a leading Anglican Girls' School in Hobart, Tasmania encompassing early learning, primary and secondary school.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds at the beginning of 2025 when several of our teachers attended a public QTR workshop in Hobart. Since then, we organised a dedicated day for our entire staff to be trained in QTR and have begun to roll it out across the school.

In 2025 we have held two pilot rounds of the program, involving 8 staff over 8 days and the results have been incredibly positive. In our experience the Rounds foster insightful conversations about pedagogy within a structure that promotes collegiality and trust. We are now planning our 2026 roll out and expect that the benefits of the program will support our Teaching and Learning framework and continue to provide authentic professional development using the skills and expertise of our own teachers. We also see great value in the program allowing us to link the rounds with our ongoing work with the University of Melbourne and the New Metrics program.

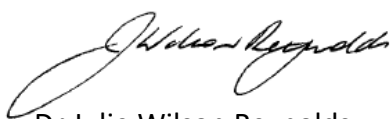
Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms. The program provides a vehicle for staff to reflect upon their own practice and find greater success and efficacy in their professional development.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,



Dr Julie Wilson Reynolds

Principal

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million to scale Quality Teaching Rounds nationally.

Norwood International High School first engaged with the University of Newcastle's Quality Teaching Rounds project in 2025. Since then, more than 25 of our staff have had the opportunity to participate in the program in our school.

Since engaging with Quality Teaching Rounds, we have seen a measurable lift in the quality and consistency of classroom practice for those who have participated.

QTR has provided teachers with a shared, evidence-based language for discussing pedagogy, enabling deep professional dialogue focused on what matters most.

The structured, non-judgemental nature of the rounds has strengthened professional trust, reduced isolation, and embedded reflective practice as part of our culture for learning.

Importantly, QTR has supported early-career and experienced teachers alike, contributing to improved teacher confidence, collective efficacy, and retention, while directly informing whole-school improvement priorities and lifting expectations for student learning.

Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,



Roy Page
Principal

To whom it may concern,

I am writing to provide my strong endorsement of the Quality Teaching Rounds (QTR), Quality Assessment Rounds (QAR) processes and more broadly for the work of the Quality Teaching Academy (QTA), and to affirm the significant and sustained impact they have had on the teaching practice and student outcomes at Para Hills High School.

Para Hills High School is a Category 2 school who serves a community characterised by historically low socio-economic indicators. Like many schools in similar contexts, we have traditionally faced the challenge of overcoming entrenched disadvantage and disrupting the well-documented link between the students' socio-economic background and their educational and life outcomes. The work of the Quality Teaching Academy has been central to our success in meeting this challenge.

Participation in QTR and QAR has embedded a culture of rigorous, evidence-informed professional dialogue focused squarely on classroom practice. Teachers at Para Hills High School now share a common, precise language for discussing pedagogy, lesson design, and intellectual quality. The structured, non-judgemental nature of QTR and QAR have enabled deep professional trust, encouraging teachers to open their classrooms, reflect critically on their practice, and collaboratively refine teaching strategies that maximise student engagement and learning.

The impact on teacher professional practice has been profound. Teaching at Para Hills High School is now characterised by:

- consistently high expectations for all learners
- explicit attention to intellectual quality, deep knowledge, and substantive communication
- deliberate planning for inclusivity, relevance, and student voice
- collective responsibility for instructional improvement across faculties

Most importantly, these improvements in teaching quality have translated directly into measurable gains in student achievement. Para Hills High School is now recognised as a school with **one of the highest levels of value-add growth in NAPLAN and SACE outcomes**, despite our socio-economic context. Our students are achieving outcomes that match, and in many cases exceed, those of students in significantly higher SES schools.

These results represent more than academic success. They demonstrate that high-quality teaching, when systematically developed and sustained through initiatives such as QAR and the Quality Teaching Academy, can decisively break the link between socio-economic background and educational attainment. At Para Hills High School, student aspiration,

engagement, and post-school pathways have strengthened alongside academic achievement, reinforcing the life-changing potential of this work.

The Quality Teaching and Quality Assessment Rounds processes and the leadership of the Quality Teaching Academy have been instrumental in transforming teaching practice and student outcomes at Para Hills High School. Their impact is evident in our classrooms, our professional culture and our data. I offer my unequivocal support for the continuation and expansion of this work, particularly for schools serving communities where educational equity matters most.

Yours sincerely,



Alina Page

Principal

Para Hills High School



4 December 2025

Dear Expenditure Review Committee

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's pre-Budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally. Seymour College is an independent girl's school in Glen Osmond, Adelaide with around 700 students and more than 70 teachers. At Seymour we are dedicated to delivering the highest quality education, to ensure every student gains the self-assurance, confidence and determination they need to succeed in life.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in 2021. The depth and rigour of evidence behind the program convinced us to adopt this across our whole school. So powerful is this program, that we have actively encouraged other schools in our networks to adopt QTR. We continue to develop our teachers using the Quality Teaching Model and are proud to be recognised as a partner of the University's Quality Teaching Academy.

Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours faithfully

Vanessa Browning
Principal



Hambleton Public School

Est.1994

35 Bali Drive, Quakers Hill NSW 2763 ph: (02) 9837 3200

e: hambleton-p.school@det.nsw.edu.au

w: hambleton-p.schools.nsw.gov.au

Wednesday, 28 January 2026

Dear Expenditure Review Committee,

Support for Quality Teaching Rounds Pre-Budget Submission

I am writing in support of the Teachers and Teaching Research Centre's Pre-Budget submission requesting \$5 million over to scale Quality Teaching Rounds nationally.

Hambleton Public School is located in the Quakers Hill area of Western Sydney. We have around 700 students and 48 teachers committed to providing a vibrant and innovative culture that engages every child through high expectations in learning excellence.

Our school first engaged with the University of Newcastle's Quality Teaching Rounds in 2020 as part of a randomised controlled trial study into the work. The depth and rigour of evidence behind the program convinced us to adopt this across our whole school. So powerful is this program, that we have actively encouraged other schools in our networks to adopt QTR. We continue to develop our teachers through QTR, with four of our teachers, including two early career teachers, participating in the current government-funded initiative, benefiting their careers and their students.

Our experience suggests that Quality Teaching Rounds can address three of Australia's most pressing education challenges: improving student learning outcomes, increasing equity, and retaining quality teachers in our classrooms.

All Australian schools can benefit from the proven improvements in student achievement, reduced teacher burnout and decreased intention to leave the profession.

With the current funding under the National Teacher Workforce Action Plan concluding in mid-2027, it is important that Quality Teaching Rounds is sustained into the future.

I strongly support this investment.

Yours sincerely,



Hambleton Public School

Est.1994

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Judy McEwen

Principal

Hambleton Public School

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